



Medium Term Plans
Term 5 2020
Year 3
Theme: Witches and Wizards

Blooms		Hook
Do the ends justify the means?		Witches and Wizards dress up day.
Writing Genre: Persuasion Texts	<ul style="list-style-type: none"> • Which spells should be allowed and why? • Poetry magical poetry, spells. • Invention Writing – Mystery object? • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas draft and write by: • Organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	
Reading	<ul style="list-style-type: none"> • Class Text: Harry Potter The Philosopher’s Stone • Word Reading -> comprehension -> questioning • Identifying themes and conventions in a wide range of books identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	
SPAG	<ul style="list-style-type: none"> • Common homophones, with the following specific words learnt: here/hear, meat/meet, plain/plane, brake/ break, fair/fare, grate/ great, rain/rein/reign, accept/except, affect/effect, heel/heal/he’ll, peace/piece, weather/ whether, whose/who’s, groan/grown • Y3 Statutory Words (see separate list) • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	
Maths	<ul style="list-style-type: none"> • Recognise and show, using diagrams, equivalent fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole. • Solve problems that involve all of the above. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. • Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. • Use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	
Science	<ul style="list-style-type: none"> • Understand that dark is the absence of light. • Set up an investigation and make predictions. • Understand how surfaces reflect light. • Recognise that a mirror appears to reverse an image. • Identify some parts of the eye. • Understand how the Sun can damage parts of the eye. • Identify opaque, translucent and transparent objects. • Know how shadows change size. 	
Computing	<ul style="list-style-type: none"> • Harry Potter unite geocaching • Online Safety • Identify and explain different forms of online communication; • Explain the positive and negative aspects of online communities; • Explain the differences between communication in real life and online 	
Geography	<ul style="list-style-type: none"> • Rainforests – locate tropic of Cancer/Capricorn on a map and identify rainforest between, identify plants growing in layer of the rainforest and animal living there, Fair Trade 	



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Art	<ul style="list-style-type: none"> • Photography (linked to Science – witches and wizards shadows) • Shadow related photography • Silhouette art
PE	<ul style="list-style-type: none"> • Cool Core - Use a broad range of skills with control and consistency and relevant to the learning context. • Tennis - Use a broad range of skills with control and consistency and relevant to the learning context. Persevere with challenging tasks and react positively when things are difficult. Co-operate with others on simple tasks and give and receive feedback
Music	<ul style="list-style-type: none"> • Recorders – dynamics/musical • notes/reading music • Listening/improvising/appreciation • Listen to Harry Potter theme tune music and create own wizard music. • Compose and perform melodies using two or three notes. Play notes on instruments clearly and including steps/ leaps in pitch. • Improvise (including call and response) within a group using 1 or 2 notes. • Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. • Use these words to identify where music works well/ needs improving.
RE	<ul style="list-style-type: none"> • Why do people pray? • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).
Spanish	<ul style="list-style-type: none"> • Retratos (portraits) Describe a portrait. Apply knowledge of colours and body parts
PSHE	<ul style="list-style-type: none"> • Living in the Wider World • To learn why and how rules and laws that protect themselves and others are made and enforced • To understand that everyone has human rights • To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices • That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • To appreciate the range of national, regional, religious and ethnic identities in the UK • To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To think about the lives of people living in other places, and people with different values and customs • To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision) • To develop an initial understanding if the concepts of 'interest', 'loan', 'debt', and 'tax'