



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

<b>Blooms</b> Do the ends justify the means?		<b>Hook</b> Witches and Wizards dress up day.
Writing  Genre: Persuasion Texts	<ul style="list-style-type: none"><li>• Which spells should be allowed and why?</li><li>• Poetry magical poetry, spells.</li><li>• Invention Writing – Mystery object?</li><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li><li>• Discussing and recording ideas draft and write by:</li><li>• 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]</li></ul>	
Reading	<ul style="list-style-type: none"><li>• Class Text: Harry Potter The Philosopher's Stone</li><li>• Word Reading -&gt; comprehension -&gt; questioning</li><li>• Identifying themes and conventions in a wide range of books identifying main ideas drawn from more than one paragraph and summarising these</li><li>• Identifying how language, structure, and presentation contribute to meaning</li><li>• Retrieve and record information from non-fiction.</li><li>• 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.</li></ul>	
SPAG	<ul style="list-style-type: none"><li>• 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</li><li>• Y3 Statutory Words (see separate list)</li><li>• 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]</li><li>• 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]</li></ul>	
Maths	<ul style="list-style-type: none"><li>• Recognise and show, using diagrams, equivalent fractions with small denominators.</li><li>• Compare and order unit fractions, and fractions with the same denominators.</li><li>• Add and subtract fractions with the same denominator within one whole.</li><li>• Solve problems that involve all of the above.</li><li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</li><li>• Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours.</li><li>• 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.</li><li>• Compare durations of events [for example to calculate the time taken by particular events or tasks].</li></ul>	
Science	<ul style="list-style-type: none"><li>• Understand that dark is the absence of light.</li><li>• Set up an investigation and make predictions.</li><li>• Understand how surfaces reflect light.</li><li>• Recognise that a mirror appears to reverse an image.</li><li>• Identify some parts of the eye.</li><li>• Understand how the Sun can damage parts of the eye.</li><li>• Identify opaque, translucent and transparent objects.</li><li>• Know how shadows change size.</li></ul>	
Computing	<ul style="list-style-type: none"><li>• Harry Potter unite geocaching</li><li>• Online Safety</li><li>• Identify and explain different forms of online communication;</li><li>• Explain the positive and negative aspects of online communities;</li><li>• Explain the differences between communication in real life and online</li></ul>	
Geography	<ul style="list-style-type: none"><li>• 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</li></ul>	



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