

Blooms

Which period had the greatest impact on our society: The Stone Age, The Iron Age or The Romans?

What is the most important function of a plant? Explain.

<p>Writing Genre: Narrative – Portal Story</p>	<ul style="list-style-type: none"> • Narrative – Portal Stories and their features • Planning, recording ideas for writing (narrative structure for 5-part story) • Write showing an appreciation of the different parts of a story (5-part etc) with some awareness of paragraphing • Exploring and using dialogue in writing • Create setting, characters and plot within the portal genre. 	
<p>Reading</p>	<ul style="list-style-type: none"> • Class text: <i>Stig of the Dump By Clive King</i> • Exploring use of dialogue, further development of setting/characterisation • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read 	
<p>SPAG</p>	<ul style="list-style-type: none"> • Add the following prefixes to words: pre-, mis-, dis-, sub-, super-, anti- • indicating possession by using the possessive apostrophe with plural nouns place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Statutory Word Lists 	
<p>Mathematics (including arithmetic)</p>	<p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm) • Measure the perimeter of simple 2D shapes. <p>Number: Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Find unit fractions of quantities using known division facts (multiplication tables fluency). • Add and subtract fractions with the same denominator, within 1. <p>Measurement: Time</p> <ul style="list-style-type: none"> • 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]. <p>Fluency:</p> <ul style="list-style-type: none"> • Add/subtract powers of 10/100 from a three-digit number, e.g. $409 + 100$, $106 - 40$, $178 + 500$ • Multiplication and division: e.g. $35 \div 5 = 7$ and $7 \times 5 = 35$ and $32 \times 3 = 96$ and $96 \div 3 = 32$ • Divide whole numbers into equal parts, e.g. $72 \div 4$ • Find unit fractions of quantities using known division facts (multiplication tables fluency). • Add and subtract fractions with the same denominator, within 1. 	
<p>History</p>	<p>Stone Age - Iron Age – the Romans</p> <ul style="list-style-type: none"> • Use words such as century, decade and period, civilisation. • How do we know about Britain's prehistory? • Make timelines with dates of the periods in Stone Age to Iron Age. • Use sources to describe <i>settlements</i> and how they have changed from one time period to the next. Learn about the development of homes and settlements from the Stone Age to the Iron Age. • Explore the development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that led Stone-Age people to move from hunting and gathering to farming. • Explore developments of technology and inventions from the Stone Age to the Iron Age and speculate why these changes occurred. • Research art and music in prehistory. 	<p>English: Diary entries Letters Archaeologist account</p> <p>Non chronological report of the Iron Age.</p>



Medium Term Plan Year 3 – Term 4 - 2020

	<ul style="list-style-type: none"> Explore the growing influence of the Romans. 	
Science	Plants <ul style="list-style-type: none"> Explain the functions of the different parts of plants. Identify different parts of a flower. Identify and describe the stages of the life cycle of flowering plants. Make predictions and then conclusions about a plant-based investigation. 	Mathematics: Data handling, reading and interpreting graphs and tables. Recording information. Growth of plants.
Art	Stone Age Art (Cave Paintings) <ul style="list-style-type: none"> Why did the Stone Age people make them? Talk about and discuss theories. Experimentation with creating colour. Select, and use appropriately, a variety of materials and techniques in order to create their own work. Take time to reflect (in their sketchbooks) upon what they like and dislike about their work in order to improve it. 	
PE	Gymnastics (adapted for online learning if required) <ul style="list-style-type: none"> Explore jumping techniques and link them with other gymnastic actions. Explore jumping techniques and to link them with other gymnastic actions. Select and adapt gymnastics actions to meet the task. Create a sequence that develops jumping skills. Improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	
RSHE	<ul style="list-style-type: none"> Learn that their actions affect themselves and others. Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view. 	