

Blooms Big Blooms Question: Do festivals improve people's lives?		
Writing Genre: Persuasive	<ul style="list-style-type: none"> Persuasive text writing (repeated words, alliterative words, emotional language, a strong argument, rhetorical questions) Past, present, future tense 'a' or 'an' Co-ordinating and subordinating conjunctions Proof-reading and editing skills Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	
Reading	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Make inferences: Understand what they read, in books they can read independently, by: drawing inferences. 	
SPAG	<ul style="list-style-type: none"> Common homophones/near 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 CEW - though/although, thought, through, enough, eight/eighth, breath/breathe, woman/women 	
Mathematics	<ul style="list-style-type: none"> 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. 3AS-2 Add and subtract up to three-digit numbers using columnar methods. 3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. Times Table revision 	
Religious Education	<p>What do different people believe about God? (Christian and Muslims)</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious festivals. 	<p>English: Listening to and appreciating stories. Explanations.</p> <p>Mathematics: Demographics and statistics associated with religion and the world/countries. Calendars and dates.</p>



Medium Term Plan Year 3 – Term 5 - 2021

Science	Rocks <ul style="list-style-type: none"> • Children will be able to give examples of natural and human-made rocks. • They will be able to group rocks by their properties and identify simple similarities and differences. • Children will be able to explain the difference between a bone and a fossil. • They will be able to explain, using simple scientific language, how soil is formed. • They will make and record observations accurately. 	English: Explanation texts/Non-chronological report Mathematics: Sorting and classifying rocks/graphs and data handling
MUSIC	Recorders – dynamics/musical <ul style="list-style-type: none"> • Notes/reading music • Listening/improvising/appreciation • 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. 	
SPANISH	Parts of the Body <ul style="list-style-type: none"> • Learn names for main body parts. • Learn how to say that something hurts/unwell. 	
Physical Education	Throwing and Catching (field games) <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To practise the correct technique for catching a ball and use it in a game. • To practise the correct batting technique and use it in a game situation. • To practise the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. 	
RSHE & Online Safety	<ul style="list-style-type: none"> • 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. • To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’. • To learn to recognise and manage ‘dares’. • To recognise what constitutes a positive, healthy relationship and to develop the skills to form and maintain these. • To recognise when and how to ask for help and use basic techniques for resisting pressure. • To know how to ask for advice or help for themselves or others. 	