

<b>Spotlight Masterpiece:</b> Forces and Magnets: Gravity v Friction study	<b>Hook:</b> Watch the dramatic Sandgate News report then find and reassemble the parts of the broken Iron Man scattered in the field. Use the parts to rebuild Iron Man. Trip to see the Anthony Gormley statue – Harbour Arm. Outdoor activities on EYFS slide etc. to study friction vs gravity
<b>Writing</b> Genre: Fiction	<b>Fiction:</b> Suspense <b>Class Text:</b> The Iron Man <b>Poetry:</b> The Sound Collector (Senses and Imagery) <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</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.</li> <li>• Features of Narrative suspense writing.</li> <li>• Analysing the structure, vocabulary and grammar.</li> <li>• Composing and rehearsing sentences orally.</li> <li>• Building a varied and rich vocabulary using a range of sentence structures.</li> <li>• Proof read for spelling and punctuation errors.</li> <li>• Read aloud to an audience with appropriate intonation, tone and volume.</li> <li>• Selection of winter Poems and The Sound Collector.</li> </ul>
<b>Reading</b>	<b>Class Text: Iron Man</b> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Word reading, Comprehension and Questioning.</li> <li>• Prepare poems and play scripts to read aloud and to perform with appropriate intonation.</li> <li>• Recognise different forms of poetry, including free verse and narrative poetry.</li> </ul>
<b>SPAG</b>	<ul style="list-style-type: none"> <li>• Revision of Key Stage 1 Phonics</li> <li>• Add the suffix –ly: The suffix –ly is added to an adjective to form an adverb.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Use the present perfect form of verbs in contrast to the past tense.</li> <li>• Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation.</li> </ul>
<b>Mathematics</b>	<b>Number – Place Value</b> <ul style="list-style-type: none"> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>• Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words.</li> <li>• Solve number problems and practical problems involving these ideas.</li> <li>• Count from 0 in multiples of 5, 10, 50 and 100</li> </ul> <b>Number – Addition and Subtraction</b> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> <li>• Balancing equations</li> <li>•</li> </ul>
<b>Science</b>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>• Scientist Study: Newton/William Gilbert</li> <li>• Identify the type of force required to carry out an action.</li> <li>• Investigate the force of friction produced by different surfaces.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain that magnets produce an invisible pulling force.</li> <li>• Identify magnetic materials.</li> <li>• Identify different types of magnet.</li> <li>• Investigate the strength of different magnets.</li> <li>• Identify when magnets will repel or attract based on their poles.</li> <li>• Construct a bar chart of their results.</li> <li>• Explain their predictions</li> </ul>
<b>Religious Education</b>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>• Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> </ul>
<b>Music</b>	<p><b>Instruments – Links to Sound Collector poetry</b></p> <ul style="list-style-type: none"> <li>• Create own instrument from packaging/ recycling etc)</li> <li>• Use sound to create abstract effects (including using ICT).</li> <li>• Create/ improvise repeated patterns (ostinati) with a range of instruments.</li> <li>• Effectively choose, order, combine and control sounds (texture/ structure).</li> <li>• Internalise the pulse in music.</li> <li>• Know the difference between pulse and rhythm.</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Boot camp / Body parts and their functions</li> <li>• Use a broad range of skills with control and consistency and relevant to the learning context.</li> <li>• Persevere with challenging tasks and react positively when things are difficult</li> <li>• Co-operate with others on simple tasks and give and receive feedback</li> <li>• Describe the basic fitness components</li> <li>• Work effectively in small groups where roles are clearly defined, encouraging and supporting others</li> </ul> <p>Outdoor &amp; Adventurous (OAA) / Pyramid structures</p> <ul style="list-style-type: none"> <li>• Persevere with challenging tasks and react positively when things are difficult</li> <li>• Co-operate with others on simple tasks and give and receive feedback</li> <li>• Developing communication and teamwork skills</li> </ul>
<b>Geography</b>	<p><b>Geography of the UK , map and compass skills</b></p> <ul style="list-style-type: none"> <li>• Use the 8 compass directions to find a location on a map;</li> <li>• Name the seas that some rivers flow into;</li> <li>• Find the names of rivers on a map;</li> <li>• Name counties local to their area;</li> <li>• Use a legend to find areas of higher ground on a map;</li> <li>• Identify the location of the Prime Meridian;</li> <li>• Understand and explain why a place may change over time.</li> </ul>
<b>RSHE</b>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• To recognise opportunities to make their own choices about food/ a balanced diet</li> <li>• To understand that bacteria and viruses can affect health and following simple routines can reduce their spread</li> <li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision)</li> <li>• To deepen understanding of good and not so good feelings (revision)</li> <li>• To learn about change, including transitions, loss, separation, divorce and bereavement</li> <li>• To understand school rules about health and safety, basic emergency aid procedures and where and how to get help</li> <li>• To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To develop strategies for keeping physical and emotionally safe –including online safety (revision)</li> <li>• To differentiate between the terms 'risk', 'danger' and 'hazard'</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure</li> </ul>
<b>DT</b>	<p><b>DT – Sewing skills – Iron Man motif coin purses</b></p> <ul style="list-style-type: none"> <li>• Develop their own design criteria.</li> <li>• Create simple patterns</li> <li>• Aim the design criteria at a target market.</li> </ul>



Medium Term Plan  
Year 3 – Term 1 - 2021

	<ul style="list-style-type: none"><li>• Use at least two different types of stitches.</li><li>• Create an accurate paper template.</li><li>• Measure and mark a sewing and cutting line.</li></ul>
<b>Primary Languages – Spanish</b>	<b>Spanish – numbers to 30</b> <ul style="list-style-type: none"><li>• Revise numbers 1-20</li><li>• Learn and practise numbers 20-30</li><li>• Be able to talk about age/birthday</li></ul>