



Medium Term Plan

Year 3 – Term 3 - 2021

Spotlight Masterpiece:		Hook:
Programming – create a game. Debug/algorithms		Class teacher to make a cheese sandwich following instruction from children – generates discussion on specificity of commands.
Writing Genre: Explanation	Non-Fiction: Explanation Texts <ul style="list-style-type: none">Model Text: How Wonka's Whipple-Scrumptious Fudgemallow Delight is MadeTo know the structure of an explanation text (introduction, individual explanation point paragraphs and conclusion)To know the features of an explanation text, specifically: series of logical/ordered steps or information, formal language (not chatty), present tense, causal conjunctions and sentence signposts to link sentences and paragraphs (when, however, in the end), generalisation (many, some, all, sometimes, usually, often), detail to explain points, technical vocabulary, rhetorical questions to the readerTo know how to accurately and effectively punctuate a text, specifically using full stops, exclamation marks, inverted commas, question marks and commasTo demonstrate their understanding of an explanation text by writing their ownTo organise paragraphs, with indents, around an explanation point sectionTo know how to effectively proof-read and edit a piece of writing using whole class targets and teacher's feedback marking	
Reading	Class Text: Charlie and the Chocolate Factory – Roald Dahl <ul style="list-style-type: none">To know how to decipher meanings of unfamiliar words using contextual clues, dictionaries and prior knowledgeTo answer questions about a text using recall and retrieval skills (Agents of Understanding – scanning for clues)To know how to identify the main themes of a text in order to summarise an extract of or whole story/textParticipate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others sayTo be able to generate questions about what they have readTo know how to answer a variety of comprehension question formats not including multiple choice	
SPAG	<ul style="list-style-type: none">To know how to add the following simple prefixes to words: re-, de-, un-Y3 Statutory Words: (re)appear, (re)build, (un)certain, (re)consider, describe, disappear, (re)group, (un)natural, remember,Identify and use fronted adverbials (time and place)To know how to accurately use commas after fronted adverbials	
Mathematics	Number – Multiplication and Division <ul style="list-style-type: none">Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods.Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Measurement – Money <ul style="list-style-type: none">Add and subtract amounts of money to give change, using both £ and p in practical contexts. Statistics <ul style="list-style-type: none">Interpret and present data using bar charts, pictograms and tables.Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	
Science	Rocks <ul style="list-style-type: none">I know how to compare and group together different kinds of rocks based on their appearance and simple physical properties.I know that rock is a naturally occurring material.I know that rocks can be different shapes and sizes (stones, pebbles, boulders).I know that there are different types of rock such as sandstone, limestone and slate and that these have different properties.I know that rocks can be hard or soft.I know that rocks may absorb water.I know that soils are made up of pieces of ground down rock, which may be mixed with plant and animal material (organic matter).I know that fossils were formed millions of years ago.I know that a fossil is formed through the following process:	



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	<ul style="list-style-type: none">-When plants and animals died, they fell to the seabed.-They became covered and squashed by other material.-Over time the dissolving animal and plant matter is replaced by minerals from the water.• I know how to describe in simple terms how fossils are formed when things that have lived are trapped within rock.• I know how to recognise that soils are made from rocks and organic matter.
Religious Education	<p>What do different people believe about God? (Christian and Muslims)</p> <ul style="list-style-type: none">• To know and describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1).• To ask questions and suggest some of their own responses to ideas about God (C1).• To suggest why having a faith or belief in something can be hard (B2).• To know 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">• To know and make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).• To ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).• To identify similarities and differences in the way festivals are celebrated within and between religions (A3).• To explore and suggest ideas about what is worth celebrating and remembering in religious festivals. <p>English:</p> <ul style="list-style-type: none">• Listening to and appreciating stories.• Explanations.<p>Mathematics:</p><ul style="list-style-type: none">• Demographics and statistics associated with religion and the world/countries.• Calendars and dates.
Physical Education	<p>Swimming</p> <ul style="list-style-type: none">• To develop an understanding of buoyancy and balance in the water• To develop independent movement and submersion• To develop gliding and crawl legs• To develop front crawl breathing• To develop gliding and backstroke• To develop rotation, sculling and treading water• To develop surface dives, submersion and handstands• To develop head above water breaststroke technique• To develop basic skills in water safety and floating• To learn techniques for personal survival <p>Hockey</p> <ul style="list-style-type: none">• To develop sending the ball with a push pass• To develop receiving the ball• To develop dribbling using the reverse stick (Indian dribble)• To develop moving into space after passing the ball• To be able to use an open stick tackle• To apply defending and attacking principles and skills in a hockey tournament.
Geography	<p>Rainforests with a Fair Trade Focus – the chocolate industry.</p> <ul style="list-style-type: none">• To know that rainforests are found between the tropics of Cancer and Capricorn and locate these on a map.• To use an atlas to find the Amazon Rainforest.• To know that there are four layers of plants in a rainforest, specifically: the emergent layer, the canopy layer, the understory layer and the forest floor layer.• To name some animals that live in each layer.• To know and understand the principles of fair trade and explain fair trade in action.
RSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none">• To understand that bacteria and viruses can affect health and following simple routines can reduce their spread• To deepen understanding of good and not so good feelings (revision)• To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact.• To recognise when and how to ask for help and use basic techniques for resisting pressure• To be able to recognise and respond appropriately to a wider range of feelings in others• 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• To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision)



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DT	<p>DT – Cooking skills – chocolate craft</p> <ul style="list-style-type: none">• To generate design criteria for a chocolate bar and packaging based on market research.• To design, make and evaluate their chocolate product against objective design criteria. <p>DT - Design , make and evaluate chocolate bar packaging /wrappers</p> <ul style="list-style-type: none">• To develop practical skills by experimenting with, and testing the qualities of a range of different materials for packaging.• To design, make and evaluate their packaging product against objective design criteria.
Computing	<p>Programming Scratch Skills</p> <ul style="list-style-type: none">• To be able to use a loop to repeat an aspect of a simple program.• To be able to break a simple Scratch program down into its component parts.• To be able to debug a simple storytelling program so that it meets the given intention.• To be able to create a simple Scratch program to present animations and create working games.• To be able to use the following Scratch commands: repeat, forever, repeat until <p>Knowledge</p> <ul style="list-style-type: none">• To know that the difference between an algorithm and program is that an algorithm is a precise set of logical instructions used by a programmer whereas a program is an algorithm written in code.• To know that a loop is a command which repeats a set of instructions in a computer program.• To know that loops make computer programs more efficient.• To know that a program can be broken down into its component parts, which is useful to find errors.• To know that bugs can be an error within an algorithm or code, which stops it working in the intended way.• To know that there are different types of bugs within code.• To know that debugging is the term used to define searching for and correcting codes (as well as algorithms). <p>Online Safety</p> <ul style="list-style-type: none">• To know what a social media platform is such as Tik Tok, Instagram and Facebook.• To know how to keep safe on a social media platform (using SMART rules - Safe, Meeting).
Primary Languages – Spanish	<p>Spanish</p> <p>Parts of the Body</p> <ul style="list-style-type: none">• To revise the names for body parts, specifically: head, face, hair, eye, ear, nose, mouth• To learn names for main body parts, specifically: neck, shoulder, elbow, arm, hand, belly, fingers, leg, knee, foot