

Spotlight Masterpiece: Spanish – Talking Family Photo Challenge		Hook: Watch and sing Elcanto family song and create family trees
Writing Genre:	Non-Fiction: Persuasive Writing Class Text – I don't want to go to Witch School Model Text: Welcome to Spellbound School of Wizardry <ul style="list-style-type: none"> Poetry: Learn and perform simple Spanish poems..(Poems from other countries/ cultures) discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 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	Class Text: You Can't Make Me Go to Witch School <ul style="list-style-type: none"> Word Reading -> comprehension – questioning 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 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 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	
SPAG	<ul style="list-style-type: none"> Add the following prefixes to words: pre-, mis-, dis-, sub-, super-, anti- Y3 Statutory Words ((dis)appear, (mis)heard, (dis)interest) 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] 	
Mathematics	Measurement – Length and perimeter <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes. Number: Fractions <ul style="list-style-type: none"> 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 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. 	
Science	Plants Key Knowledge: <ul style="list-style-type: none"> To know how to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they can vary from plant to plant. For example, a cactus needs little water. To know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To know how to investigate the way in which water is transported within plants. To know how to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. To know that many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. To know that the roots absorb water and nutrients from the soil and anchor the plant in place. To know the stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. To know leaves use sunlight and water to produce the plant's food. To know some plants produce flowers which enable the plant to reproduce. Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways To know that different plants require different conditions for germination and growth. Enquiry Type: Observation over time <ul style="list-style-type: none"> Observe what happens to plants over time when the leaves or roots are removed. Observe the effect of putting cut white carnations or celery in coloured water. 	

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	<ul style="list-style-type: none"> Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space. <p><u>Working Scientifically skills:</u></p> <ul style="list-style-type: none"> set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
<p>Religious Education</p>	<p>Why are festivals important to religious communities? Easter focus</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 events.
<p>Physical Education</p>	<p>Forest School</p> <p>Football</p> <ul style="list-style-type: none"> To develop controlling the ball and dribbling under pressure To develop passing to a teammate To be able to control the ball with different parts of the body To develop changing direction with the ball using an inside and outside hook To be able to jockey / track an opponent To be able to apply the rules and tactics you have learnt to play in a football tournament
<p>History</p>	<p>Romans in Britain</p> <ul style="list-style-type: none"> To know that a civilisation is a group of people with their own languages and way of life; this means it has laws, culture, a regular way of getting food and ways to protect its people. To know that the Romans were a famous ancient civilisation who came from the city of Rome, which is now the capital city of Italy but was then the centre of a huge Roman empire. To know that the Romans were successful invaders, using their large, highly organised and well-trained army to explore and rule places all across the continent of Europe, North Africa and the Middle East. To know that whilst the Romans were living in large towns/cities, with roads and stone houses, the people in the British Isles were still living in what is known as the Iron Age. To know that in 43AD, the Romans invaded Britain successfully, led by Emperor Claudius. To know that some of Britain's tribal kings decided not to resist the invasion and accepted Roman rule. To know that Boudicca, the queen of a tribe, led a strong rebellion against the Romans; know that this rebellion was not successful. To know that the Romans built towns all across Britain and that these were surrounded by a stone wall and contained a forum which was used as a meeting place and a market. To know that the Romans built roads connecting the major towns and cities, making trade and the movement of its army easier. To know that the Romans built canals and aqueducts to bring water into towns and cities. To know that the Romans valued hygiene and built public baths all over Britain; know that these were places where people would go to clean and meet friends. To know that the Romans tried to invade Scotland but gave up because it was too cold and there was too much resistance from the people who lived there. To know that the Romans built Hadrian's Wall, with forts, to stop the people in Scotland from invading Roman Britain. To know that eventually, after hundreds of years, the Roman Empire collapsed and the Roman armies left.
<p>RSHE</p>	<p>Relationships</p> <ul style="list-style-type: none"> 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) To learn that their actions affect themselves and others To 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 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours

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	<ul style="list-style-type: none"> To 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
Art	<p>Artist Study –Picasso</p> <ul style="list-style-type: none"> His life and influences Use of colour theory (complementary colours)– colour wheel study Colour periods (Blue and Rose) to reflect emotions Explore and understand a variety of styles and mediums – cubism collage masks ceramics His impact and legacy Select, and use appropriately, a variety of materials and techniques in order to create their own Picasso inspired 2d and 3d work. (including charcoal, clay, paint, paper etc) Take time to reflect (in sketchbooks) upon what they like and dislike about their work in order to improve it.
Music	<p>Percussion Instruments</p> <ul style="list-style-type: none"> Spanish focus – Flamenco Describe different purposes of music in history/ other cultures Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound-then-symbol approach. Use silence for effect and know symbol for a rest (duration). Singing and performing Spanish Song Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble.
Primary Languages – Spanish	<p>Knowledge:</p> <ul style="list-style-type: none"> To know that the four definite articles in Spanish are: <i>la, el, los, las</i> To know the following words in Spanish: <i>mother (madre), sister (hermana), older sister (hermana mayor), younger sister (hermana pequeña), grandmother (abuela), aunt (tía), father (padre), brother (hermano), grandfather (abuelo), uncle (tío), stepmother (madrasta), stepsister (hermanastra), cousin (primo/prima), stepfather (padrastro), stepbrother (hermanastro)</i> To know the following phrases in Spanish: <i>'do you have' (tienes...?), 'I have' (tengo) and 'he/she is called' (se llama)</i> To know numbers up to 100 in Spanish To know that 'my' in Spanish could be <i>'mis'</i> or <i>'mi'</i> <p>Skills:</p> <ul style="list-style-type: none"> To accurately read and say the phonemes 'CH', 'J', 'Ñ', 'LL' and 'RR' in words such as <i>'anos'</i> and <i>'llama'</i> To be able to have a short conversation asking what family members another has using <i>'tienes' (do you have?)</i>, reply using <i>'tengo' (I have)</i> and tell people what their names are using <i>'se llama' (he/she is called)</i> To be able to use numbers up to 100 to say the age of their family members