

<p><b>Writing</b> Genre:</p>	<p><b>Revisit – instruction writing</b> <b>Poetry:</b> The Sound Collector and selected winter poems</p> <p><b>Fiction: Suspense</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters. 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>• Begin to use paragraphs to organise and group ideas across the sections of their story using a clear 5 part structure.</li> <li>• Develop suspenseful writing through the use of setting and actions/reaction of the main character.</li> <li>• Developing awareness of effect on the reader through the idea of 'unknowns'</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: The Iron Man</b></p> <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>• Comprehension -&gt; questioning</li> </ul>
<p><b>SPAG</b></p>	<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>
<p><b>Mathematics</b></p>	<p><b>Number – Place Value</b></p> <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</li> <li>• 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 4, 8, 50 and 100</li> </ul> <p><b>Number – Addition and Subtraction</b></p> <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> </ul>
<p><b>Science</b></p>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</li> <li>• Food contains a range of different nutrients –carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water–and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients.</li> <li>• Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.</li> <li>• Vertebrates are animals that have a backbone. These skeletons are called endoskeletons - this means that the skeletons are on the inside of the bodies. These skeletons grow with the bodies.</li> <li>• When the skeleton exists outside the body, it is called an exoskeleton. An exoskeleton is a covering that supports and protects animals. These have to be shed and a new skeleton is grown.</li> <li>• The three most important things a skeleton does are: provide support and shape to an animal's body allow movement through the joints protect organs (e.g. the skull protects the brain)</li> <li>• Joints are where bones meet - they allow our bodies to move.</li> <li>• Muscles contract and relax.</li> </ul>



## Medium Term Plan Year 3 – Term 1 – 2022/2023

	<ul style="list-style-type: none"> <li>If you place an elbow on a desk and lift your arm up, muscles in your upper arm, (biceps) contract while muscles behind the upper arm (triceps) relax. The muscles work together and in opposition to allow your arm to move.</li> <li>Muscles are connected to bones by tendons.</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>What symbolises being a Christian in Britain today- Bible, crucifix, palm cross and the story behind these.</li> <li>The importance of Moses and the Ten Commandments and the Easter story related to the beginning of the Bible and palm crosses.</li> <li>That Christians today can show this in different ways e.g. family meals and prayers, Bible reading, music, giving money to charity.</li> <li>That being Christian can be shown in what they do in the wider community- Sunday school, youth groups- girls and boy's brigade.</li> <li>To suggest to reason why it is good and difficult being a Christian in Britain today – sense of community; someone to talk to; it's difficult being different; time commitment. What is the same and different between the Church services of two Christians faiths – Church of England and Roman Catholic.</li> <li>About the life of important Christian's and their impact on the world – Mother Theresa.</li> </ul>
<b>Physical Education</b>	<p><b>Ball Skills (outdoor)</b></p> <ul style="list-style-type: none"> <li>To dribble the ball with one hand with some control in game situations.</li> <li>To dribble a ball with feet with some control in game situations.</li> <li>To use a variety of throwing techniques in game situations.</li> <li>To kick towards a partner in game situations.</li> <li>To catch a ball passed to them using one and two hands with some success.</li> <li>To receive a ball sent to them using different parts of the foot.</li> </ul> <p><b>Fundamentals (indoor)</b></p> <ul style="list-style-type: none"> <li>To show balance, co- ordination and technique when running at different speeds, stopping with control.</li> <li>To link running, hopping and jumping actions using different take offs and landing.</li> <li>To jump for distance and height with an awareness of technique.</li> <li>To throw a variety of objects, changing action for accuracy and distance.</li> <li>To demonstrate balance when performing other fundamental skills.</li> <li>To show balance when changing direction in combination with other skills.</li> <li>To co-ordinate their bodies with increased consistency in a variety of activities.</li> </ul>
<b>History</b>	<p><b>Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>To know that in Britain, the Stone Age was a period from around 15,000BC and was followed by the Bronze Age and the Iron Age, which ended around 43AD.</li> <li>To know that historical understanding of the Stone Age, Bronze Age and Iron Age is based on <u>limited</u> specific sources including: stone tools, pottery, bronze tools &amp; weapons, iron tools &amp; weapons and Skara Brae village.</li> <li>To know how technology changed from the Stone Age to the Iron Age: stone tools for simple cutting and hammering; forging of stronger bronze tools for weapons &amp; farming; pottery for collecting resources; forging stronger iron tools including the iron-tipped plough leading to wider farming.</li> <li>To know how homes and buildings changed from the Stone Age to the Iron Age linked to technological advancements in farming and weaponry: tents made from branches and hides for hunter-gatherers; stone houses; thatched buildings with timber &amp; clay walls; round houses &amp; hillforts.</li> <li>To know that Britain was made up of a number of Celtic tribal kingdoms during the Iron Age, often based at a hillfort.</li> <li>To know that Dover Castle was built on the site of an Iron Age hillfort.</li> <li>To know that modern-day Canterbury is built on the site of an early Celtic settlement.</li> </ul>
<b>RSHE</b>	<ul style="list-style-type: none"> <li>The importance of friendship and recognise that healthy friendships have a positive effect on wellbeing.</li> <li>The benefits of making new friends and having different types of friends.</li> <li>Strategies for building positive friendships.</li> <li>That mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties are characteristics of a positive healthy friendship and that healthy friendships make people feel included.</li> <li>That friendships have ups and downs and that they can change over time.</li> <li>Strategies to resolve disputes and reconcile differences positively and safely.</li> </ul>

	<ul style="list-style-type: none"> <li>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary.</li> <li>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.</li> </ul>
<p><b>Art</b></p>	<p><b>Still life</b></p> <ul style="list-style-type: none"> <li>That observation is copying what you see but abstraction is when you use your imagination and draw things that may not be observed.</li> <li>That still life is art that usually depicts inanimate subject matter, typically commonplace objects which are either natural or man-made.</li> <li>To observe objects to draw from, getting proportions as accurate as possible including light source and shadows.</li> </ul> <p><b>Shading</b></p> <ul style="list-style-type: none"> <li>To apply shading techniques accurately to abstractions using light source and cast shadow.</li> <li>To know that highlights are where the light source shines on an object, and is usually the brightest/palest part, whilst shadows are cast on the opposite side of a light source, and are usually the darkest part.</li> <li>To know that a gradient is a gradual change from light to dark.</li> <li>To know that pencils use a HB grading system: H means harder and lighter, B means darker and softer, and the numbers show how hard or soft they are.</li> <li>To use different types of pencils (HB, 2B, 8B) to create lighter or darker tone when shading a piece of art.</li> <li>To apply shading to create <i>smooth</i> gradients from light to dark.</li> <li>To use a mix of shading techniques on the same piece of art to create interesting visuals and depth.</li> <li>To study the various shading techniques used by many famous artists such as <b>Leonardo da Vinci, Rembrandt van Rijn, Auguste Rodin</b> etc.</li> <li>To know how to use the shading techniques hatching, cross-hatching, back and forth stroke, stippling and scumbling.</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>Know that a recorder is a woodwind instrument and that it is played with air from your breath.</li> <li>Know that the pitch changes when different holes are covered with your fingertips.</li> <li>Know the fingering for B A G .</li> <li>Know that staff notation is used by musicians to write and share music.</li> <li>Know that the notes are written on the lines or in the spaces of a stave.</li> <li>Music for the recorder is written on the treble clef.</li> <li>Know the symbols for crotchet, quaver , crotchet rest and treble clef.</li> <li>Know that Folk music is the traditional music of a country or region.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<ul style="list-style-type: none"> <li>To pinpoint Spain and other Spanish speaking countries on a map of the world</li> <li>To locate Madrid and other key cities on a map</li> <li>What the Spanish flag looks like</li> <li>To say 'Hello' and 'Goodbye' in Spanish</li> <li>To ask and answer the question 'What is your name?' in Spanish</li> <li>To count to ten in Spanish</li> <li>To read, write and say ten colours in Spanish</li> </ul>