

<p><b>Writing</b></p>	<p><b>Portal Stories/Information</b>  <b>Model Text: Elf Road</b>  <b>Poetry: The Magic Box</b></p> <p><b>Handwriting</b></p> <p>Begin to form joins in handwriting correctly.</p> <ul style="list-style-type: none"> <li>1. Diagonal joins to letters without ascenders e.g. <i>ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.</i></li> <li>2. Diagonal joins to letters with ascenders e.g. <i>ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.</i></li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To know the structure of a five-part story (beginning, build up, problem, resolution, ending) and to plan a piece of writing using this narrative scaffold</li> <li>To know the features of a portal story, specifically: main character enters a new world through a portal, is given a warning and ignores it, has to escape to own world (familiar setting), never sees the portal again but has a memento</li> <li>To know how to effectively describe a setting, using named nouns, sensory descriptions, figurative language and effective adjectives</li> <li>To know how to accurately and effectively punctuate a story, specifically using full stops, exclamation marks, inverted commas, question marks and commas</li> <li>To demonstrate their understanding of a portal story by writing their own</li> <li>To organise paragraphs, with indents, around a theme/story section</li> <li>To know how to effectively proof-read and edit a piece of writing using whole class targets and teacher’s feedback marking</li> <li>Settings poetry using a picture stimulus to generate vocabulary, specifically adjectives, figurative language, powerful verbs</li> <li>Poetry: The Boy in the Dump Brenda Williams (poetry structure – couplets, rhythm and rhyme)</li> </ul> <p><b>Vocabulary;</b></p> <p>Couplet, rhythm, rhyme, consonant, preposition, pronoun, stressed, unstressed</p>
<p><b>Reading</b></p>	<p><b>Class Text: Stig of the Dump</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>To know all of the Phase 5 sounds for reading and spelling.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>To know how to decipher meanings of unfamiliar words using contextual clues, dictionaries and prior knowledge</li> <li>To answer questions about a text using recall and retrieval skills (Agents of Understanding – scanning for clues)</li> <li>To know how to identify the main themes of a text in order to summarise an extract of or whole story/text</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>To be able to generate questions about what they have read</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>To know that if the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled e.g. forgetting, forgotten, beginning, beginner</li> <li>To know that the consonant letter is not doubled (as above) if the syllable is unstressed e.g. gardening, gardener, limiting, limited, limitation</li> </ul>

	<ul style="list-style-type: none"> <li>• Y3 Statutory Words: address, arrive, possess(ion), opposite, different, difficult, grammar and suppose</li> <li>• To know how to use conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore) and prepositions (for example, before, after, during, in, because of ) to express time and cause.</li> </ul>
<b>Mathematics</b>	<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> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>• 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.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• To know how to add and subtract numbers mentally, including:             <ul style="list-style-type: none"> <li>• a three-digit number and ones</li> <li>• a three-digit number and tens</li> <li>• a three-digit number and hundreds</li> </ul> </li> <li>• To know and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</li> <li>• To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>• To know how to calculate mathematical statements for multiplication and division within the multiplication tables (2, 5 and 10s) and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• To know how to add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> </ul> <p><b>Problem Solving:</b></p> <ul style="list-style-type: none"> <li>• Working backwards</li> <li>• Reasoning logically</li> </ul>
<b>Science</b>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• How to compare and group together different kinds of rocks based on their appearance and simple physical properties.</li> <li>• Rock is a naturally occurring material and can be hard or soft.</li> <li>• Rocks can be different shapes and sizes (stones, pebbles, boulders).</li> <li>• There are different types of rock such as sandstone, limestone and slate and that these have different properties.</li> <li>• Rocks may absorb water.</li> <li>• Soils are made up of pieces of ground down rock, which may be mixed with plant and animal material (organic matter).</li> <li>• Fossils were formed millions of years ago and are the remains of prehistoric life.</li> <li>• A fossil is formed through the following process:             <ol style="list-style-type: none"> <li>1. When plants and animals died, they fell to the seabed.</li> <li>2. They became covered and squashed by other material.</li> <li>3. Over thousands of years, the dissolving animal and plant matter is replaced by minerals from the water.</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>• There are three types of rocks that are formed naturally:</li> <li>• Igneous: When molten magma cools, igneous rocks are formed. This either cools and forms rocks under the earth's surface, or flows out of erupting volcanoes as lava and may mix with other minerals. Examples include granite and basalt. This type of rock is strong, hardwearing and non-porous.</li> <li>• Sedimentary: Sometimes, little pieces of rocks that have been weathered can be found at the bottom of lakes, seas and rivers. This is called sediment. Over millions of years, layers of this sediment builds up forming sedimentary rocks, examples include limestone and chalk. Sedimentary rocks are porous and can easily be worn down.</li> <li>• Metamorphic: When some igneous and sedimentary rocks are heated and squeezed (pressured), they form metamorphic rocks, examples include slate and marble. Metamorphic rocks are strong. Bricks and concrete are not rocks because they are man-made.</li> </ul>
<p><b>Religious Education</b></p>	<p><b>WHAT DOES IT MEAN TO BE A CHRISTIAN IN BRITAIN TODAY</b></p> <ul style="list-style-type: none"> <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.</li> <li>• What is the same and different between the Church services of two Christians faiths – Church of England and Roman Catholic.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Fitness (Indoor)</b></p> <ul style="list-style-type: none"> <li>• To show balance, coordination 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> <p><b>Hockey (Outdoor)</b></p> <ul style="list-style-type: none"> <li>• To strike a ball with varying techniques.</li> <li>• To change direction with increasing speed in game situations.</li> <li>• To use space with some success in game situations.</li> <li>• To use simple tactics individually and within a team.</li> </ul>
<p><b>Geography</b></p>	<p><b>SETTLEMENTS</b></p> <ul style="list-style-type: none"> <li>• To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• Use maps to identify hamlets, villages, towns and cities.</li> <li>• <u>To know:</u></li> <li>• That a settlement is a place where people live.</li> <li>• That there are different kinds of settlement, including hamlets, villages, towns and cities, and begin to describe these in terms of human geography.</li> <li>• That rural areas are places in the countryside with few buildings; urban areas are settlements with lots of buildings and people in them.</li> <li>• To know that Iron Age Britons had a settlement – called an oppidum – near the coast at Wear Bay.</li> </ul>

	<ul style="list-style-type: none"> <li>To know when early settlers were looking for a site to begin their settlement they looked for some of the following features:</li> <li>flat land, to make building easier and safer</li> <li>local raw materials, e.g wood and stone, to build homes</li> <li>a local water supply for drinking, washing, cooking and transport</li> <li>dry land, so that people could build on areas that don't flood</li> <li>a defendable site, e.g a hilltop or river bend, to protect from attackers</li> <li>good farm land with fertile soils, so people could grow crops</li> <li>shelter, e.g to protect from bad weather</li> <li>transport links, e.g a ford or low crossing point of a river</li> </ul>
<p><b>RSHE</b></p>	<ul style="list-style-type: none"> <li>That their body belongs to them and if someone does something to it that they are uncomfortable with, they should tell them to stop and this should always be listened to. Similarly, they must always stop if someone else is uncomfortable with, or unhappy about, something they are doing.</li> <li>That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>The PANTS rules: <b>P</b>rivates are private; <b>A</b>lways remember your body belongs to you; <b>N</b>o means no; <b>T</b>alk about secrets that upset you; <b>S</b>peak up, someone can help.</li> <li>To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>That they must tell a trusted adult if they or someone else is being bullied.</li> <li>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families and foster parents) and that families of all types can give family members love, security and stability.</li> <li>That they can talk to a trusted adult at school or outside of school if anything in their family is making them feel unhappy or unsafe or for any help and support.</li> </ul>
<p><b>Computing</b></p>	<p><b>Networks &amp; the internet</b></p> <ul style="list-style-type: none"> <li>To know that a <b>network</b> joins devices together so they can communicate.</li> <li>To know that the <b>server</b> is a central computer or program that manages access to a central resource.</li> <li>To know that the <b>internet</b> is a global computer network providing information and communication facilities.</li> <li>To know that a <b>router</b> forwards data packages between computer networks.</li> <li>To know that a <b>packet</b> is a small piece of data is transferred over the internet.</li> <li>To understand different computing software are used for different creative purposes.</li> <li>To use 'PicCollage' to present information about networks and the internet.</li> </ul> <p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>To know how to identify real and fake news and that we can research it to check its validity. (SMART rules - Reliable)</li> </ul>
<p><b>DT</b></p>	<p><b>Cooking: Veggie Chilli</b></p> <ul style="list-style-type: none"> <li>To observe how adults cook on the hob and remove food from the oven.</li> <li>To understand how to safely use a hob (children will not be doing this themselves)</li> <li>To know how to treat minor burns (PSHE link)</li> </ul> <p><b>With moderate supervision</b></p> <ul style="list-style-type: none"> <li>Use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)</li> <li>Use bridge and claw grip to cut same food using a serrated vegetable knife (e.g. onion)</li> <li>Cut foods into evenly sized strips or cubes (e.g. peppers, cheese)</li> <li>Crush garlic using a garlic press</li> </ul> <p><b>With close supervision</b></p> <ul style="list-style-type: none"> <li>Handle hot food safely once it has been removed from the hob by an adult, using oven gloves</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate and build suggest improvements based on teacher-created design criteria</li> </ul>



Medium Term Plan  
Year 3 – Term 2 – 2022/2023

<b>Primary Languages – Spanish</b>	<b>I AM LEARNING SPANISH.</b> To locate Spain on a map of the world. To locate Madrid and other key cities on a map. What the Spanish flag looks like. To say 'Hello' and 'Goodbye' in Spanish. To ask and answer the question 'What is your name?' in Spanish. How to ask somebody how they are feeling and what their name is and reply. To count to ten in Spanish. To read, write and say ten colours in Spanish.
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