



Year 3 – Spring Medium Term Plan
Topic: Active Planet

Jobs, key dates etc. for the term

- Safer Internet Day
- Chinese New Year
- Children’s Rights – UNICEF
- Parents meetings
- World Countries and Religion day
- SEN-D reviews
- Fairtrade Fortnight
- World Book Day
- Science Week
- Sports Relief
- Healthy Me Days 1+2
- Poetry Day
- World Art Day

English (Reading)

Focus:

From Reading Guide (content domain):

- **Spring 1:** 2a Vocabulary; 2c Summarising and Paraphrasing; 2d Inferring and Analysing; 2g Authorial Intent
- **Spring 2:** 2b retrieving and clarifying; 2e Predicting and Questioning; 2g Authorial Intent

The following objectives are taken directly from the National Curriculum and will be covered throughout guided reading lessons and whole class guided reading lessons.

TLC: Can I maintain positive attitudes to reading and understanding of what I 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?
- Being familiar with a wide range of books, and know the difference between fairy tales, myths and legends (retelling some of these orally)?
- Identifying and discussing themes and conventions in a wide range of books?
- Recognising different forms of poetry?

English (Writing and Grammar)

Focus:

Handwriting

TLC: Can I use the diagonal and horizontal strokes that are needed to join letters?

TLC: Can I understand which letters, when adjacent to one another, are best left unjoined?

TLC: Can I increase the legibility, consistency and quality of my handwriting?

Grammar and Writing

Spring 1 – Independent creative writing. Assessed piece: Non-Chronological report (Volcanoes/Earthquakes/ Mountains)

TLC: Can I identify homophones?

TLC: Can I create a non-chronological report? (Cold Task)

TLC: Can I imitate a non-chronological report?(T4W)

TLC: Can I recall a non-chronological report? (T4W)

TLC: Can I innovate a non-chronological report?

TLC: Can I plan a non-chronological report?

TLC: Can I invent a non-chronological report? (Hot Task)

TLC: Can I use further prefixes?

TLC: Can I use a dictionary to check spellings?

<ul style="list-style-type: none"> • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action? • Discussing and recording words and phrases that capture the reader’s interest and imagination? <p>TLC: Can I understand what I have read by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense, discussing my understanding and explaining the meaning of words in context? • Asking questions to improve my understanding? • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying these with evidence, commenting on what I have read? • Predicting what might happen from details stated and deduced information? • Identifying main ideas and commenting on the theme of a text, drawn from more than one paragraph and summarising these? • Identifying how language, organisational features and text type features contribute to meaning? • Retrieving and recording information from non-fiction? • Participating in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say by making connections between similar texts, using prior knowledge and experience by raising queries about the text? <p>Reading links to geography</p>	<p>TLC: Can I identify main and subordinate clauses?</p> <p>Spring 2 – Adventure story - defeating an enemy TLC: Can I use an apostrophe to show possession? TLC: Can I write an adventure story? (Cold Task) TLC: Can I imitate an adventure story?(T4W) TLC: Can I recall a defeating the enemy story?(T4W) TLC: Can I use inverted commas in direct speech? TLC: Can I plan, write and edit a defeating the enemy story? (Hot Task) TLC: Can I use different pronouns?</p> <ul style="list-style-type: none"> • In non-narrative material, use organisational devices appropriate to the text type. • Evaluate and edit by assessing the effectiveness of own and others’ writing and suggesting improvements. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency. • Proof-read for spelling and punctuation errors. • Read aloud own writing to a group/class using appropriate intonation, tone and volume so meaning is clear. • Use the first two or three letters of a word to check its spelling in a dictionary <p>Spelling: TLC: Can I spell using:</p> <ul style="list-style-type: none"> • Further prefixes and suffixes and understand how to add them to root words? • Further homophones and words that are often misspelt? • Words from the Y3/4 statutory word lists?
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<p><u>Maths</u></p> <p>Spring 1 <u>Focus: Addition and Subtraction</u> TLC: Can I add two 3 digit numbers? TLC: Can I subtract a 3 digit number from a 3 digit number? TLC: Can I estimate answers to additions and subtractions? Addition and subtraction – written method TLC: Can I use inverse operations to check my answer? TLC: Can I solve addition and subtraction problems? TLC: Can I solve addition and subtraction problems? TLC: Can I create and solve addition problems? Hot Task - Addition and Subtraction</p> <p><u>Focus: Multiplication and Division</u></p>	<p><u>Maths</u></p> <p>Spring 2 <u>Focus: Multiplication and Division</u> TLC: Can I multiply by 4? TLC: Can I divide by 4? TLC: Can I multiply by 8? TLC: Can I divide by 8? TLC: Can I solve multiplication and division problems? TLC: Can I compare multiplication and division statements? TLC: Can I find related multiplication statements? TLC: Can I find related multiplication and division calculations? TLC: Can I compare multiplication and division statements? TLC: Can I multiply a 2 digit by 1 digit number (concrete/pictorial)? TLC: Can I multiply a 2 digit by 1 digit number? TLC: Can I divide a 2 digit by 1 digit number? (concrete/pictorial)</p>	<p><u>Art</u></p> <p>Spring 1 <u>Focus: Hot and Cold Colours</u> TLC: Can I discuss hot and cold colours in different art? TLC: Can I mix colours to create hot and cold colours? TLC: Can I sketch different plants and flowers? TLC: Can I use different hot and cold colours to improve my sketch?</p>
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<p>Cold Task - Multiplication and Division TLC: Can I group items equally? TLC: Can I recognise equal groups (concrete)? TLC: Can I recognise groups (pictorial)? TLC: Can I multiply by 3? TLC: Can I divide by 3?</p>	<p>TLC: Can I divide a 2 digit by 1 digit number? TLC: Can I solve division and multiplication problems? Hot Task - Multiplication and Addition</p> <p><u>Focus: Money</u> Cold Task - Money TLC: Can I convert £ to pence? TLC: Can I convert pence to £? TLC: Can I solve problems with money? Hot Task - Money</p>	
<p><u>Maths</u></p> <p><u>Focus: Additional Maths Teaching</u> Daily: <ul style="list-style-type: none"> ● Counting ● Learn Its – times tables Weekly: <ul style="list-style-type: none"> ● Times tables carousel lesson ● Arithmetic test ● Times Tables grids test ● Number bonds test </p>	<p><u>Focus: Statistics</u> Cold task - Statistics TLC: Can I understand how pictograms are used to represent information? TLC: Can I use bar charts to find information? TLC: Can I use tables to gather information? Hot task - Statistics</p>	

<p><u>Computing</u></p> <p>Spring 2 <u>Focus: E-mail (Unit 3.5)</u></p> <ul style="list-style-type: none"> ● TLC: Can I think of different ways of communication? ● TLC: Can I write and send emails using an address book? ● TLC: Can I add an attachment to an email? 	<p><u>Music</u></p> <p><u>Focus: Composer of the Month</u> Spring 1 TLC: Can I listen and respond to a piece of music? (Anna Meredith – body percussion) TLC: Can I listen and respond to a piece of music? Can I move to the music?(Antonio Vivaldi)</p> <p>Spring 2 TLC: Can I listen and respond to a piece of music? (George Gershwin) TLC: Can I listen and respond to a piece of music? (Johann Sebastian Bach)</p> <p><u>Focus: Three Little Birds (Charanga)</u> Spring 1 TLC: Can I listen and appraise a Reggae song? TLC: Can I use key words to describe Reggae music? TLC: Can I improvise using music instruments? RLC: Can I perform a reggae song?</p>	<p><u>Geography</u></p> <p><u>Focus: Mountains, volcanoes and earthquakes</u> Spring 1 TLC: Can I research Key Words? TLC: Can I make an informed decision about living near a volcano? TLC: Can I identify different mountain ranges using an atlas? TLC: Can I find out how mountains are formed? (DT linked)</p> <p><u>Focus: Writing</u> Spring 1 TLC: Can I write a non-chronological report ‘How to Survive an Earthquake?’</p>
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Focus: The Dragon Song (Charanga)

Spring 2

TLC: Can I explain what this song is about?

TLC: Can I appraise the song using the music vocabulary?

TLC: Can I compare music from different countries?

<p><u>RE</u></p> <p><u>Focus: 3.2 Faith Founders</u> Spring 1/2 <u>Focus: Faith Founders</u></p> <p>TLC: Can I identify and explain what makes a good leader? TLC: Can I research key religious founders? TLC: Can I explore why Jesus/Muhammed/Guru Nanak is considered to be a good leader? TLC: Can I compare key beliefs and teachings? TLC: Can I recognise rules for living? TLC: Can I reflect on my own beliefs and values? TLC: Can I compare my own beliefs and values to the followers of religion?</p> <p><u>Focus: World Countries and Religions Day</u> Spring 1 TLC: Can I explain 8 steps to enlightenment? (Buddhism in Mongolia)</p>	<p><u>French</u></p> <p><u>Focus: Animals</u> Spring 1 Can I learn and recall all the numbers 1-10 in French? Can I tell you the English translation of French numbers? Can I learn animal vocabulary? Can I match animals to their appropriate picture? Can I recall the words for five different animals? Can I spell three animals in French?</p> <p><u>Focus: Fruits</u> Spring 2 Can I recall ten fruits with their correct article? Can I spell five words for fruit? Can I ask somebody if they like a particular fruit? Can I say which of the ten fruits I like? Can I say which of the fruits I dislike? Easter (Twinkl) Can I use a bilingual dictionary to help me compare and contrast Easter traditions in different countries?</p>	<p><u>Science</u></p> <p>Spring 1 <u>Focus: Rocks</u> TLC: Can I identify different types of rocks? TLC: Can I find out if rocks sink or float? TLC: Can I carry out an experiment to investigate the properties of rocks? TLC: Can I describe the process of fossilisation(T4W)?</p> <p>Spring 2 <u>Focus: Magnets and Forces</u> TLC: Can I observe how magnets behave? TLC: Can I identify magnetic and non magnetic materials? TLC: Can I identify different forces? TLC: Can I compare how things move?</p>
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<p><u>Jigsaw/ PSHE</u></p> <p><u>Focus: Dreams and goals (3.3)</u> Spring 1 <u>PSHE</u> TLC: Can I tell you about a person who has faced difficult challenges and achieved success? TLC: Can I identify a dream/ambition that is important to me? TLC: Can I enjoy facing new learning challenges and working out the best ways for me to achieve them? TLC: Can I be motivated and enthusiastic about achieving our new challenge? TLC: Can I recognise obstacles which might hinder my achievement and can I take steps to overcome them? TLC: Can I evaluate my own learning process and identify how it can be better next time?</p> <p><u>Social and Emotional Development Learning</u> TLC: Can I respect and admire people who overcome obstacles and achieve their dreams and goals? TLC: Can I imagine how I will feel when I achieve my dream? TLC: Can I break down a goal into a number of steps and know how others could help me to achieve it? TLC: Can I be responsible for my own learning and can I use my strengths as a learner to achieve the challenge? TLC: Can I manage the feelings of frustration that may arise when obstacles occur? TLC: Can I be confident in sharing my success with others and can I store my feelings in my internal treasure chest?</p> <p><u>Focus: Healthy Me (3.4)</u> Spring 2 <u>PSHE</u> TLC: Can I understand how exercise affects my body and do I know why my heart and lungs are such important organs? TLC: Can I tell you my knowledge and attitude towards drugs? TLC: Can I identify things, people and places that I need to keep safe from, and can I tell you some strategies for keeping myself safe including who to go to for help? TLC: Can I understand that, like medicines, some household substances can be harmful if not used correctly? TLC: Can I understand how complex my body is and how important it is to take care of it?</p>	<p><u>Enrichment</u></p> <p>Class story for the end of the day: Spring 1 - Escape from Pompeii Spring 2 - Iron Man</p> <p>Curriculum days/ events:</p> <ul style="list-style-type: none"> ● World Countries and Religion Day ● Fairtrade Fortnight ● World Book Day - making wands (pre task); writing spells with quills, freeze frames ● Science Week ● Sports Relief ● Red Nose Day ● Healthy Me Day ● Poetry Day ● World Art Day ● Safer Internet Day ● Chinese New Year ● Children’s Rights – UNICEF ● Making fossils 	<p><u>PE</u></p> <p><u>Regular activities:</u></p> <ul style="list-style-type: none"> ● Golden Mile ● Go Noodle <p><u>Focus: Trolley Hockey</u> Spring 1</p> <p>TLC: Can I move around in different directions on the board safely? TLC: Can I pass and receive a ball with increasing accuracy using a push pass and a slap hit? TLC: Can I dribble the ball with control and accuracy? TLC: Can I shoot the ball in a net with accuracy? TLC: Can I intercept and pass the ball? TLC: Can I apply the key skills I have learnt to a small-sided game of hockey? Revisit any of the above, where the children need more time to practise, refine or master the skills.</p> <p><u>Focus: Basketball</u> Spring 2</p> <p>TLC: Can I demonstrate good awareness when travelling with the ball? TLC: Can I demonstrate good weight and distance when passing the ball? TLC: Can I pass and receive from a variety of heights and distance? TLC: Can I identify when to pass and when to dribble when under pressure from the opposition? TLC: Can I change direction to lose a defender? TLC: Can I use both hands when dribbling? TLC: Can I apply basic principles of attacking and defending within a small sided game?</p> <p><u>DT</u></p> <p><u>Spring 2- Mountains</u></p> <p>TLC: Can I find out how mountains are formed?</p>
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Social and Emotional Development Learning

TLC: Can I set myself a fitness challenge?

TLC: Can I identify how I feel towards drugs?

TLC: Can I express how being anxious or scared feels?

TLC: Can I take responsibility for keeping myself and others safe at home?

TLC: Can I respect my body and appreciate what it does for me?