



**Year 3 – Spring Medium Term Plan**  
**Topic: Active Planet**



<b><u>Jobs for the Term</u></b>	<b><u>Key Dates/Events</u></b>	<b><u>Further Enrichment</u></b>
<ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Scrutinies</li> <li>● Headteacher’s nominations</li> <li>● Spring 2 OTrack assessment</li> <li>● Spring 2 classtrack assessment</li> <li>● EAL and PP Tracking to be completed</li> </ul>	<ul style="list-style-type: none"> <li>● World Religion Day</li> <li>● Safer Internet Day</li> <li>● Fairtrade Fortnight</li> <li>● Women’s History Month</li> <li>● World Book Day</li> <li>● Sport Relief</li> <li>● Science Week</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Lava Pixar short</li> <li>● Exit point - Digital sharing</li> <li>● Class Story - ‘Escape from Pompeii’ (Spring 1) and ‘The Abominables’ (Spring 2)</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<b><u>English (Reading)</u></b>	<b><u>English (Spoken Language)</u></b>	<b><u>English (Grammar and Phonics)</u></b>
<p><b><u>Focus:</u></b> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b><u>Word Reading</u></b> TLC: Can I use my knowledge of root words, prefixes and suffixes to read aloud? TLC: Can I use my knowledge of root words, prefixes and suffixes to understand the meaning of new words?</p> <p><b><u>Comprehension</u></b> TLC: Can I listen to and discuss a range of fiction, non-fiction and reference books? TLC: Can I read books structured in different ways? TLC: Can I use dictionaries to check the meaning of words? TLC: Can I identify themes and genre features in text types covered? (writing link - identifying features/plot points/maps) TLC: Can I discuss words and phrases that capture the reader’s interest and imagination? TLC: Can I check that the text makes sense to me by discussing and explaining the meaning of words in context?</p>	<p><b><u>Focus:</u></b> <i>Spoken Language skills embedded across all subjects</i></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● 80:20 rule</li> <li>● Teambuilding</li> <li>● Enterprise</li> <li>● New writing approach (developing vocabulary and partner discussion)</li> <li>● STEM activities - teamwork</li> <li>● Class assemblies</li> <li>● Circle Time</li> </ul> <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:</p> <p>TLC: Can I talk and listen confidently in different situations? TLC: Can I show I have listened carefully by asking relevant questions? TLC: Can I show I have listened carefully through making relevant comments?</p>	<p><b><u>Focus:</u></b> <i>Grammar (Spring 1)</i> TLC: Can I identify and use coordinating conjunctions? (Explicit and SS12) TLC: Can I use headings and subheadings? (SS5) TLC: Can I use time adverbials? (SS 6) TLC: Can I use prepositional phrases? (SS7) TLC: Can I use subordinating conjunctions? (SS14)</p> <p><i>Spelling (Spring 1)</i> List coverage: TLC: Can I add the -ly and -ally suffixes? (List 16) TLC: Can I add the suffix - ation? (List 17) TLC: Can I use alternative spellings for the phoneme /ur/? (List 18) TLC: Can I choose when to double the consonant when adding suffixes? (List 19) TLC: Can I spell words with double consonants? (List 20) TLC: Can I add the prefixes il-, im- and ir-? (List 21)</p> <p><i>Grammar (Spring 2)</i> TLC: Can I identify and use prepositions phrases? TLC: Can I identify and use simple organisational devices? (Explicit)</p>



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TLC: Can I ask questions to improve my understanding of a text?  
 TLC: Can I identify the features of a non chronological report? (Find the Shape Sessions 1 and 2, Exp. Sessions 3 and 4, SS session 5-14)  
 TLC: Can I retrieve information from non-fiction texts?  
 TLC: Can I record information from a non fiction text? (Exp. Session 3)  
 TLC: Can I collect technical language relating to earthquakes? (Exp. Session 3)  
 TLC: Can I take turns and listen to what other people say? (SS session 1-12 - including experience sessions)  
 TLC: Can I join in discussion about books that are read to me?

TLC: Can I sequence and communicate ideas in an organized and logical way in complete sentences as required?  
 TLC: Can I develop and explain my ideas, giving reasons?  
 TLC: Can I sequence and communicate ideas in an organized and logical way in complete sentences?  
 TLC: Can I vary the amount of detail dependent on the purpose and audience?

TLC: Can I organise paragraphs around a theme?  
 TLC: Can I create sentences using adverbial phrases? (SS4, SS10)  
 TLC: Can I accurately punctuate direct speech? (SS8, SS12)  
  
Spelling (Spring 2)  
 List coverage:  
 TLC: Can I spell words with split digraphs? (List 22)  
 TLC: Can I spell words that are homophones or near homophones? (List 23, 24, 25, 26)  
 TLC: Can I spell the Y3 statutory words (List 27)

**English (Writing) - Spring 1**

**Focus: Non-Chronological Report - Earthquakes**

Handwriting

TLC: Can I use diagonal and horizontal strokes to join letters?  
 TLC: Can I understand which letters are break letters?  
 TLC: Can I increase the legibility and consistency of my handwriting?

Additional composition/grammar taught through JC Unit (recap Stage 1/2 and writing structures):

- Adjectives (SS5, SS7, SS14, SS15)
- Comparative words (SS5, SS15)
- Alliteration (SS5)
- Simile (SS6)
- Rhyme (SS6)
- Personification (SS7, SS13)
- Technical Vocabulary (SS8, SS9, SS12)
- Precise Verbs (SS8)

Composition (Planning and Composition)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/find the shape - day 1, 2)  
 TLC: Can I compose and rehearse sentences orally? (All SS sessions)  
 TLC: Can I compose and write sentences including varied and rich vocabulary? (All SS sessions)  
 TLC: Can I discuss and record my ideas before writing? (All SS sessions)  
 TLC: Can I compose and write a range of sentence structures? (All SS sessions)  
 TLC: Can I use simple organisational devices? (SS session days 5, 7, 8, 9, 12, 13, 14)  
 TLC: Can I write effective sentences for a non chronological report? (All SS sessions)

Independent Writing

Composition (Editing)

TLC: Can I proof-read for spelling errors?  
 TLC: Can I proof-read for punctuation errors?  
 TLC: Can I assess the effectiveness of my writing?

Performance (Reading as a Writer)

TLC: Can read aloud my own writing to a group, controlling my tone and volume?



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- Imagining (SS9)
- Precise verbs and onomatopoeia (SS9, SS10)
- Feeling (SS13, SS15)
- Noun Phrases (SS14)

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

**English (Writing) - Spring 2**

**Focus: Explanation - The Street Beneath My Feet**

Handwriting

TLC: Can I use diagonal and horizontal strokes to join letters?

TLC: Can I understand which letters are break letters?

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

Additional composition/grammar taught through JC Unit (recap Stage 1/2 and writing structures):

- Sound sentence (SS4)
- Questions (SS4, SS8)
- Alliteration (SS5, SS12)
- Labelled diagram (Science links - SS5)
- Repetition (SS7, SS13)
- Action verbs (SS7)
- Joke/pun (SS7)
- Simile (SS8)
- Onomatopoeia (SS10)
- Captions (Science links - SS10)
- Negative language (SS12)
- Imperative verbs (SS13)
- Exclamation (SS13)

Composition (Planning and Composition)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/find the shape - day 1, 2)

TLC: Can I compose and rehearse sentences orally? (All SS sessions)

TLC: Can I compose and write sentences including varied and rich vocabulary? (All SS sessions)

TLC: Can I discuss and record my ideas before writing? (All SS sessions)

TLC: Can I compose and write a range of sentence structures? (All SS sessions)

TLC: Can I use simple organisational devices? (SS session days 5, 7, 8, 9, 12, 13)

TLC: Can I write effective sentences for an explanation text? (All SS sessions)

Independent Writing

TLC: Can I create an explanation text? (Rocks, soils, layers of earth)

Composition (Editing)

TLC: Can I propose changes to vocabulary?

TLC: Can I propose changes to grammar?

TLC: Can I assess the effectiveness of others' writing?

Performance (Reading as a Writer)

TLC: Can read aloud my own writing to a group/class using expression?

**Maths**

**Focus:**

Multiplication and Division

**Focus:**

Measurement (Length and Perimeter)

**Focus:**

Additional Maths Teaching



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<p><b>Cold Task</b> - Multiplication and Division          TLC: Can I find equal groups?          TLC: Can I multiply by 3?          TLC: Can I divide by 3?          TLC: Can I use the 3 x table?          TLC: Can I multiply by 4?          TLC: Can I divide by 4?          TLC: Can I use the 4 x table?          TLC: Can I multiply by 8?          TLC: Can I divide by 8?          TLC: Can I use the 8 x table?          TLC: Can I multiply by 3, 4 and 8?          TLC: Can I multiply 2-digits by 1-digit?          TLC: Can I divide 2-digits by 1-digit?          TLC: Can I divide 100 into 2, 4, 5 and 10 equal parts?          TLC: Can I divide with remainders?  <b>Hot Task</b> - Multiplication and Division</p> <p><b>Focus:</b>  <u>Measurement - (Money)</u>  <b>Cold Task</b> - Money          TLC: Can I count money? (pounds and pence?)          TLC: Can I convert pounds and pence?          TLC: Can I add money?          TLC: Can I subtract money?          TLC: Can I give change?  <b>Hot Task</b> - Money</p>	<p><b>Cold Task</b> - Length          TLC: Can I measure length in meters?          TLC: Can I find the equivalent of lengths? (m &amp; cm)          TLC: Can I find the equivalent of lengths? (mm &amp; cm)          TLC: Can I compare lengths?          TLC: Can I add lengths?          TLC: Can I subtract lengths?          TLC: Can I measure perimeter?          TLC: Can I calculate perimeter?  <b>Hot Task</b> - Length and Perimeter</p> <p><b>Focus:</b>  <u>Fractions</u>  <b>Cold Task</b> - Fractions          TLC: Can I make a whole?          TLC: Can I find and understand tenths?          TLC: Can I count in tenths?          TLC: Can I recognise tenths as decimals?          TLC: Can I find fractions on a number line?          TLC: Can I find fractions of objects?          TLC: Can I find equivalent fractions?          TLC: Can I compare fractions?          TLC: Can I order fractions?          TLC: Can I add fractions?          TLC: Can I subtract fractions?  <b>Hot Task</b> - Fractions</p>	<p>Daily:</p> <ul style="list-style-type: none"> <li>● Counting</li> <li>● Learn Its</li> <li>● Arithmetic practise</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>● Times tables carousel lesson</li> <li>● Arithmetic test</li> <li>● Times Tables grids/written questions test</li> <li>● Rapid recall boards/fact family Problem of the Week</li> </ul>
<b><u>Art</u></b>	<b><u>Computing</u></b>	<b><u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u></b>
<p><b>Focus:</b>  <u>Printing</u>          TLC: Can I create printing blocks?          TLC: Can I use layers of two or more colours?</p>	<p><b>Focus:</b>  <u>3.5 Email</u>          TLC: Can I identify different methods of communication?          TLC: Can I open and respond to an email?</p>	<p><b>Focus:</b>  <u>N/A</u></p>



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<p><u>Sculpture</u> TLC: Can I create and combine shapes to create recognisable forms? (e.g. shapes made from nets or solid materials). TLC: Can I create and combine shapes using clay?</p>	<p>TLC: Can I write an email to someone using an address book? TLC: Can I learn how to use emails safely? TLC: Can I add an attachment to an email? TLC: Can I explore a stimulated email scenario?</p> <p><u>3.9 Presenting</u> TLC: Can I make a presentation from a blank page? TLC: Can I add media to a presentation? TLC: Can I add shapes and lines? TLC: Can I add animation? TLC: Can I create a presentation?</p> <p><u>3.6 Branching</u> TLC: Can I sort objects using 'yes' or 'no' questions? TLC: Can I complete a branching database? TLC: Can I create a branching database?</p>	
<b>French (Languages)</b>	<b>Geography</b>	<b>History</b>
<p><b>Focus:</b> <u>I am Learning French</u> TLC: Can I find France on a map of the world? TLC: Can I name the capital of France and three French cities using a map? TLC: Can I name one other country where they speak French in the world? TLC: Can I introduce myself in French? TLC: Can I ask somebody else what their name is? TLC: Can I ask how someone is feeling and use a reply?</p> <p><u>French Cultural Lesson 1</u> TLC: Can I understand the French tradition of Le Carnaval?</p> <p><u>Musical Instruments</u> TLC: Can I identify and name ten musical instruments?</p>	<p><b>Focus:</b> <u>Mapwork/Mountain Ranges</u></p> <p><b>Physical:</b> TLC: Can I recognise and name the different continents? (Y2 recap) TLC: Can I use an atlas to identify and name mountain ranges? TLC: Can I use a scale to compare mountain sizes? TLC: Can I understand contour lines on an atlas? TLC: Can I explain how mountains are formed? TLC: Can I link volcanic eruptions to earthquakes? TLC: Can I identify the ring of fire? TLC: Can I label the parts of a volcano? TLC: Can I explain the volcanic process? (STEM activity)</p> <p><b>Human:</b></p>	<p><b>Focus:</b> <u>The Achievements of the Earliest Civilisations - Shang Dynasty</u> <b>Key Question: What were the earliest civilisations?</b> <b>Auxiliary Question 1: When and where did the Shang live?</b> TLC: Can I identify when and where the earliest civilisations took place? (Ancient Sumer, The Indus Valley, Ancient Egypt) TLC: Can I find China and Shang China on a map? TLC: Can I order the events of the Shang Dynasty?</p> <p><b>Auxiliary Question 2: What do the contents of Fu Hao's tomb tell us about Shang life?</b> TLC: Can I investigate the contents of Fu Hao's tomb?</p>



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<p>TLC: Can I use the correct article for musical instruments? TLC: Can I use 'I play' when discussing musical instruments?</p>	<p>TLC: Can I identify why people choose to live near a volcano?</p> <p><u>Orienteering</u> (See PE)</p> <p><u>Local Study - Investigating Rock Types</u> (See Science)</p>	<p><b>Auxiliary Question 3: How important was Fu Hao and the items found in her tomb?</b> TLC: Can I describe Fu Hao? TLC: Can I understand the meaning of the items found in Fu Hao's tomb?</p> <p><u>Women's History Month</u> TLC: Can I recognise why Fu Hao was an important figure?</p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Focus</u></b> <u>Three Little Birds</u> TLC: Can I identify the structure of Three Little Birds? (Listen/Appraise) TLC: Can I create and record rhythm using simple symbols? (Transcribe) TLC: Can I appraise a Reggae song? (Jamming; Appraise) TLC: Can I recognise and record a semibreve? (Transcribe) TLC: Can I find the pulse and notice its changes while listening to Small People? (Listen) TLC: Can I write and recognise note G on a music staff? (Transcribe) TLC: Can I compose simple rhythms with a song Three Little Birds? (Compose) TLC: Can I improvise using C and D to improve the performance of Three Little Birds? (Improvise) TLC: Can I contribute to the performance of Three Little Birds by singing, playing an instrument or improvising? (Perform)</p> <p><u>Composer of the Month</u> TLC: Can I listen to and appraise a piece by Anna Meredith? TLC: Can I listen to and appraise a piece by Antonio Vivaldi?</p>	<p><b><u>Focus:</u></b> <u>Attack and Defend</u> TLC: Can I make a decision when to attack or defend? (Basketball - 1) TLC: Can I pass at a comfortable speed and height? (Netball- 2) TLC: Can I pass and receive the ball on the move and retain possession? (Football - 3) TLC: Can I use effective communication and signals? (Football - 4) TLC: Can I apply simple attack and defend principles whilst playing a game? (Football - 5) TLC: Can I show control when dribbling and judge when is best to intercept a ball? (Basketball - 6) TLC: Can I make accurate passes to retain possession? (Basketball - 7)</p> <p><u>Tag Rugby</u> TLC: Can I pass the ball with an underarm motion? (1) TLC: Can I pass and receive the ball over a short distance? (2) TLC: Can I apply basic tactics for attacking and defending? (3) TLC: Can I recognise and exploit space during a small-sided</p>	<p><b><u>Focus:</u></b> <u>Dreams and Goals (Spring 1)</u> <b>Jigsaw Piece 1:</b> a) TLC: Can I tell you about a person who has faced difficult challenges and achieved success? b) TLC: Can I respect and admire people who overcome obstacles and achieve their goals (e.g. through disability)?</p> <p><b>Jigsaw Piece 2:</b> a) TLC: Can I identify a dream/ambition that is important to me? b) TLC: Can I imagine what it would be like to achieve my dream/ambition?</p> <p><b>Jigsaw Piece 3:</b> a) TLC: Can I enjoy facing new learning challenges and working out the best way for me to achieve them? b) TLC: Can I break down a goal into a number of steps and know how others could help me achieve it?</p> <p><b>Jigsaw Piece 4:</b> a) TLC: Can I be motivated and enthusiastic about achieving our new challenge? b) TLC: Can I use my strengths as a learner to achieve my challenge and know that I am responsible for my own learning?</p>



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match? (4)  
TLC: Can I apply the basic skills into a small-sided game? (5)  
TLC: Can I contribute towards creating effective strategies and tactics within a small sided game of rugby? (6)  
Revisit any of the above, where the children need more time to practise, refine or master the skills. (7)

OAA  
TLC: Can I understand the symbols on an orienteering map?  
TLC: Can I understand the concept of a basic map and follow a simple route?  
TLC: Can I identify locations on a grid?  
TLC: Can I pinpoint positions using lining up techniques?  
TLC: Can I create simple drawings from a bird's eye view?  
TLC: Can I complete scale drawings using a variety of measuring tools?  
TLC: Can I visit locations and control points using a map?

**Jigsaw Piece 5:**

- a) TLC: Can I recognise obstacles that hinder my achievement and can take steps to overcome them?
- b) TLC: Can I manage the feeling of frustration that may arise when obstacles occur?

**Jigsaw Piece 6:**

- a) TLC: Can I evaluate my own learning process and identify how it can be better next time?
- b) TLC: Can I be confident in sharing my success with others and store my feelings in my internal treasure chest?

Healthy Me (Spring 2)

**Jigsaw Piece 1:**

- a) TLC: Can I understand how exercise affects my body and know why my heart and lungs are such important organs?
- b) TLC: Can I set myself a fitness challenge?

**Jigsaw Piece 2:**

- a) TLC: Can I understand how exercise affects my body and know why my heart and lungs are such important organs?
- b) TLC: Can I set myself a fitness challenge?

**Jigsaw Piece 3:**

- a) TLC: Can I tell you about my knowledge and attitude towards drugs?
- b) TLC: Can I identify how I feel towards drugs?

**Jigsaw Piece 4:**

- a) TLC: Can I identify things, people and places that I need to keep safe from and I can tell you some strategies for keeping myself safe including who to go to for help?
- b) TLC: Can I express how being anxious or scared feels?

**Jigsaw Piece 5:**



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		<p>a) TLC: Can I understand that like medicines, so household substances can be harmful if not used correctly?</p> <p>b) TLC: Can I take responsibility for keeping myself and others safe at home?</p> <p><b>Jigsaw Piece 6:</b></p> <p>a) TLC: Can I understand how complex my body is and how important it is to take care of it?</p> <p>b) Can I respect my body and appreciate what it does for me?</p>
<b><u>Religious Education</u></b>	<b><u>Science including STEM</u></b>	
<p><b>Focus:</b> <u>God: What do people believe about God? (Christianity - Believing)</u></p> <p>TLC: Can I explore the fall of Adam and Eve?</p> <p>TLC: Can I reflect the key beliefs of Christianity in relation to the fall?</p> <p>TLC: Can I understand the meaning of the trinity?</p> <p>TLC: Can I identify symbols of the Trinity?</p> <p>TLC: Can I identify the key character and events of The story of Abraham? (Guided Reading)</p> <p>TLC: Can I show my understanding of the Trinity?</p> <p>TLC: Can I explore different artist's impressions which express Christian belief in God as Trinity?</p> <p>TLC: Can I explore the way the Trinity is represented in Christianity?</p> <p>TLC: Can I explore the way the Trinity is represented in the Holy Communion?</p>	<p><b>Focus:</b> <u>STEM</u></p> <p>TLC: Can I create a fossil to understand the fossilisation process?</p> <p><u>Rocks</u></p> <p>TLC: Can I describe how fossils are formed when things that have lived are trapped within rock? (1)</p> <p>TLC: Can I ask relevant questions?</p> <p>TLC: Can I group and compare rocks? (2)</p> <p>TLC: Can I make systematic and careful observations (WS)</p> <p>TLC: Can I classify data in a variety of ways to help answer questions? (WS)</p> <p>TLC: Can I investigate the properties of rocks? (3)</p> <p>TLC: Can I record findings using tables (WS)</p> <p>TLC: Can I recognise that soils are made from rocks and organic matter?</p> <p>TLC: Can I record key findings?</p> <p><u>Soils</u></p> <p>TLC: Can I recognise that soils are made from rocks and organic matter?</p> <p>TLC: Can I explain how soil is formed?</p>	





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	<p>TLC: Can I explain that soil is composed of different things? TLC: Can I describe the 4 processes of soil formation? TLC: Can I record key findings?</p>	
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