



Year 3 – Spring Medium Term Plan
Topic: Active Planet



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum parent guide ● Scrutinies ● Headteacher’s nominations ● Spring 2 OTrack assessment ● Spring 2 classtrack assessment ● EAL and PP overview to be completed 	<ul style="list-style-type: none"> ● World Religion Day ● Safer Internet Day ● Fairtrade Fortnight ● Women’s History Month ● World Book Day ● Comic Relief ● STEM Week ● Easter 	<ul style="list-style-type: none"> ● Entry point - Lava pixar short ● Exit point - Poetry performance ● Class Story - The Pebble In My Pocket (spring 1) and Life In A Bucket Of Soil (spring 2) ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u> 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><u>Word Reading</u> 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><u>Comprehension</u> 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?</p>	<p><u>Focus:</u> <u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● 80:20 rule ● Teambuilding ● Enterprise ● New writing approach (developing vocabulary and partner discussion) ● STEM activities - teamwork ● Class assemblies ● Circle Time <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?</p>	<p><u>Focus:</u> <u>Spring 1</u> <u>Grammar</u> TLC: Can I identify and use prepositions phrases? 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) TLC: Can I use headings in non-narrative writing? TLC: Can I use subheadings in non-narrative writing?</p> <p><u>Spelling (Spring 1)</u> List coverage: LKS2 Spelling List 7 - 12</p> <p><u>Spring 2</u> <u>Grammar (Spring 2)</u> TLC: Can I identify and use simple organisational devices? (Explicit)</p>



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TLC: Can I check that the text makes sense to me by discussing and explaining the meaning of words in context?
 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 show I have listened carefully through making relevant comments?
 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)
 LKS2 Spelling List 12 - 18

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)

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)

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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- Simile (SS6)
- Rhyme (SS6)
- Personification (SS7, SS13)
- Technical Vocabulary (SS8, SS9, SS12)
- Precise Verbs (SS8)
- Imagining (SS9)
- Precise verbs and onomatopoeia (SS9, SS10)
- Feeling (SS13, SS15)
- Noun Phrases (SS14)

Focus: Poetry - I Asked the Little Boy Who Cannot See

Additional composition/grammar taught through JC Unit

(recap Stage 1/2 and writing structures):

TLC: Can I use similes (SS1)?

TLC: Can I use metaphors (SS2 and SS3)?

TLC: Can I use action words (SS3)?

TLC: Can I write effective sentences for a non chronological report? (All SS sessions)

Independent Writing

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

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)

Independent Writing

TLC: Can I plan, write and edit a poem?

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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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 - including STEM

Spring 1

Focus: Multiplication and Division B

TLC: Can I count in multiples of 10?

TLC: Can I multiply a 2 digit number and a 1 digit number (no exchange)?

Spring 2

Focus: Fractions

TLC: Can I understand denominators of non-unit fractions?

TLC: Can I compare and order fractions?

TLC: Can I understand numerators of non-unit fractions?

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:



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<p>TLC: Can I multiply a 2 digit number and a 1 digit number (with exchange)? TLC: Can I understand the link between multiplication and division? TLC: Can I divide a 2 digit number by a 1 digit number (no remainder)? TLC: Can I divide a 2 digit number by a 1 digit number (with remainder)? TLC: Can I understand scaling?</p> <p><u>Focus: Measure</u></p> <p>TLC: Can I measure in metres and centimetres? TLC: Can I measure in millimetres? TLC: Can I find equivalent lengths (metres and centimetres)? TLC: Can I find equivalent lengths (millimetres and centimetres)? TLC: Can I compare lengths? TLC: Can I add and subtract lengths? TLC: Can I understand what perimeter is? TLC: Can I measure perimeter? TLC: Can I calculate perimeter?</p>	<p>TLC: Can I understand the whole? TLC: Can I compare and order non-unit fractions? TLC: Can I identify fractions on a number line? TLC: Can I count in fractions? TLC: Can I identify equivalent fractions on a number line? TLC: Can I identify equivalent fractions as bar models?</p> <p><u>Focus: Measurement (mass and capacity)</u></p> <p>TLC: Can I use scales? TLC: Can I measure mass in grams? TLC: Can I measure mass in kilograms and grams? TLC: Can I identify equivalent masses? TLC: Can I compare mass? TLC: Can I add and subtract mass? TLC: Can I measure capacity and volume in millilitres? TLC: Can I measure capacity and volume in litres and millilitres? TLC: Can I identify equivalent capacities and volumes (litres and millilitres)? TLC: Can I compare capacity and volume? TLC: Can I add and subtract capacity and volume?</p>	<ul style="list-style-type: none"> • Times tables carousel lesson • Arithmetic test • Times Tables grids/written questions test • Rapid recall boards/fact family Problem of the Week
<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u>
<p><u>Focus:</u> <u>Printing</u> TLC: Can I create printing blocks? TLC: Can I use layers of two or more colours? TLC: Can I create a picture using printing blocks?</p> <p><u>Sculpture</u></p>	<p><u>Focus: 3.5 Email</u> TLC: Can I identify different methods of communication? TLC: Can I open and respond to an email? 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>STEM WEEK</u> <u>Focus: STEM</u> TLC: Can I create a fossil to understand the fossilisation process?</p>



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<p>TLC: Can I create and combine shapes to create recognisable forms? (e.g. shapes made from nets or solid materials). TLC: Can I plan and revise a sculpture? TLC: Can I create and combine shapes using various materials?</p>	<p><u>Focus: 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>Focus; 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>	
<p><u>French (Languages)</u></p>	<p><u>Geography</u></p>	<p><u>History</u></p>
<p><u>Focus: Shapes (spring 1)</u> TLC: Can I name five shapes in French? TLC: Can I correctly name ten shapes in French? TLC: Can I use the correct article when I name shapes? TLC: Can I use numbers and shape names?</p> <p><u>Focus:French cultural lesson 1</u> TLC: Can I understand the French tradition of Le Carnaval?</p> <p><u>Focus: Fruits (spring 2)</u> TLC: Can I use the correct article for fruits? TLC: Can I begin to spell fruits in French? TLC: Can I begin to ask questions in French? TLC: Can I say which fruits I like and dislike?</p> <p><u>Focus: Easter</u> TLC: Can I compare different countries' traditions using a bilingual dictionary?</p>	<p><u>Focus: Physical</u> TLC: Can I describe and understand key aspects of mountains. TLC: Can I use an atlas to identify and name mountain ranges? TLC: Can I describe and understand key aspects of earthquakes (through Jane Considine) TLC: Can I label the different layers of the earth? (through Jane Considine) TLC: Can I describe and understand key aspects of volcanoes (including creating a volcanic eruption) TLC: Can I label the parts of a volcano?</p> <p><u>Focus: Human</u> TLC: Can I identify why people choose to live near a volcano?</p> <p><u>Focus: Human and physical</u> TLC: Can I understand similarities and differences between</p>	<p><u>Focus:</u> <i>The Achievements of the Earliest Civilisations - Shang Dynasty</i> Key Question: What were the earliest civilisations? Auxiliary Question 1: When and where did the Shang live? 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>Auxiliary Question 2: What do the contents of Fu Hao's tomb tell us about Shang life? TLC: Can I investigate the contents of Fu Hao's tomb?</p> <p>Auxiliary Question 3: How important was Fu Hao and the items found in her tomb? TLC: Can I describe Fu Hao? TLC: Can I understand the meaning of the items found in Fu Hao's tomb?</p>



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	<p>the human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Focus: Fairtrade fortnight TLC: Can I use a map to identify where fair trade products com from?</p>	<p><u>Women's History Month</u> TLC: Can I compare Fu Hao to a modern day women?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p>Focus <u>Spring 1</u> Social theme: How does music make the world a better place? Musical spotlight: Composing using your imagination</p> <p>TLC: Can I explain how a pop song Your Imagination makes me feel? TLC: Can I sing my group's part in time and with clear diction? TLC: Can I play G, A, and B on recorder with the song You're A Shining Star? TLC: Can I improvise my own rhythms using up to 5 notes? TLC: Can I explore musicals as a musical style?</p> <p>Composer of the term: Anna Meredith</p> <p><u>Spring 2</u> Social theme: How does music help us get to know our community? Musical spotlight: Sharing musical experiences</p> <p>TLC: Can I talk about the musical and social aspects of the Friendship Song?</p>	<p>Focus: <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 match? (4)</p>	<p>Focus: <u>Dreams and Goals (Spring 1)</u> Jigsaw Piece 1: 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>Jigsaw Piece 2: 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>Jigsaw Piece 3: 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>Jigsaw Piece 4: 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> <p>Jigsaw Piece 5:</p>



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TLC: Can I improvise in keeping with the beat of the backing track?
TLC: Can I compose a short melody using a Music Notepad?
TLC: Can I talk about the double beat style of music and explain its origins?
TLC: Can I put my thoughts and feelings into a song Come On Over?

Composer of the term: Antonio Vivaldi

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?

- 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>Jigsaw Piece 6:</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>
<u>Religious Education</u>	<u>Science including STEM</u>	
<p><u>Focus: God (believing) Christianity</u></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 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><u>Focus: STEM</u></p> <p>TLC: Can I create a fossil to understand the fossilisation process?</p> <p><u>Focus: 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>Focus: Soils</u></p> <p>TLC: Can I recognise that soils are made from rocks and organic matter?</p>	



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	<p>TLC: Can I explain how soil is formed? 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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