



Year 3
Spring Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<ul style="list-style-type: none"> ● World Religion Day ● NSPCC Number Day ● Safer Internet Day ● Women's History Month ● World Book Day ● Comic Relief ● STEM Week 	<p><u>Focus Spring 1: Multiplication and Division B</u> LO:To know multiples of 10 LO:To recall related calculations LO:To reason about multiplication LO:To multiply a 2 digit number by a 1 digit number LO:To make the link between multiplication and division LO: To divide a 2-digit number by a 1-digit number LO:To understand scaling LO:To find different possibilities</p> <p><u>Length and Perimeter</u> LO:To measure lengths LO:To identify equivalent lengths LO:To compare lengths LO:To add lengths LO:To subtract lengths LO:To understand what perimeter is LO:To measure perimeter LO:To calculate perimeter</p>	<p><u>Focus Spring 2:</u> <u>Fractions A</u> LO:To understand what a denominator is LO:To compare and order unit fractions with different denominators LO: To understand numerators of non-unit fractions LO: To understand what a whole is LO: To compare and order non-unit fractions LO:To count in fractions on a number line</p> <p><u>Mass and Capacity</u> LO:To read scales LO:To measure mass LO:To find equivalent masses LO:To compare mass LO:To add and subtract mass LO:To measure capacity and volume LO:To find equivalent capacities and volumes LO:To compare capacity and volume</p>
<u>English (Spoken Language)</u>	<u>English (Reading)</u>	<u>English (Phonics and Spelling)</u>
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <ul style="list-style-type: none"> ● Specific subject vocabulary explicitly taught ● Challenge, Build, Accept discussions and teacher questioning ● Paired and group work 	<p><u>Focus Spring 1:</u> <u>Vocabulary</u> LO: To identify how language choices help build meaning <u>Retrieval</u> LO: To begin to use quotations from the text. LO: To retrieve and record information from a fiction text. <u>Explanation</u> LO: To identifying how language, structure, and</p>	<p><u>Phonics/ Spelling Spring 1</u> Step 13:Words with the digraph 'ai' and tetragraph 'aigh' Step 14:Words with the digraph 'ei' and tetragraph 'eigh' Step 15:Words where the digraph 'ey' makes an /ai/ sound Step 16: Words with the suffix '-ly' Step 17: Words that are homophones Step 18: Challenge Words</p>



Year 3
Spring Term Medium Term Plan



presentation contribute to meaning of both fiction and non-fiction texts

Summary

LO: To verbally summarise the main ideas of a paragraph

Inference

LO: To justify inferences with evidence

Prediction

LO: To use relevant prior knowledge to make predictions and justify them.

Focus Spring 2: (revisit with more challenging texts)

Vocabulary

LO: To identify how language choices help build meaning

Retrieval

LO: To begin to use quotations from the text.

LO: To retrieve and record information from a fiction text.

Explanation

LO: To identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts

Summary

LO: To verbally summarise the main ideas of a paragraph

Inference

LO: To justify inferences with evidence

Prediction

LO: To use relevant prior knowledge to make predictions and justify them.

Phonics/ Spelling Spring 2

Step 19: Words ending in 'al'

Step 20: Words ending in 'le'

Step 21: Words ending in '-ly' where the base word ends in 'le'

Step 22: Words ending in '-ly' where the base word ends in '-ic'

Step 23:

Words ending in '-ly'; exceptions

Step 24: Challenge Words



Year 3
Spring Term Medium Term Plan



English (Writing)

Handwriting Spring 1

Unit 11: Practising forming capital letters whole alphabet
 Unit 12: Practising writing the letter t at the correct height ti, tio, cti, ati
 Unit 13: Practising spacing letters consistently ew, ev, ex
 Unit 14: Practising forming double letters correctly ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee
 Unit 15: Practising joining to the letter e he, we, re

Handwriting Spring 2

Unit 16: Practising joining to the letter k ick, uck, ack
 Unit 17: Practising the second join ch, che, cho, cha, chi
 Unit 18: Practising joining from the letter e ey, ei, eigh
 Unit 19: Practising the horizontal join ous, mous, ious
 Unit 20: Practising joining from the letter a ap, ar, an
 Unit 21: Practising with punctuation ! ? – "" , ‘

Grammar and Composition Spring 1

Focus: The Secret of Black Rock

L1 LO: To write a there and back story
 Time adverbial, repetition, conjunction
 L2 LO: To write a there and back story
 Sight - adjectives, simile, inverted commas
 L3 LO: To write a there and back story
 Adverb, onomatopoeia, precise verb
 L4 LO: To write a there and back story
 Action - verbs, repetition, adjectives
 L5 LO: To write a there and back story
 Short sentences, personification, synonyms/determiner
 L6 LO: To write a there and back story
 Synonyms, collective noun, complex sentence
 L7 LO: To write a there and back story
 Complex sentence/verb, alliteration, determiners
 L8 LO: To write a there and back story
 Simile, dialogue, prefix
 L9 LO: To write a there and back story
 touch/adjective, adverb, past tense

Grammar (Classroom secrets)

LO: To use adverbs to express time and cause
 LO: To use prepositions to express time and cause

Grammar and Composition Spring 2

Focus: Climate action

L1 LO: To write a magazine article
 Time adverbial, alliteration/list sentence, rhetorical question
 L2 LO: To write a magazine article
 Rhetorical question, verbs, list sentence
 L3 LO: To write a magazine article
 alliteration/verb, suffix -ly, conjunction 'so'
 L4 LO: To write a magazine article
 adverb/verbs, expanded noun phrase/adverb,
 preposition/adjectives
 L5 LO: To write a magazine article
 List sentence, determiner/conjunction 'which',
 adjective/verb
 L6 LO: To write a magazine article
 Possessive apostrophes, adverbial, ing verb
 L7 LO: To write a magazine article
 Rhetorical question/exclamation, modal verb, inverted
 commas

Grammar (Classroom secrets)

LO: To use inverted commas to punctuate direct speech
 LO: To use the present perfect form of verbs

Art

Computing

Design and Technology

Focus

Focus Spring -1

Focus Spring 1: Structures Constructing a Castle



Year 3
Spring Term Medium Term Plan



<p><u>Drawing : Growing Artists</u> LO: To recognise how artists use shape in drawing. LO: To understand how to create tone in drawing by shading. LO: To understand how texture can be created and used to make art. LO: To apply observational drawing skills to create detailed studies.</p>	<p><u>Computing Systems and Networks 3</u> <u>Journey inside a computer</u> LO: To recognise basic inputs and outputs. LO: To identify the components inside a laptop. LO: To decompose a tablet computer.</p> <p><u>Focus Spring - 2</u> <u>Safe Use - Managing online information</u> L.O. To know how to use key phrases in search engines to gather accurate information online. L.O. To explain what autocomplete is and how to choose the best suggestion. L.O. To explain the difference between a 'belief', an 'opinion' and a 'fact. and give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p>	<p><u>(lessons 2-4)</u> L2 LO: To design a castle. L3 LO: To construct 3D nets. L4 LO: To construct and evaluate my final product.</p> <p><u>Focus Spring 2: Mechanical Systems Pneumatic Toys (lesson 2-4)</u> L2 LO: To design a toy that uses a pneumatic system. L3 LO: To create a pneumatic system. L4 LO: To test and finalise ideas against design criteria.</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus Spring 1</u> <u>French playground games - numbers and age</u> L.O. To count from one to six in French. L.O. To count beyond six in French. L.O. To use number words to give more information about myself. L.O. To recognise the numbers one to twelve, written in French. L.O. To use the number words one to twelve when playing playground games. Assessment (end of unit quiz)</p>	<p><u>Focus Spring - Who Lives in Antarctica?</u> LO: To understand the position and significance of lines of latitude. LO: To describe the location and physical features of Antarctica. LO: To describe the human features of Antarctica. LO: To use four-figure grid references to plot Shackleton's route to Antarctica. LO: To plan a simple route on a map using compass points.</p>	<p><u>Key Question: Why did the Romans settle in Britain?</u> LO: To investigate life in Ancient Rome by looking at its buildings.. LO: To explore the causes of the Roman invasion of Britain. LO: To investigate the different responses to the Roman invasion using a range of sources. LO: To explore how the Roman army was so successful using a range of sources. LO: To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</p>



Year 3
Spring Term Medium Term Plan



<p><u>Focus Spring 2</u> <u>In a French classroom</u> L.O. To understand and respond to simple classroom instructions. L.O. To name school bag objects and recognise if they are masculine or feminine. L.O. To ask and answer a question about something I have or do not have. L.O. To read and understand short sentences. L.O. To prepare and present a short spoken text. Assessment (end of unit quiz)</p>	<p>LO: To follow instructions involving compass points and map a simple route.</p> <p><u>Additional Sustainability lesson</u> LO: To explore single-use plastic usage by applying the waste reduction hierarchy.</p> <p><u>Better Planet Schools (L2)</u> What are the problems with plastics?</p>	<p>LO: To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.</p> <p>Women's History Month LO: To compare Cleopatra to Boudica</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<p><u>Focus Spring term</u> <u>Pentatonic melodies and composition</u> To learn about the music used to celebrate the Chinese New Year festival. To play a pentatonic melody on a tuned percussion instrument. To write and perform a pentatonic melody. To perform a group composition. To perform a piece of music as a group.</p>	<p><u>Focus Spring 1</u> <u>Tag rugby</u> LO: To develop throwing, catching and running with the ball. LO: To develop an understanding of how to defend using tagging rules. LO: To begin to use the 'forward pass' and 'offside' rule. LO: To play a game of tag rugby.</p> <p><u>Netball</u> LO: To develop passing and moving and play within the footwork rule. LO: To use a variety of passes to move towards a goal. LO: To develop movement skills to lose a defender. LO: To play a game of netball.</p>	<p><u>Dreams and Goals</u> Knowledge LO: To know about specific people who have overcome difficult challenges to achieve success LO: To know what dreams and ambitions are important to me LO: To know how I can best overcome learning challenges LO: To know that I am responsible for my own learning LO: To know what my own strengths are as a learner LO: To know what an obstacle is and how they can hinder achievement LO: To know how to take steps to overcome obstacles LO: To know how to evaluate my own learning progress and identify how it can be better next time</p> <p>Social Emotional Skills</p>



Year 3
Spring Term Medium Term Plan



Focus Spring 2

Football

- LO: To develop the attacking skill of dribbling.
- LO: To develop changing direction and speed when dribbling.
- LO: To develop passing and begin to recognise when to use different skills.
- LO: To play a game of football.

Hockey

- LO: To develop sending and receiving the ball with accuracy and control.
- LO: To develop the attacking skill of dribbling.
- LO: To develop dribbling to beat a defender.
- LO: To play a game of hockey

- LO: To recognise other people's achievements in overcoming difficulties
- LO: To imagine how it will feel when I achieve my dream / ambition
- LO: To break down a goal into small steps
- LO: To recognise how other people can help me to achieve my goals
- LO: To manage feelings of frustration linked to facing obstacles
- LO: To share my success with others
- LO: To store feelings of success (in my internal treasure chest) to be used at another time

Healthy Me Knowledge

- LO: To know how exercise affects their bodies
- LO: To know why my hearts and lungs are such important organs
- LO: To know that the amount of calories, fat and sugar that I put into my bodies will affect my health
- LO: To know that there are different types of drugs
- LO: To know that there are things, places and people that can be dangerous
- LO: To know a range of strategies to keep myself safe
- LO: To know when something feels safe or unsafe
- LO: To know that my body is complex and needs taking care of

Social Emotional Skills

- LO: To be able to set myself a fitness challenge
- LO: To recognise what it feels like to make a healthy choice
- LO: To identify how I feel about drugs
- LO: To express how being anxious or scared feels
- LO: To take responsibility for keeping myself and others safe
- LO: To respect my own body and appreciate what it does



Year 3
Spring Term Medium Term Plan



<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Spring Term</u> Christianity (Believing) What do people believe about God?</p> <p>To reflect the key beliefs of Christianity in relation to the fall. To understand the meaning of the trinity. To identify symbols of the Trinity. To identify the key character and events of The story of Abraham. To explore different artist's impressions which express Christian belief in God as Trinity. To explore the way the Trinity is represented in Christianity. To explore the way the Trinity is represented in the Holy Communion.</p>	<p><u>Focus Spring Term</u> <u>Forces and Magnets</u></p> <p>To compare how different things move To plan and conduct a fair test to compare how objects move on different surfaces To explore how magnetic forces act at a distance To compare and group various everyday materials based on whether they are attracted to a magnet To predict whether two magnets will attract or repel each other To record my findings using simple scientific vocabulary and use my results to draw simple conclusions</p>	<p>No Outsiders lessons Weekly assemblies (Picture News and PSHE) 11 before 11 Pol Ed Lessons Project evolve - online safety Big Talk Project Based Learning The Grange Has Got Talent Children's University Parliament Assembly Wear Your Uniform to School Day (Brownies/Guides)</p>