

Medium Term Plan Year Group: 3 Term: 4 LT 1- Forces, LT 2 - Plants

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Date	19.02	26.02	04.03	11.03	18.03	25.03
<p>Learning Theme Science Art Computing/DT</p>	<p>To notice that some forces need contact between two objects by identifying the different types of forces acting on objects.</p> <ul style="list-style-type: none"> • I can identify the forces acting on objects. <p>To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces.</p> <ul style="list-style-type: none"> • I can investigate how a toy car moves over different surfaces. <p><u>Design</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials.</p> <p>To compare and group materials according to whether they are magnetic by sorting materials.</p> <ul style="list-style-type: none"> • I can sort magnetic and non-magnetic materials <p>To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets.</p> <ul style="list-style-type: none"> • I can investigate the strength of magnets. <p><u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p>	<p>To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure.</p> <ul style="list-style-type: none"> • I can explore magnetic poles. <p>To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game.</p> <ul style="list-style-type: none"> • I can observe how magnets attract some materials. <p><u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant.</p> <ul style="list-style-type: none"> • I can name the different parts of flowering plants and explain their jobs. <p>What Do Plants Need to Grow Well? To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</p> <ul style="list-style-type: none"> • I can set up an investigation to find out what plants need to grow well. <p><u>Technical knowledge</u> understand and use electrical systems in their products (for example, series circuits incorporating switches)</p>	<p>What Have You Found Out? To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth.</p> <ul style="list-style-type: none"> • I can record my observations. <p>To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class.</p> <ul style="list-style-type: none"> • I can present the results of my investigation using scientific language. <p>To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem.</p> <ul style="list-style-type: none"> • I can investigate how water is transported in plants. <p><u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.</p> <ul style="list-style-type: none"> • I can name the different parts of a flower and explain their role in pollination and fertilisation. <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.</p> <ul style="list-style-type: none"> • I can understand and order the stages of the life cycle of a flowering plant. <p><u>Evaluate</u> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
Text Focus	Iron Man			Poetry about Plants		
Writing composition	Hook WAGOLL & S2S Text Map Retell Story	Character Description Prepositions	Using paragraphs to sequence Sequencing sentences Linking words	Writing Diary – Innovation Editing and publishing	WAGOLL & S2S Perform WAGOLL Adverbs	Planning ideas Writing own poem based on WAGOLL Editing and performing
Punctuation and Grammar	Word class	Word class	punctuation	Checking sentences make sense grammatically (tense, punctuation)	Adverbs	Checking sentences make sense grammatically (tense, punctuation)
Spelling	Words ending in '-al'	Words ending in '-le'	Words ending in '-ly' where the base word ends in '-le'	Words ending in '-al'	Words ending in '-ly' when the base word ends in '-ic'	
Reading	Reading fluency skills & predict	Infer	Sequence/Summarising	Retrieve	Explain	Vocabulary review

Maths	Measure cm Measure mm M, cm, mm	Equivalent lengths Compare lengths Add lengths	Subtract lengths Measure perimeter Calculate perimeter assessment	Understand denominators of unit fractions Compare and order unit fractions	Understand the whole Compare and order non-unit fractions Fractions and scales Fractions on a number line	Count fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models Assessment
Fast15	Addition and subtraction review	Addition and subtraction review	Addition and subtraction review	Multiplication and division	Multiplication and division	Multiplication and division
RE	Describe and explain why people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week	Describe and explain why people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week	Describe and explain why people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week	Describe and explain why people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week	Describe and explain why people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week	Describe and explain why people may have the same or a range of different responses to the roles played by the key characters in the Gospel accounts of Holy Week
	Ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values	Link things that are important to the key characters in the Gospel accounts of Holy Week and the ways in which they and others may think and behave	Link things that are important to the key characters in the Gospel accounts of Holy Week and the ways in which they and others may think and behave	Link things that are important to the key characters in the Gospel accounts of Holy Week and the ways in which they and others may think and behave	Link things that are important to the key characters in the Gospel accounts of Holy Week and the ways in which they and others may think and behave	Ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
Jigsaw	I understand how exercise affects my body and know why my heart and lungs are such important organs	I know that the amount of calories, fat and sugar I put into my body will affect my health	I can tell you my knowledge and attitude towards drugs	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can identify when something feels safe or unsafe	I understand how complex my body is and how important it is to take care of it
PE (Creative)	Coordination and counter balance Ball skills- sending and receiving	Coordination and counter balance Ball skills- sending and receiving	Coordination and counter balance Ball skills- sending and receiving	Coordination and counter balance With a partner	Coordination and counter balance With a partner	Coordination and counter balance With a partner