

Medium Term Plan Year Group: 3 Term: 2

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Date	<u>30.10</u>	<u>06.11</u>	<u>13.11</u>	<u>20.11</u>	<u>27.11</u>	<u>04.12</u>	<u>11.12</u>	
Learning Theme Science Art Computing/DT History/Geography Cultural Capital	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Bonfire Night – light</p> <p>DT- Reflecting light/I can plan to make a periscope</p>	<p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change (2 lessons)</p> <p>DT I can plan and create a periscope</p>	<p>Find patterns in the way that the size of shadows change (2 lessons)</p> <p>Diwali – light</p> <p>DT I can create a periscope and evaluate my project.</p>	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</p> <p>DT (finish project) and Computing- plan an instruction sheet for your periscope project (power point)</p>	<p>Creating a model of a lighthouse</p> <p>How does our community support those with visual impairments?</p> <p>DT and Computing- plan an instruction sheet for your periscope project (power point)</p>	<p>Christmas</p> <p>Celebration of achievements of visually impaired individuals - Helen Keller, Stevie Wonder, Andrea Bocelli, Sue Townsend, Louis Braille.</p> <p>DT and Computing- create an instruction sheet for your periscope project (power point)</p>	<p>Science (finish) Interventions</p>	
Text Focus	<p>How does a Lighthouse Work?</p> <p>Leonora Bolt: Secret Inventor (Leonora Bolt: Secret Inventor)</p> <p>Non-fiction extracts</p>							
Writing composition	<p>Plan writing by discussing and using talk for writing</p> <p>Develop banks of vocabulary suited to the purpose and using similar texts.</p> <p>Imitation Task- Lighthouses Fact File</p>		<p>in non-narrative material, using simple organisational devices</p>		<p>Innovation – own explanation text on how lighthouses work</p> <p>Editing and reading aloud</p> <p>SPAG revisiting</p>			
Punctuation and Grammar	<p>Correctly demarcate sentences with full stops, capital letters and some question and exclamation marks.</p>		<p>Subordinating conjunctions / extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>/ linking two simple compound sentences with a conjunction.</p>		<p>Use a range of past tense forms (simple, continuous and perfect.) -ed=simple, was/were=continuous have looked=perfect</p> <p>Use pronouns to avoid repetition (he, she, it, they)</p>		<p>Use a or an according to whether the next word begins with a vowel or consonant.</p> <p>SPAG revisiting</p>	<p>Innovate – final piece</p>
Spelling	<p>Place the apostrophe accurately in words that have been contracted.</p>	<p>Place the possessive apostrophe accurately in words with regular plurals (girls', boys', babies') and in words with irregular plurals (children's, men's)</p>		<p>Prefix 're'</p>	<p>Prefix 'dis'</p>	<p>Prefix 'mis'</p>	<p>Consolidation</p>	

Reading	<u>Prediction / Retrieval (non-fiction)</u> -reading books that are structured in different ways and reading for a range of purposes -asking questions to improve their understanding of a text -predicting what might happen from details stated and implied -retrieve and record information from non-fiction <u>Vocabulary (non-fiction)</u> - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination -identifying how language, structure, and presentation contribute to meaning		<u>Summarise</u> -identifying main ideas drawn from more than 1 paragraph and summarising these	<u>Inference / Vocabulary</u> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<u>Inference / Vocabulary</u> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<u>Explain</u> -identifying how language, structure, and presentation contribute to meaning -checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	
Maths	Column addition Column subtraction (including problems solving)	Complements to 100 Estimate answers Inverse operations Make decisions Pre and post assessment	Multiplication-equal groups Use arrays Multiples of 2 Multiples of 5 and 10	Sharing and grouping Multiply by 3 Divide by 3 The 3 times table	Multiply by 4 Divide by 4 The 4 times table Multiply by 8	Divide by 8 The 8 times table The 2, 4 and 8 times-tables Pre and post assessment	Times tables consolidation Problem solving
Fast15	Represent numbers to 100 Partition numbers to 100	Number line to 100 Hundreds Count in 50's	Represent numbers to 1000 Partition numbers to 1000	Flexible partitioning to 1000 Hundreds, tens and ones	Find 1,10 or 100 more or less Number line to 1000	Compare numbers to 1000 Order numbers to 1000	Extra practice and Interventions
RE	Know the qualities and values needed to be a Christian;	distinguish between qualities that make a famous person just famous and qualities needed to be a Christian, using the right religious words;	Suggest reasons for the similar and different beliefs about Jesus which people hold, and explain how religious sources are used to provide answers to questions;	Identify and express Christian beliefs about Christmas in a range of art styles and suggest what they mean;	Identify, express and explain Christian beliefs about Christmas in the style of a Christmas Carol;	Consider how the Nativity Narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences.	Christmas (light)
	Ask if and how Christian faith supports famous people in who they are.	think about how these practices and way of life relates to the way they and others act, referring to people who have inspired themselves and others.	Ask questions about the meaning and purpose of Christian celebrations and suggest a range of answers;	Ask questions about the meaning and purpose of Christmas and suggest a range of answers.	From Christmas Carols, ask questions about the meaning of Christmas and suggest answers from them and (other) Christians	Ask questions about the meaning and purpose of Christmas and suggest answers about what they mean to the pupil and to Christians.	
Jigsaw	Accept that everybody is different	Include others when working or playing	Know how to help if someone is being bullied	Try to solve problems	Try to use kind words	Know how to give or receive compliments	

<p>PE <u>Unit 2 (Social)</u></p>	<p>Jumping and landing Develop and apply jumping and landing with control and fluency.</p>	<p>Jumping and landing Follow the leader game)</p>	<p>Jumping and landing Develop jumping combinations</p>	<p>Seated Exchange objects in 4's</p>	<p>Seated Exchange objects in mixed groups</p>	<p>Seated Exchange objects in mixed groups and games</p>
<p>Creative Arts</p>						