

Medium Term Plan Year Group: 3 Term: 3 (Spring 1)

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Date	<u>03.01.24</u>	<u>08.01</u>	<u>15.01</u>	<u>22.01</u>	<u>29.01</u>	<u>05.02</u>
Learning Theme Science Art History/Geography Cultural Capital Computing/DT	What are maps? How do we use them? What can they tell us?	What is the UK like? How has the geography of the UK changed over time? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	How is our area similar to other regions in Europe? How is our area different to other regions in Europe? Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country,	How can we use a map to locate countries? What do maps tell us about the landscape? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	What is the position and significance of key geographical terms? How do time zones work? Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere? the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?	Where would I travel to? What will my ideal island be like?
	select, use and combine a variety of software (including internet services) to design and create a range of programs, systems and content that accomplish given goals-digital mapping					
Text Focus	Ariki and the island of wonders / Town Mouse, Country Mouse					
Writing composition	Hook Looking at examples of brochure.	I can create a text map using WAGOLL. I can plan my own writing. I can imitate introduction from the brochure. I can write my own imitation text.	To identify and use main and subordinating clauses. To use a range of conjunctions.	To use inverted commas to punctuate speech.	To use fronted adverbials.	Innovation based on skills acquired. Editing.
Punctuation and Grammar	Sentence structure (including parts of speech).	Sentence structure (including parts of speech).	Using a comma to punctuate clauses.	Using inverted commas.	Using a comma to punctuate fronted adverbials.	Proofreading, identifying mistakes and editing.
Spelling	Challenge words / revisiting	Words with the digraph 'ai' and the tetragraph 'aigh'	Words with the digraph 'ei' and tetragraph 'eigh'	Words where the digraph 'ey' makes an /ai/ sound	Words with the suffix '-ly'	Words that are homophones

Reading	Using skills from VIPERS Prediction	Vocabulary and understanding the text	Inference	Explanation	Retrieve	Summarizing and sequencing
Maths	3, 4 and 8 multiplication and division facts	Multiples of 10 Related Calculations Reasoning about multiplication Multiply 2 digit by 1 digit (no exchange)	Multiply 2 digit by 1 digit (exchange) Link between multiplication and division Divide 2 digit by 1 digit – flexible partitioning Divide 2 digit by 1 digit – with remainders	Scaling How many ways? Assessment Measure cm and m	Measure mm Measure cm and mm M, cm, mm	Equivalent lengths Compare lengths
Fast15	Apply number bonds within 10 Add and subtract 1s	Add and subtract 10s Add and subtract 100s Add 1s across a 10	Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100	Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10)	Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100)	Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100
RE	Identify this as part of a 'Gospel', which tells the story of the life and peaching of Jesus.	Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.	List two distinguishing features of a parable.	Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.	Offer some ideas about the meaning of the Good Samaritan story to Christians.
	Make simple links between Bible texts and the concept of 'Gospel' (good news).	Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.	Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Make simple links between the Good Samaritan story and the importance of charity in Christian life.	Give some examples of how Christians act to show that they are following Jesus.	Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.
Jigsaw	I can tell you about a person who has faced difficult challenges and achieved success	I can identify a dream/ambition that is important to me	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can be motivated and enthusiastic about achieving our new challenge	I can recognise obstacles which might hinder my achievement and take steps to overcome them	I can evaluate my own learning process and identify how it can be better next time
PE (Real PE) Unit 3 (Cognitive) THUR) Gymnastics (WED)	Dynamic Balance On a Line	Dynamic Balance Getting Around Us Yr3	Dynamic Balance On a Line	Coordination Ball Skills	Coordination Ball Skills	Coordination Ball Skills

Outdoor Learning		I can share ideas and work together with my peers confidently.	I am able to listen to others with concentration.	I can explore different methods and materials as ideas develop.	I can work with others in small groups and able to problem solve as a team.	I am able to work and learn in the outdoor environment through exploration.
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