Summer 1 Medium Term Plan 2023 Year Group Y3

Subject	Week 1	Week 2	Week 3 4 days Botanical Gardens trip	Week 4 4 days KS2 SATs	Week 5	Week 6
English Writing	**Non-chronological reports: Plants** **To be able to recall features of a report (layout)** Reading focus - revisit animal reports in Lit books; annotate copies of existing non-fiction texts to recall layout features **To know the language features of a report** Reading focus - annotate copies of a report to show grammatical features e.g. tense, sentence structures **To be able to use a dictionary to define words** Topic vocabulary focus - will be given a plants vocab list and choose unfamiliar words to research using dictionaries; definitions in Lit books to begin thinking towards a 'glossary'	**Non-chronological reports: Plants** *Reading focus on Retrieving information and Summarising.* *In-depth practice of key skill: note-taking* **To be able to use a contents and index page** Recap of alphabetical / topic order by using library books on plants; verbal explanations of layout and function of these pages **To be able to retrieve and summarise information** 2 lesson sequence Using library textbooks on plants / website / own science books, will gather key information on: ● what a plant needs to grow ● the parts of a plant	**Non-chronological reports: Plants** **To be able to draft content for a report** In Lit books, select and write the content for each report poster section referring to prev work on grammatical features, vocab etc **To be able edit a piece of writing** Respond to teacher feedback based on drafts - edit and adapt as required (base input on AfL but likely focus on SPaG) **Curriculum links:** identifying how language, structure, and presentation contribute to meaning	**Non-chronological reports: Plants** **To be able to add content to a given poster layout** Combine poster mock up with edited content to begin creating info poster - in pairs? **To know how diagrams and pictures are used to enhance a report** Add photos and diagrams to the poster, reflecting the text they have included **To be able to present information clearly** Work in pairs to present finished posters to the class; focus on clear speaking voice and inclusion of all pupils	**Recount: Botanical Gardens** **To know the features of a recount** Reading focus - on grammatical features of a straightforward written recount of an event experienced first-hand by the author; annotate e.g. time adverbials, past tense **To be able to sequence information** Using photos from Botanical Gardens visit, will create an annotated sequence in Lit books as plan for own recount **To be able to give a verbal recount of an event** Small groups, will practise verbal presenting skills based on sequencing work from previous lesson	**Recount: Botanical Gardens** *In-depth focus on writing an extended text; LOs will be covered throughout the week and lessons will pick up on misconceptions / weaknesses identified through AfL* **To be able to write a chronological recount** **To be able to use fronted time adverbials** **To be able to write consistently in the past tense** Outcome: extended recount in Lit books of visit to Botanical Gardens

		• the parts of a flower • how water transported through a plant • life-cycle of a flowering plant will add illustrations as necessary, or these will be provided **To be able to plan a report layout** Mock up of poster with annotated 'blocks' to show the layout features and how their info will be organised **Curriculum links:** Identifying main ideas drawn from more than 1 paragraph and summarising these Retrieve and record information from non-fiction				
Spelling **Pupils still accessing phonics to have spellings linked to their current Set** **LINKS:** **Science - plants**	because due where flower fruit difficult earth illegal illegible leaf	therefore could people capital island enough appear irresponsible irregular ground	during perhaps guard guide redo return refresh imagine imaginary would	other were their which material address minute subway subheading international	there where decide recent forward supermarket superhuman superstar antifreeze anticlockwise	tasty tastiest pretty prettiest information separation lotion library famous anther

From KS1 key words Y3 spellings Grammar/ spellings Topic words	leaves petal	conditions environment	should report	interact absorb	automatic autofocus	filament pollen
Handwriting Following Sheffield Structured Material	l ll f ff lad tell	itpn sad ehck brmy	fit mill cliff miss	sniff bell o g	on of got dog	bag not fog get
Reading **Links:** Science - plants	**VIPERS focus through differentiated texts** Planting Trees Rainforests	**VIPERS focus through differentiated texts** The Stone Age The Stone Age Artist	**VIPERS focus through differentiated texts** The Romans Julius Caesar	**VIPERS focus through differentiated texts** Lucius and the Roman Tablet Mythical stories (Arachne)	**VIPERS focus through differentiated texts** The Lion and the Mouse The Ant and the Grasshopper	**VIPERS focus through differentiated texts** Refugee Week Spring
Maths	**Progress Tests (Spr 1):** Arithmetic and Reasoning - 2 lessons needed **Power Maths 3B Unit 8 Measurement – Length** **Lessons 1 & 2 condensed** To be able to measure length in m and cm	**Power Maths 3B Unit 8 Measurement – Length** **Lesson 5** To be able to use < > and = to compare lengths **Lessons 6 & 7 condensed** To be able to add and subtract lengths	**Power Maths 3B Unit 9 Number – Fractions** **Lesson 1** To know that a fraction is a part of a whole **Lesson 2** To be able to add fractions to make a whole **Lesson 3**	**Power Maths 3B Unit 9 Number – Fractions** **Lesson 4** To know that tenths arise from dividing 1-digit numbers or quantities by 10 **Lesson 5** To be able to place fractions on a number line (within the whole)	**Power Maths 3B Unit 9 Number – Fractions** **Lesson 7** To be able to position fractions with different denominators on a number line **Lesson 8** To be able to find unit fractions of a set of objects	**Power Maths 3B Unit 9 Number – Fractions** **Lesson 11** To be able to solve problems involving fractions **Power Maths 3C Unit 10 Number – Fractions** **Lesson 1**

	Lessons 3 & 4 condensed To be able to find equivalent lengths using m, cm and mm	**Lessons 8 & 9 condensed** To be able to measure perimeter **Lessons 10 & 11 condensed** To be able to solve problems involving length	To be able to divide an object or the number one into ten equal parts	**Lesson 6** To be able to place non-unit fractions on a number line (beyond the whole)	**Lesson 9** To be able to find non-unit fractions of a set of objects **Lesson 10** To be able to use fractional amounts to calculate an unknown whole	To be able to recognise equivalent fractions with small denominators **Lesson 2** To be able to recognise and show equivalent fractions with small denominators **Lesson 3** To be able to find equivalent fractions using proportional reasoning
Calculation	**Lesson 1** Y2 recap Shape Unit 9 Lessons 1 & 3 **Lesson 2** Y2 recap Shape Unit 9 Lessons 4 & 5 **Lesson 3** Quotitive division/ column method multiplication **Lesson 4** Column addition and subtraction (3-digit numbers)	**Lesson 1** Y2 recap Shape Unit 9 Lessons 6 & 8 **Lesson 2** Y2 recap Shape Unit 9 Lessons 9 & 10 **Lesson 3** Scaling facts by 10 **Lesson 4** Column addition and subtraction (3-digit numbers)	**Lesson 1** Y2 recap Shape Unit 9 Lesson 11 **Lesson 2** Y2 recap Pos and Dir Unit 11 Lessons 1 & 2 **Lesson 3** Quotitive division/ column method multiplication	**Lesson 1** Y2 recap Time Unit 13 Lesson 1 **Lesson 2** Y2 recap Time Unit 13 Lesson 2 **Lesson 3** Scaling facts by 10	**Lesson 1** Y2 recap Time Unit 13 Lesson 3 **Lesson 2** Y2 recap Time Unit 13 Lesson 4 **Lesson 3** Quotitive division/ column method multiplication **Lesson 4** Column addition and subtraction (3-digit numbers)	**Lesson 1** Y2 recap Time Unit 13 Lesson 5 **Lesson 2** Y2 recap Time Unit 13 Lesson 9 **Lesson 3** Scaling facts by 10 **Lesson 4** Column addition and subtraction (3-digit numbers)

Science Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Sc3/2.1c investigate the way in which water is transported within plants Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. https://classroom.thenational.academy/units/plants-d1e9 TEACHER NOTES	**Cover assessment sheet and mind maps.** **Sc3/2.1b** **L.O. To understand how to conduct a fair test (when investigating the growth of a plant.)** Understand terms: independent variable, dependent variable and control variable **Outcomes:** Short scientific vocabulary developing tasks Setting up of class experiment Independent variable: water **Sc3/2.1c** **L.O. To observe and explain the transport of water within plants.** Observe an investigation . How will you explain that you know that plants take up water? NEED: New shoots for water	**L.O. To observe and explain the transport of water within plants** **Outcome:** Oral explanations using props. **Sc3/2.1a** **L.O. To be able to describe the parts and functions of a plant** Label a given diagram. Comprehension passages. Lots of oral articulation of the new vocab with actions. **Outcome 1:** Labelled drawing of a plant – used to explain the functions.(Structure and function – every part has a job) **Outcome 2:** 2 experiments to set up – children choose from: **Do leaves help plants to grow?** Independent variable: number of leaves. **Does growth rate increase if fertiliser is used?** Independent variable: fertiliser 'What is the dependent variable you will observe/ measure?' 'What are the control variables? – the things that stay the same.' NEED: Pansies for leaves Plants for and also, fertiliser Props for water transportation explanation	No lesson	**Outcomes from work in Week 2:** Evaluate the experiments from week 2. Ch to take pictures of plants to analyse next week. Need flowers on stems for next week!!!	**Outcomes from work in Week 2:** Evaluate the experiments from week 2. Write the conclusion **Sc3/2.1d** **L.O. To name and describe the functions of male and female plant parts.** Disassemble a flower and arrange parts on a whiteboard. **Outcome:** Draw and label. Add function labels following oral rehearsal. Explain in a group. Draw a scientific diagram of a flower. **Greater depth task:** **Locate plants types in gardens according to their needs**	**Sc3/2.1d** **L.O. To be able to explain the lifecycle of flowering plants.** Look at broad beans that have germinated. Understand: Pollination Seed formation **Outcome:** Drawn diagram with labels. **L.O. To know that seeds are dispersed in different ways.** **Outcome:** Physically represent dispersal by wind, animals, water and explosion. Complete an explanation of each to match given pictures **End of unit assessments and mind maps.**

Art & Design **Links:** **Science & DT** Classes taught on alternate weeks	**To be able to name some artists who are known for drawing and painting flowers** Children match artwork with artists (O'Keeffe, Van Gogh and North) then research O'Keeffe and choose their favourite flower pictures Outcomes: Children have matched pictures and favourite pictures in sketch book with annotations		**To be able to design a picture in the style of Georgia O'Keeffe** Children choose a section of a Georgia O'Keeffe painting and stick it down the middle of an A4 piece of cartridge paper. The children then extend the artwork, creating their own interpretation (pencil line drawing) Outcome: Children have their own design completed ready for painting		**To be able to create a painting in the style of Georgia O'Keeffe** Children mix their own colours (matched with the colours from their chosen O'Keeffe painting). they then complete their artwork using their mixed colours Outcome: Each child has a finished painting	
Computing See Sheffield Primary Computing SoW: 5.3	No lesson	**To know that an algorithm is a set of instructions** **To know how to add the 'pen' on Scratch** Outcomes & Resources: Drawing Shapes algorithm (from Unplugged resources) Simple drawing Beetle link: https://scratch.mit.edu/projects/713830823	No lesson	**To be able to use count-controlled loops in a program** Outcomes & Resources: Moving in a Square activity https://scratch.mit.edu/projects/714212864/	No lesson	**To be able to use the Music extension in Scratch** Outcomes & Resources: Musical Loops activity https://scratch.mit.edu/projects/38206048
Design & Technology	**To be able to describe existing stitched designs** **To be able to draw a design for a stitched pattern**	**To be able to use a running stitch to create patterns** Outcome: using binka, produce a variety of lines /	No lesson	No lesson	**Project to be completed as time allows over these two weeks** **To be able to follow a design to create a stitched pattern** Outcome:	

	Outcomes: discussion focus on existing designs; which are simple? complex? how were they made? materials? drawing of a simple floral / plant design to be made by sewing **Curriculum links:** **Existing stitched designs** Identify what the product has been made from Evaluate the product on design **Stitched designs** Share and discuss ideas with others Represent ideas in diagrams and annotated sketches	shapes using a running stitch **Curriculum links:** Use appropriate decoration techniques (simple stitches). Create a simple pattern as a class. Running stitch on hessian for design			begin stitching design using standard needle and thread on fabric **Curriculum links:** Choose materials to use based on suitability of their properties Use design criteria whilst making Use appropriate decoration techniques (simple stitches). **To be able to evaluate a product against a design** Outcome: written evaluation of finished design compared to original concept **Curriculum links:** Use design criteria to evaluate product – identifying both strengths and areas for development Consider the views of others, including intended user, whilst evaluating product
Geography	No Geography this half term				
History	No History this half term				
MFL	**Lesson 18**		**Lesson 19**	**Lesson 20**	**Lesson 21**

	To understand and say numbers from 1-10 Outcome: pp. 16-17 in workbook - simple calculations in French		To understand and use J'ai Outcome: p. 18 in workbook - complete the sentences	To know how to ask and respond to questions about age Outcome: p. 19 in workbook - write sentences to match the picture	To know definite and indefinite articles Outcome: p. 20 in workbook - Aladdin activity filling in correct article in a sentence	
Music	**Music Express Ages 7-8 Unit: Time** To be able to identify the metre in a piece of music To be able to follow a metre when performing Outcome: respond to pieces of music by tapping different metres or following these on untuned percussion		**Music Express Ages 7-8 Unit: Time** To know what a musical *ostinato* consists of To be able to improvise to an *ostinato* accompaniment Outcome: sing a pattern of notes from a given piece; improvise melodies on tuned percussion to an ostinato accompaniment		**Music Express Ages 7-8 Unit: Time** To be able to perform rhythmic *ostinati* in an ensemble To be able to recognise some simple *ostinati* rhythms in staff notation Outcome: perform rhythms in different groups, creating an ensemble piece	
PE (indoor) **Team Building activities**	**Warm up:** In house teams the children in each team stand on a bench. Without speaking or stepping off the bench they put themselves into height order **Magic Carpet** LO: To be able to communicate clearly using verbal instructions Have a bed sheet with an X on one	**Warm up:** The children form a circle. They all face the same way. On the word 'go' the children all sit on the knees of the person behind them. If they don't work together, they will all fall over **Hoop Race** LO: To be able to use the body in a controlled way Whole class/ half class/ house	No lesson	**Warm up:** In house teams the children in each team stand on a bench. Without speaking or stepping off the bench they put themselves into alphabetical order (christian name) **Blindfold Obstacle Course** LO: To be able to give and follow clear instructions	**Warm up:** The children form a circle. They all face the same way. On the word 'go' the children all sit on the knees of the person behind them. If they don't work together, they will all fall over **Pass the Frog** LO: To be able to work as a team Split the children into teams. They sit in a circle and have	**Warm up:** In house teams the children in each team stand on a bench. Without stepping off the bench they put themselves into order of house number **Raft Game** LO: To be able to give and follow clear instructions and work as a team

	side. Whole class/ half class/ house teams stand on the sheet with the X face down. The children must turn the sheet over without touching the surrounding floor Outcome: Children communicate clearly and work as a team	teams…children stand in a circle holding hands. A hoop is put between two children. The hoop must be passed around the circle without breaking the circle. Outcome: Children use their body to move the hoop around the circle		The children work in pairs. One person is blindfolded. The other leads them around an obstacle course using verbal communication Outcome: The children work successfully with their team mate to complete the circuit	an object to pass around using only hands, then elbows, then knees, then feet. If the object is dropped, go back to the beginning Outcome: Children communicate clearly and work as a team	Split the children into groups. Each group has two mats. the children have to cross the hall standing only on the mats. If they touch the floor they have to start again. EXT: Have one member blindfolded/ have an obstacle halfway across the hall Outcome: Children communicate clearly and work as a team
PE (outdoor) **Team Challenges**	**Warm up:** In house teams the children in each team stand in a line. Without speaking they put themselves into height order **Beanbag Hoops** LO: To be able to work as a team Split the children into teams. Each team has a hoop to put their collected bean bags into. The children take it in turns to collect	**Warm up:** Have a beanbag. Begin a story. The bean bag is thrown around the group circle. Each time a person has the beanbag they add to the story (it can be one word or a sentence). **Sticky Witches** LO: To be able to run and use agility skills to complete a game Split the children into groups. Each	**Warm up:** In house teams the children in each team stand in a line. Without speaking they put themselves into alphabetical order (christian name) **Pass the Ball** LO: To be able to use throwing and catching skills to complete a game Whole class/ half class/ house teams…children stand in two rows	**Warm up:** Have a beanbag. The bean bag is thrown around the group circle. Each time a person has the beanbag they say ‘fortunately’ or ‘unfortunately’. E.g. Unfortunately the plane’s engines failed. Fortunately the pilot had a parachute. Unfortunately the parachute would not open. Fortunately there was a haystack underneath. Etc	**Warm up:** In house teams the children in each team stand in a line. Without speaking they put themselves into order of house number **Blindfold Obstacle Course** LO: To be able to give and follow clear instructions The children work in pairs. One person is blindfolded. The	No lesson

	bean bags (one at a time) that have been spread around a given area. When all the bean bags have been collected they can steal from other teams (still taking it in turns). The winning team is the one with the most bean bags at the end Outcome: The children use their running, agility and communication skills to complete the game	group has an area to stand when they have been tagged. Choose a small group (4/5) children to be 'on'. children who aren't 'on' sit on the floor. the children who are 'on' do 5 jumps. On their 4th jump the sitting children run off. The tiggers try to tig them (have a time limit). When they have been tigged the ch must stand in their designated area until they are freed by someone who hasn't been tagged. Outcome: The children use their running, agility and communication skills to complete the game	so that they can pass the ball down the rows (zigzag). Children chest pass the ball to each other. if the ball is dropped you must start again. EXT: Use different sized balls/ use two balls per team/ pass the ball up and back down the rows/ the final person runs up to the front of the line and it all starts again… Outcome: The children use their throwing and catching skills to complete the game	**Capture the Flag** LO: To be able to co-operate and work as a team Split the class into two teams. Each team has their area of the playground. Each team hides their 'flag' in their area when the flags are hidden, each team must try to get the other team's flag. If you get caught and tagged on the other team's territory you go to jail and only get free when a teammate gets you without being caught. The winning team captures their opponent's 'flag' and gets it back into their own territory. Outcome: Children co-operate and communicate clearly to work as a team	other leads them around an obstacle course using verbal communication Outcome: The children work successfully with their team mate to complete the circuit	
RE **Religion, family and community: Prayer** (Continued from HT4)	**<u>L.O. To be able to explain the meanings of symbols, words</u>**	**<u>L.O. To understand how communities can be strengthened</u>**	No lesson	No lesson	**<u>L.O. To be able to explain the meanings of symbols, words</u>**	**<u>L.O. To understand how communities can be strengthened</u>**

Judaism and Islam	**<u>and actions used in Muslim prayer and worship. (A3)</u>** Study, discuss, recall key facts **<u>Discuss why some people believe God answers their prayers. (B2)</u>** **Outcome:** Complete a class 'Guide to the mosque'	**<u>through understanding different religions.(B2)</u>** -Discuss Ramadan routines, Eid and Passover celebrations. -Know the significance for Muslim and Jewish communities. **Outcome:** Different class mind maps: How could a community know it is...Ramadan/Eid/Passover? Compare			**<u>and actions used in Jewish prayer and worship. (A3)</u>** Study, discuss, recall key facts **<u>Discuss why some people believe God answers their prayers. (B2)</u>** **Outcome:** Produce a class 'Guide to the Synagogue' including explanations of the significance of features linked to practices and beliefs.	**<u>through understanding different religions. (B2)</u>** Link to the similarities we explored previously and to the importance of community cohesion. **Outcome:** Visit from a rabbi to explain the value of prayer for Jews.TBA
RSHE	**Community** C2) Where do you feel like you belong? Outcome: 'Community map'	No lesson	**Understanding my feelings** M1) How do I manage my feelings? Outcome: In pairs, make a list of the different techniques that help us control our emotions	No lesson	**Understanding my feelings** M1) How do I manage my feelings? Outcome: Children describe their own 'stress bucket', using given worksheet	No lesson