

## SPRING 1 Medium Term Plan 2024 Year Group 3

Subject	Week 1 4 days	Week 2	Week 3	Week 4	Week 5
<p><b>English Writing</b></p> <p><b>Links: Geography &amp; Computing</b></p>	<p><b>Non-chronological reports: France</b></p> <p><b>To know features of a report</b></p> <p>Correct a wrong report as a class - on IWB and pupils have copies;</p> <p>Find features of differentiated animal texts</p> <p><b>Also, introduce our report writing scenario - purpose</b></p> <p>French Family Dilemma (Dubois) Deciding where to go on holiday.</p> <p>Looking at tourist map of France.</p>	<p><b>Non-chronological reports: France</b></p> <p><b>To remember and verbally recall information</b></p> <p>Paragraphs – vanishing cloze on French food.</p> <p>Also: Discuss the report format and how we will proceed. Give out booklets and <i>number pages</i>.</p> <p><b>To be able to draft information as a menu</b></p> <p>Following cloze activity, pupils will draft their French menu in their literacy book.</p>	<p><b>Non-chronological reports: France</b></p> <p><b>To be able to summarise information</b></p> <p>Using non-fiction books on France, pupils will identify 3 landmarks and make notes on them</p> <p><b>To be able to present information clearly</b></p> <p><b>(2x lessons)</b></p> <p>Using pictures, captions and short paragraphs, info on the 3 landmarks will be written into pages 5 &amp; 6</p> <p><b>To be able to use adverbial</b></p>	<p><b>Non-chronological reports: France</b></p> <p><b>Include the following features in a draft in literacy books:</b></p> <p>Paragraphs with subheadings</p> <p><b>To be able to edit and present information using a range of features</b></p> <p><b>(2x lessons)</b></p> <p>Features to include: Heading Photograph Bullet points Paragraphs with subheadings</p> <p>Leisure / tourism content written</p>	<p><b>Non-chronological reports: France</b></p> <p><b>To be able to write a contents and index page</b></p> <p>On pages 1 and 9 respectively; revisit alphabetical order</p> <p><b>To be able to write a glossary</b></p> <p>On page 10</p> <p><b>Complete any unfinished content in booklets</b></p>

	<p>Only ever lived in Paris.</p> <p><b>French immersion day</b></p> <p>Food tasting, music, MFL, art, geography. Ch dress in red, white and blue</p>	<p><b>To be able to edit and present information as a menu</b></p> <p><b>(2x lessons)</b></p> <p>Pupils will edit their draft menu and write this into their booklet on pages 3 &amp; 4. Illustrate if time or add photos.</p>	<p><b>sentence starters</b></p> <p>Look at a range of leisure/tourism activities for the French Alps as well as Summer / Winter activities</p>	<p>into booklet pages 7 &amp; 8</p> <p><b>To be able to annotate work using technical terms</b></p> <p>Map, page 2, stuck in and annotated (with labels, text box describing key features learned in geography lessons)</p>	
<b>Spelling</b>	<p>sure sugar library famous increase information separation admiration French family</p> <p><b>Use suffixes to make new words from root words</b> <b>The suffix –ation</b></p> <p>RWI ch have spellings based on phonics level</p>	<p>improve history interest describe quietly happily angrily mountain beach coastal</p> <p><b>The suffix –ly.</b> Simple add ly sadly loudly <b>The suffix –ly.</b> Change y to i moodily</p>	<p>people everybody important extreme height gently simply humbly tourist holiday</p> <p><b>The suffix –ly.</b> Change le to ly <b>Possessive apostrophe with plural words</b></p> <p>RWI ch have spellings based on phonics level</p>	<p>whole though notice certain basically dramatically frantically caption bullet point</p> <p><b>The suffix –ally.</b></p> <p>RWI ch have spellings based on phonics level</p>	<p>would could February quarter imagine division invasion television photograph paragraph</p> <p><b>Endings which sound like “shun” –sion.</b> confusion decision collision</p> <p>RWI ch have spellings based on phonics level</p>

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<b>Handwriting</b>	ck can kit tick	cap kid pack neck	can't sick kick b	r ehck ra ri	re bed red rat
<b>Reading</b>	<b>The Iron Man</b>  <b>Lesson 1:</b> pages 11 – 13 <b>Lesson 2:</b> pages 14 – 16 <b>Lesson 3:</b> pages 17-18	<b>The Iron Man</b>  <b>Lesson 1:</b> recap of pages 11-18 <b>Lesson 2:</b> pages 19-20 <b>Lesson 3:</b> pages 21-23 <b>Lesson 4:</b> pages 24-25	<b>The Iron Man</b>  <b>Lesson 1:</b> recap of pages 19-25 <b>Lesson 2:</b> pages 26-27 <b>Lesson 3:</b> pages 28-29 <b>Lesson 4:</b> pages 30-31	<b>The Iron Man</b>  <b>Lesson 1:</b> recap of pages 26-31 <b>Lesson 2:</b> pages 32-33 <b>Lesson 3:</b> pages 34-36 <b>Lesson 4:</b> pages 37-39	<b>The Iron Man</b>  <b>Lesson 1:</b> recap of pages 32-39 <b>Lesson 2:</b> pages 40 - 41 <b>Lesson 3:</b> pages 42-44 <b>Lesson 4:</b> pages 45-47
<b>Maths</b>	<b>Power Maths 3A Unit 3 Addition and Subtraction (2)</b>  <b>Lesson 10</b> To be able to estimate answers to addition and subtraction problems  <b>Lesson 11</b>	<b>Power Maths 3A Unit 3 Addition and Subtraction (2)</b>  <b>Lesson 12</b> To be able to solve 1-step word problems  <b>Lesson 13</b> To be able to solve 2-step word problems	<b>Power Maths 3A Unit 4 Multiplication and division (1)</b>  <b>Lesson 1</b> To know that repeated addition is linked to multiplication  <b>Lesson 2</b> To be able to find multiplication	<b>Power Maths 3A Unit 4 Multiplication and division (1)</b>  <b>Lesson 5</b> To know when to share and when to group for division  <b>Power Maths 3A Unit 5</b>	<b>Power Maths 3A Unit 5 Multiplication and division (2)</b>  <b>Lesson 4</b> To be able to multiply by 4  <b>Lesson 5</b> To be able to divide by 4  <b>Lesson 6</b>

	To be able to check answers using inverse operations	<p><b>Power Maths</b> <b>3A Units 1 - 3</b></p> <p><b>Arithmetic test</b></p> <p><b>Reasoning test</b></p>	<p>statements from arrays</p> <p><b>Lesson 3</b> To be able to find multiples of 2</p> <p><b>Lesson 4</b> To be able to find multiples of 5 and 10</p>	<p><b>Multiplication and division (2)</b></p> <p><b>Lesson 1</b> To be able to multiply by 3</p> <p><b>Lesson 2</b> To be able to divide by 3</p> <p><b>Lesson 3</b> To know the 3 times table</p>	To know the 4 times table
<b>Calculation</b>	<p><b>Lesson 1</b> Column addition (3-digit numbers)</p> <p><b>Lesson 2</b> Column subtraction (3-digit numbers)</p> <p><b>Lesson 3</b> Times tables practice and test</p>	<p><b>Lesson 1</b> Non-standard partitioning – 3 digit numbers/ quick fire bonds within 10/ mental addition of 2-digit number and 1s</p> <p><b>Lesson 2</b> Y2 recap fractions: Unit 10 Lessons 1 &amp; 2</p> <p><b>Lesson 3</b> Y2 recap fractions: Unit 10 Lessons 3 &amp; 4</p> <p><b>Lesson 4</b></p>	<p><b>Lesson 1</b> Non-standard partitioning – 3 digit numbers/ quick fire bonds within 10/ mental addition of 2-digit number and 10s</p> <p><b>Lesson 2</b> Y2 recap fractions: Unit 10 Lessons 5 &amp; 6</p> <p><b>Lesson 3</b> Y2 recap fractions: Unit 10 Lessons 7 &amp; 8</p> <p><b>Lesson 4</b></p>	<p><b>Lesson 1</b> Non-standard partitioning – 3 digit numbers/ bonds within 10/ mental addition of 2 2-digit numbers (no exchange)</p> <p><b>Lesson 2</b> Y2 recap fractions: Unit 10 Lessons 9 &amp; 10</p> <p><b>Lesson 3</b> Y2 recap fractions: Unit 10 Lessons 11 &amp; 12</p> <p><b>Lesson 4</b></p>	<p><b>Lesson 1</b> Non-standard partitioning – 3 digit numbers/ bonds within 10/ mental addition of 2 2-digit numbers (with exchange)</p> <p><b>Lesson 2</b> Y2 recap fractions: Unit 10 Lesson 13</p> <p><b>Lesson 3</b> Y2 recap fractions: Unit 10 Lesson 14</p> <p><b>Lesson 4</b></p>

		Column addition and subtraction (3-digit numbers)	Column addition and subtraction (3-digit numbers)	Column addition and subtraction (3-digit numbers)	Column addition and subtraction (3-digit numbers)
<b>Science</b>	No Science this half term				
<b>Art &amp; design</b>	No Art this half term				
<b>Computing</b> <b>Links: France &amp; Geography</b>	No Lesson	<b>To know what a database is used for</b>  <b>Outcome:</b>  Create 'human' databases after looking at examples of databases online	No Lesson	<b>To be able to organise information in a database</b> (Link to France and Geography)  <b>Outcome:</b>  Research data (using Chromebooks) on e.g. French rivers and create a database	No Lesson
<b>Design &amp; technology</b> <b>Links: France</b>	<b>L.O. To appreciate the work of famous structural engineers and architects</b> Millau Bridge designer Michel Virlogeux and English architect Norman Foster	No lesson	<b>L.O. To compare the work of famous structural engineers</b> Look at famous bridges across the world. Where and how they were made.	No lesson	<b>L.O. To analyse and use diagram features</b> Ch learn more about the Millau bridge and some technical vocabulary for the different parts of a bridge

	<p>Focus on Millau Bridge: What it is, where it is, why and how it was built and who built it</p> <p>Then ch work in pairs. They use a variety of materials to build a bridge to hold a weight (toy car?)</p> <p><b>Outcome:</b> Ch discuss what they have learned about bridge design</p>		<p>Focus on the design aspect.</p> <p><b>Outcome:</b> Ch rank the bridges in order of preference (favourite to least favourite design) and say why</p>		<p><b>Outcome:</b> Ch draw and label the Milau Bridge</p>
<p><b>Geography</b></p> <p><b>Links: France &amp; Computing</b></p>	<p><b>L.O To be able to locate countries studied, on maps of Europe and the world.</b></p> <p>UK countries, France Italy</p> <p><b>L.O. To know key cities of France</b></p> <p>Locate key cities in France using compass points.</p> <p><b>L.O. To locate places on larger scale maps-</b></p>	<p><b>L.O. To explain the key physical features of French regions</b></p> <p>Outcome: identify important physical features of France. Mountain range focus. Rivers, coasts etc.</p>	<p><b>L.O. To explain the key physical features of French regions</b></p> <p>Further detail and focus on mountain ranges. The French Alps.</p> <p>Outcome: Features of a mountain range and facts. Info written about the French Alps.</p>	<p><b>L.O. To name and locate key mountains and mountain ranges in Europe</b></p> <p>Focus on famous/significant mountain ranges across Europe. UK, Italian mountain ranges also focussed on.</p> <p><b>Outcome:</b> Labelled Europe</p>	<p><b>L.O To identify and compare key physical features of Scotland and France</b></p> <p>- Rivers, seas, mountains</p> <p>-Size of country</p> <p><b>Scale</b></p> <p>-To know the purpose of the scale bar on atlas maps.</p> <p><b>Outcome:</b> Comparison table</p> <p><b>L.O To compare human features</b></p>

	<p>Europe and world.</p> <p><b>Outcome:</b> Labelled map of France with NSEW location information.</p>		<p>(Mountain structure introduced)</p>	<p>map of mountain ranges. Comparison between other mountain ranges and the French Alps.</p>	<p><b>of Scotland and France</b> -Types of settlement and land use. -Leisure -Trade Focus on Edinburgh and Paris <b>Outcome:</b> Comparison table Oral presentation on where they would prefer to live and why.</p>
<p><b>History</b></p>	<p><b>LO: To know how far the Roman Empire extended in AD42</b></p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Where was the Roman Empire?</p> <p>Who were the Celts?</p>	<p><b>LO: To be able to describe events from different points of view</b></p> <p>Identify reasons for and results of people's actions Understand why people may have wanted to do something Place the time studied on a time line Distinguish between different sources – compare different</p>	<p><b>LO: To be able to describe Roman and Celtic warriors</b></p> <p>To know where Hadrian's Wall was built</p> <p>Identify reasons for and results of people's actions</p> <p>Focus on army: weapons, centurions, tactics</p> <p>Hadrian's wall</p>	<p><b>To know some ways Britain changed because of the Romans</b></p> <p>Culture Technology Beliefs Towns and roads</p> <p><b>Outcomes:</b></p> <p>Detailed notes, illustration and comparison to modern/Roman life</p>	<p><b>To be able to present information clearly</b></p> <p>Presenting what we have found out</p> <p>Children present an aspect of learning on Romans, either from History lessons or GR</p> <p><b>Outcomes:</b></p> <p>Group presentations: oral with props or</p>

	<p><b>Outcomes:</b></p> <p>Roman Empire Celts and Romans map</p> <p>EXT: Why do you think the Romans didn't conquer the whole of the UK?</p>	<p>versions of the same story</p> <p>Revisit timeline to place Boudicca</p> <p>Video clip: <a href="https://www.youtube.com/watch?v=eC7ONgTJGKw">https://www.youtube.com/watch?v=eC7ONgTJGKw</a></p> <p>Focus on resistance to Rome and why this was</p> <p><b>Outcomes:</b></p> <p>Tell story of Boudicca's rebellion and aftermath from Roman or Celtic viewpoints.</p>	<p><a href="https://www.youtube.com/watch?v=nN_x9o8MV1o">https://www.youtube.com/watch?v=nN_x9o8MV1o</a></p> <p>Flintshire fort?</p> <p><b>Outcomes:</b></p> <p>Labelled diagram or illustration of Roman soldier compared to Celtic warrior</p>		<p>illustrations to support</p>
<b>MFL</b>	<p>7: Connectives and simple sentences</p> <p>To be able to form a simple French sentence</p> <p><b>Outcome:</b> simple sentences in workbook p9</p>	No Lesson	<p>8: Gender</p> <p>To know that French words have different genders</p> <p><b>Outcome:</b> simple labels in workbook p10</p>	No Lesson	<p>10: Introductions</p> <p>To be able to introduce yourself in French</p> <p><b>Outcome:</b> verbal practice through role play</p>



					Workbook p11 French names word search
<b>PE</b> <b>(indoor and outdoor)</b>  <b>Hockey Skills</b>	<b>Passing and receiving</b>  <b>LO: To develop technique and control when passing and receiving the ball</b>  In pairs ch practise passing and receiving the ball	<b>Moving with the ball</b>  <b>LO: To develop control over the ball whilst moving</b>  In small groups ch practise dribbling from one cone to another then passing the ball to the next person in the group	<b>Getting past a player</b>  <b>LO: To get past an opponent</b>  In small groups ch split into 2 teams. Ch practise dribbling round opposing team and passing the ball to their teammates	<b>Tackling</b>  <b>LO: To tackle an opponent and win the ball back</b>  In small groups ch split into 2 teams. Ch practise dribbling round the opposing team and passing the ball to their teammates. The opposing team tackle with a view to winning the ball	<b>Hitting and shooting</b>  <b>LO: To hit the ball with strength and accuracy towards a target</b>  In small groups ch take it in turns to hit the ball towards a goal.  Ch then split into teams and play each other
<b>RE</b>	<b>L.O. To understand the significance for Muslims of the call to prayer</b>  Learn key words. Know the story of Bilal <b>Outcome:</b> Recall events in the story of Bilal	<b>L.O. To understand the significance for Muslims of the call to prayer</b>  Recall key words. Explain Muslim prayer, initially through the eyes of Ahmed.	<b>L.O. To understand the origins of Jewish prayer</b>  Learn key words Understand the story of Abraham and his covenant with God <b>Outcome:</b> Observe and provide	<b>L.O. To be able to explain the meanings of symbols, words and actions used in Muslim prayer and worship.</b>  Study, discuss, recall key facts <b>Outcome:</b> Produce a class	Focus on RSHE this week

		Relate personal experience of prayer. <b>Outcome:</b> Observe and provide commentary on Muslim prayer	commentary on Jewish prayer.	'Guide to the mosque	
<b>RSHE</b>	<b>Fa2) Are all families like mine?</b>  <b>Outcome:</b> Group discussion following reading of <i>Under my Hijab</i> - record reflections on IWB slide and print	<b>Fa2) Are all families like mine?</b>  <b>Outcome:</b> <a href="https://www.bagsoflove.co.uk/hijabs-uk">https://www.bagsoflove.co.uk/hijabs-uk</a>  Computing activity to design own piece of clothing to represent family	<b>Fr1) What makes a good friend?</b>  <b>Outcome:</b> create a 'small acts of kindness' calendar	<b>Fr1) What makes a good friend?</b>  <b>Outcome:</b> revisit and review 'small acts of kindness' calendar	<b>Double Lesson</b> <b>Os2) Sharing online</b>  <b>Outcome:</b> sort personal information statements according to spectrum of sharing  <b>Os2) Sharing online</b>  <b>Outcome:</b> review and recap sorting activity to reinforce messages and consider contexts in which this might apply for a 7-8 year old, e.g. online games
<b>Music</b> <i>Music taught by A Bennett on alternate weeks</i>	<b>To be able to describe the melodic characteristics of a song</b>		<b>To be able to discern different pitches and copy them by singing</b>		<b>To be able to accompany a song with pitched</b>

<p><b>LINKS: France</b></p> <p>SINGING FRENCH</p> <p>Music Express Unit 10</p>	<p>Unit 10 Lesson 1</p> <p><b>Outcome:</b>  Perform a French greeting song with actions  Play a singing game to build up French vocabulary recognition</p>	<p>Unit 10 Lesson 2</p> <p><b>Outcome:</b>  Learn to sing a greetings song and rap in French  Learn a song with awareness of pitch shapes</p>	<p><b>percussion</b></p> <p>Unit 10 Lesson 3</p> <p><b>Outcome:</b>  Learn a French counting song  Explore pitch shapes in a melody and notate a new sequence</p>
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