

## Summer 1 Medium Term Plan 2024 Year Group Y3

Subject	Week 1	Week 2	Week 3	Week 4 4 days	Week 5	Week 6
<b>English Writing</b>	<p><b>Narrative: Dangle (short film)</b></p> <p><b>To be able to create expanded noun phrases</b> Class-generate a bank of expanded noun phrases to use in next lesson</p> <p><b>To be able to write prepositional phrases</b> Using prepositions and noun phrases from previous lesson to describe images</p> <p><b>To be able to re-tell a short section of a story</b> Using expanded noun phrases and prepositional phrases to re-tell</p>	<p><b>Narrative: Dangle (short film)</b></p> <p><b>To be able to edit content to improve its effectiveness</b> Review and edit writing from previous lesson: consider adverbs, prepositions, verbs, adjectives, good vs better choices</p> <p><b>L.O. To be able to describe a character's emotions</b> Watch rest of short film; teach / recap emotions vocab; track character's emotions</p> <p><b>To be able to describe a setting from a character's point of view</b></p>	<p><b>Narrative: Dangle (short film)</b></p> <p><b>To be able to use time conjunctions to link events</b> Expand vocab by introducing phrases; verbal practice of recounting imaginary events from 1st person POV</p> <p><b>To be able to use fronted adverbials</b> Focus on comma placement and effect of adverbial on verb in main clause</p> <p><b>To be able to write a first person recount</b> Using past tense, write 1st person eye-witness statements of</p>	<p><b>Narrative: Dangle (short film)</b></p> <p><b>To know how to write in the past tense</b> Grammar practice of simple past and past progressive sentence writing</p> <p><b>To be able to record and organise facts</b> Plan content for final 'report' on what happened</p> <p><b>To be able to orally present a report</b> Talk-based consolidation and rehearsal for writing in next lesson</p> <p><b>To be able to write consistently in</b></p>	<p><b>Narrative: own stories</b></p> <p><b>To be able to describe a hero and a villain</b> Recap and apply expanded noun phrases and effective verbs</p> <p><b>To be able to describe a setting</b> Recap and apply prepositional phrases</p> <p><b>To be able to describe the outline of a story</b> Recap and apply story mountain</p> <p><b>To be able to write dialogue</b> Recap using inverted commas and range of speech verbs; practice for</p>	<p><b>Narrative: own stories</b></p> <p><b>To be able to write an extended narrative</b></p> <p style="background-color: yellow;"><b>BIG WRITE -</b> Week-long writing project: tell the story they have planned</p> <p>Focus on grammar elements covered, along with essentials: CL, FS, use of paragraphs, consistent past tense</p>

	first part of Dangle story (do over 2 lessons, giving the children time to correct their work)	<b>Part 1:</b> Freeze-frame, fixed point in narrative; complete planning sheet <b>Part 2:</b> use words from planning sheet to write descriptive sentences	man walking up hill and pulling rope; application of all grammar taught so far	<b>past tense and 3rd person</b> <b>BIG WRITE -</b> Police report briefing of the incident – set out in sections Who, What Where, Why When	writing story next week	
<b>Spelling</b>	because flower fruit difficult earth illegal illegible leaf leaves petal	therefore capital island enough appear irresponsible irregular ground conditions environment	during perhaps guard guide redo return refresh imagine imaginary should	their there material address minute subway subheading international interact absorb	decide recent forward supermarket superhuman superstar antifreeze anticlockwise automatic autofocus	tasty tastiest pretty prettiest information separation library famous anther filament
<b>Handwriting</b>	rib bend bran brick	m y map man	met yet yes mat	ram rip ramp pram	ck br my ITPN	SAD EH CK MY
<b>Reading</b>	<b>VIPERS focus through differentiated texts</b>  Planting Trees  Rainforests	<b>VIPERS focus through differentiated texts</b>  The Stone Age  The Stone Age Artist	<b>VIPERS focus through differentiated texts</b>  The Romans  Julius Caesar	<b>VIPERS focus through differentiated texts</b>  Lucius and the Roman Tablet  Mythical stories (Arachne)	<b>VIPERS focus through differentiated texts</b>  Lucius and the Roman Tablet  Mythical stories (Arachne)	<b>VIPERS focus through differentiated texts</b>  The Lion and the Mouse  The Ant and the Grasshopper

<p><b>Maths</b></p>	<p><b>Power Maths 3B Unit 7 Length and perimeter</b></p> <p><b>Lessons 1 &amp; 2 (combined)</b> To be able to measure in m, cm and mm</p> <p><b>Lesson 3</b> To be able to convert between m, cm and mm</p> <p><b>Lessons 4 &amp; 5 (combined)</b> To be able to find equivalent lengths using m, cm and mm</p> <p><b>Lessons 7 &amp; 8 (combined)</b> To be able to add and subtract lengths</p>	<p><b>Power Maths 3B Unit 7 Length and perimeter</b></p> <p><b>Lessons 9 &amp; 10 (combined)</b> To be able to measure and calculate perimeter</p> <p><b>Power Maths 3B Unit 8 Fractions (1)</b></p> <p><b>Lesson 1</b> To know what a denominator represents</p> <p><b>Lesson 2</b> To be able to compare and order unit fractions</p>	<p><b>Power Maths 3B Unit 8 Fractions (1)</b></p> <p><b>Lesson 3</b> To know what a numerator represents (non-unit fractions)</p> <p><b>Lesson 4</b> To be able to make one whole from two fractions</p> <p><b>Lesson 5</b> To be able to compare and order non-unit fractions</p> <p><b>Lesson 6</b> To know how to label divisions on a 0-1 number line</p>	<p><b>Power Maths 3B Unit 8 Fractions (1)</b></p> <p><b>Lesson 7</b> To be able to place fractions on a 0-1 number line</p> <p><b>Lesson 8</b> To be able to recognise equivalent fractions (bar models)</p> <p><b>Lesson 9</b> To be able to recognise equivalent fractions (number lines)</p>	<p><b>Power Maths 3B Unit 8 Fractions (1)</b></p> <p><b>Lesson 10</b> To be able to find equivalent fractions using multiplication</p> <p><b>Power Maths 3B Unit 9 Mass</b></p> <p><b>Lesson 1</b> To be able to label empty scales (number lines)</p> <p><b>Lesson 2</b> To be able to read scales showing g or kg</p> <p><i>could combine with:</i></p> <p><b>Lesson 3</b> To be able to read scales showing g or kg</p>	<p><b>Power Maths 3B Unit 9 Mass</b></p> <p><b>Lesson 4</b> To be able to convert between g and kg</p> <p><b>Lesson 5</b> To be able to compare masses using <math>&lt; = &gt;</math></p> <p><b>Lesson 6</b> To be able to add and subtract given masses</p> <p><b>Lesson 7</b> To be able to solve problems involving mass</p>
<p><b>Calculation</b></p>	<p><b>Lesson 1</b> Y2 recap</p>	<p><b>Lesson 1</b> Y2 recap</p>	<p><b>Lesson 1</b> Y2 recap</p>	<p><b>Lesson 1</b> Scaling facts by 10</p>	<p><b>Lesson 1</b> Y2 recap</p>	<p><b>Lesson 1</b> Y2 recap</p>

	<p>Position and Direction Unit 13 Lesson 1</p> <p><b>Lesson 2</b> Quotitive division/ column method multiplication</p> <p><b>Lesson 3</b> Column addition and subtraction (3-digit numbers)</p> <p><b>Lesson 4</b> Times tables practise</p>	<p>Position and Direction Unit 13 Lesson 2</p> <p><b>Lesson 2</b> Scaling facts by 10</p> <p><b>Lesson 3</b> Column addition and subtraction (3-digit numbers)</p> <p><b>Lesson 4</b> Times tables practise</p>	<p>Position and Direction Unit 13 Lesson 3</p> <p><b>Lesson 2</b> Quotitive division/ column method multiplication</p> <p><b>Lesson 3</b> Column addition and subtraction (3-digit numbers)</p> <p><b>Lesson 4</b> Times tables practise</p>	<p><b>Lesson 2</b> Column addition and subtraction (3-digit numbers)</p> <p><b>Lesson 3</b> Times tables practise</p>	<p>Position and Direction Unit 13 Lesson 4</p> <p><b>Lesson 2</b> Scaling facts by 10</p> <p><b>Lesson 3</b> Mixed operations formal methods</p> <p><b>Lesson 4</b> Times tables practise</p>	<p>Position and Direction Unit 13 Lesson 5</p> <p><b>Lesson 2</b> Scaling facts by 10</p> <p><b>Lesson 3</b> Scaling facts by 10</p> <p><b>Lesson 4</b> Times tables practise</p>
<b>Science</b>	<p><b>Plants</b></p> <p>LO: to be able to identify parts of a plant and their functions.</p> <p><u>Outcome:</u> <u>Labelled diagram of the main parts of a plant. Roots, petals, stem, leaves etc.</u></p>	<p><b>Plants</b></p> <p>LO: to be able to identify and conduct a fair test.</p> <p>LO: to be able to observe the impact of water and nutrients on plant growth</p> <p><u>Outcome:</u> <u>Measure plant growth of 3 plants - minimal water, regular water.</u></p>	<p><b>Plants</b></p> <p>LO: to be able to understand how water travels around a plant.</p> <p><u>Outcome: Food dye water experiment.</u></p>	<p><b>Plants</b></p> <p>LO: to be able to identify and conduct a fair test.</p> <p>LO: to be able to observe the impact of water and nutrients on plant growth</p> <p><u>Outcome:</u> <u>Ongoing monitoring of plant investigation.</u></p>	<p><b>Plants</b></p> <p>LO: to be able to identify and conduct a fair test.</p> <p>LO: to be able to observe the impact of water and nutrients on plant growth</p> <p><u>Outcome:</u> <u>Ongoing monitoring of plant investigation.</u></p>	<p><b>Plants</b></p> <p>L.O. To be able to explain the lifecycle of flowering plants.</p> <p>L.O. To know that seeds are dispersed in different ways.</p> <p><u>Outcome:</u> <u>Lifecycle of a plant diagram</u></p>

		<p><u>regular water + plant food.</u></p> <p><i>independent variable, dependent variable and control variable</i></p>				
<b>Art &amp; Design</b>	No Art this half term					
<b>Computing</b>	<p><b>To know that an algorithm is a set of instructions</b></p> <p><b>To know how to add the 'pen' on Scratch</b></p> <p><b>Outcome &amp; Resources:</b> Drawing Shapes algorithm (from Unplugged resources)</p> <p>Simple drawing Beetle link: <a href="https://scratch.mit.edu/projects/713830823">https://scratch.mit.edu/projects/713830823</a></p>	<p><b>To be able to use count-controlled loops in a program</b></p> <p><b>Outcome &amp; Resources:</b> Moving in a Square activity <a href="https://scratch.mit.edu/projects/714212864/">https://scratch.mit.edu/projects/714212864/</a></p>	<p><b>To be able to use the Music extension in Scratch</b></p> <p><b>Outcome &amp; Resources:</b> Musical Loops activity <a href="https://scratch.mit.edu/projects/38206048">https://scratch.mit.edu/projects/38206048</a></p>			
<b>Design &amp; Technology</b>	<b>To be able to describe existing stitched designs</b>	<b>To be able to use a running stitch to create patterns</b>	<b>Project to be completed over these three weeks</b>	<b>To be able to follow a design to create a stitched pattern</b>		<b>To be able to evaluate a product against a design</b>
<b>Links: Science</b>		<b>Outcome:</b>	<b>Outcome:</b>			<b>Outcome:</b>

	<p><b>To be able to draw a design for a stitched pattern</b></p> <p><b>Outcome:</b> discussion focus on existing designs; which are simple? complex? how were they made? materials?</p> <p>drawing of a simple floral / plant design to be made by sewing</p> <p><b>Curriculum links:</b></p> <p><b>Existing stitched designs</b> Identify what the product has been made from</p> <p>Evaluate the product on design</p> <p><b>Stitched designs</b></p> <p>Share and discuss ideas with others</p>	<p>using binka, produce a variety of lines / shapes using a running stitch</p> <p><b>Curriculum links:</b></p> <p>Use appropriate decoration techniques (simple stitches).</p> <p>Create a simple pattern as a class.</p> <p>Running stitch on hessian for design</p>	<p>begin stitching design using standard needle and embroidery thread on felt</p> <p><b>Curriculum links:</b></p> <p>Choose materials to use based on suitability of their properties</p> <p>Use design criteria whilst making</p> <p>Use appropriate decoration techniques (simple stitches).</p>	<p>written evaluation of finished design compared to original concept</p> <p><b>Curriculum links:</b></p> <p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>
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	Represent ideas in diagrams and annotated sketches					
<b>Geography</b>	No Geography this half term					
<b>History</b>	No History this half term					
<b>Music</b>	<p><b>Music Express Ages 7-8 Unit: Time</b></p> <p>To be able to identify the metre in a piece of music</p> <p>To be able to follow a metre when performing</p> <p><b>Outcome:</b> respond to pieces of music by tapping different metres or following these on untuned percussion</p>	<p><b>Music Express Ages 7-8 Unit: Time</b></p> <p>To know what a musical <i>ostinato</i> consists of</p> <p>To be able to improvise to an <i>ostinato</i> accompaniment</p> <p><b>Outcome:</b> sing a pattern of notes from a given piece; improvise melodies on tuned percussion to an <i>ostinato</i> accompaniment</p>	<p><b>Music Express Ages 7-8 Unit: Time</b></p> <p>To be able to perform rhythmic <i>ostinati</i> in an ensemble</p> <p>To be able to recognise some simple <i>ostinati</i> rhythms in staff notation</p> <p><b>Outcome:</b> perform rhythms in different groups, creating an ensemble piece</p>			
<b>MFL</b>				<p>Lesson 15</p> <p><b>To know the word order of adjectives in French</b></p> <p><b>Outcome:</b> 'human sentence' game to practise order of adjectives</p>	<p>Lesson 18</p> <p><b>To understand and say numbers from 1-10</b></p> <p><b>Outcome:</b> act out the story (Le navet enorme); workbook pp 16 &amp; 17</p>	<p>Lesson 19</p> <p><b>To understand and use J'ai</b></p> <p><b>Outcome:</b> learn the Numbers song; complete p18 of workbook</p>
<b>PE (Indoor)</b>	<b>Warm up:</b>	<b>Warm up:</b>	<b>Warm up:</b>	<b>Warm up:</b>	<b>Warm up:</b>	Practise events to begin preparing

<p><b>Team Building activities</b></p>	<p>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</p> <p><b>Magic Carpet</b></p> <p>LO: To be able to communicate clearly using verbal instructions</p> <p>Have a bed sheet with an X on one 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</p> <p><b>Outcome:</b> Children communicate clearly and work as a team</p>	<p>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</p> <p><b>Hoop Race</b></p> <p>LO: To be able to use the body in a controlled way</p> <p>Whole class/ half class/ house 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.</p> <p><b>Outcome:</b> Children use their body to move the</p>	<p>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)</p> <p><b>Blindfold Obstacle Course</b></p> <p>LO: To be able to give and follow clear instructions</p> <p>The children work in pairs. One person is blindfolded. The other leads them around an obstacle course using verbal communication</p> <p><b>Outcome:</b> The children work successfully with their team mate to complete the circuit</p>	<p>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</p> <p><b>Pass the Frog</b></p> <p>LO: To be able to work as a team</p> <p>Split the children into teams. They sit in a circle and have an object to pass around using only hands, then elbows, then feet. If the object is dropped, go back to the beginning</p> <p><b>Outcome:</b> Children communicate clearly and work as a team</p>	<p>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</p> <p><b>Raft Game</b></p> <p>LO: To be able to give and follow clear instructions and work as a team</p> <p>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.</p> <p>EXT: Have one member blindfolded/ have an obstacle halfway across the hall</p> <p><b>Outcome:</b> Children</p>	<p>children for sports day</p>
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		hoop around the circle			communicate clearly and work as a team	
<b>PE (Outdoor) Team Building activities</b>	<p><b>Warm up:</b> In house teams the children in each team stand in a line. Without speaking they put themselves into height order</p> <p><b>Beanbag Hoops</b></p> <p>LO: To be able to work as a team</p> <p>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 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).</p>	<p><b>Warm up:</b> 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).</p> <p><b>Sticky Witches</b></p> <p>LO: To be able to run and use agility skills to complete a game</p> <p>Split the children into groups. Each 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</p>	<p><b>Warm up:</b> In house teams the children in each team stand in a line. Without speaking they put themselves into alphabetical order (christian name)</p> <p><b>Pass the Ball</b></p> <p>LO: To be able to use throwing and catching skills to complete a game</p> <p>Whole class/ half class/ house teams...children stand in two rows 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</p>	<p><b>Warm up:</b> 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</p> <p><b>Capture the Flag</b></p> <p>LO: To be able to co-operate and work as a team</p> <p>Split the class into two teams. Each team has their area of the</p>	<p><b>Warm up:</b> In house teams the children in each team stand in a line. Without speaking they put themselves into order of house number</p> <p><b>Blindfold Obstacle Course</b></p> <p>LO: To be able to give and follow clear instructions</p> <p>The children work in pairs. One person is blindfolded. The other leads them around an obstacle course using verbal communication</p> <p><b>Outcome:</b> The children work successfully with their team mate to complete the circuit</p>	Practise events to begin preparing children for sports day

	<p>The winning team is the one with the most bean bags at the end</p> <p><b>Outcome:</b> The children use their running, agility and communication skills to complete the game</p>	<p>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 tiggered the ch must stand in their designated area until they are freed by someone who hasn't been tagged.</p> <p><b>Outcome:</b> The children use their running, agility and communication skills to complete the game</p>	<p>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...</p> <p><b>Outcome:</b> The children use their throwing and catching skills to complete the game</p>	<p>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.</p> <p><b>Outcome:</b> Children co-operate and communicate clearly to work as a team</p>		
RE	L.O. To be able to explain the meanings of symbols, words and actions used in Muslim	L.O. To understand how communities can be strengthened through	L.O. To be able to explain the meanings of symbols, words and actions used in Jewish	L.O. To understand how communities can be strengthened through		

	<p><b>prayer and worship. (A3)</b></p> <p>Study, discuss, recall key facts</p> <p><b>Discuss why some people believe God answers their prayers. (B2)</b></p> <p><b>Outcome:</b> Complete a class 'Guide to the mosque'</p>	<p><b>understanding different religions.(B2)</b></p> <p>-Discuss Ramadan routines, Eid and Passover celebrations. -Know the significance for Muslim and Jewish communities.</p> <p><b>Outcome:</b> Different class mind maps: How could a community know it is...Ramadan/ Eid/Passover? Compare</p>	<p><b>prayer and worship. (A3)</b></p> <p>Study, discuss, recall key facts</p> <p><b>Discuss why some people believe God answers their prayers. (B2)</b></p> <p><b>Outcome:</b> Produce a class 'Guide to the Synagogue' including explanations of the significance of features linked to practices and beliefs.</p>	<p><b>understanding different religions. (B2)</b></p> <p>Link to the similarities we explored previously and to the importance of community cohesion.</p> <p><b>Outcome:</b> Visit from a rabbi to explain the value of prayer for Jews.TBA</p>		
<p><b>RSHE</b></p> <p><b>Do each session across two weeks</b></p>	<p><b>Community</b> C2) Where do you feel like you belong?</p> <p><b>Outcome:</b> 'Community map'</p>	<p><b>Understanding my feelings</b> M1) How do I manage my feelings?</p> <p><b>Outcome:</b> In pairs, make a list of the different techniques that help us control our emotions</p>	<p><b>Understanding my feelings</b> M1) How do I manage my feelings?</p> <p><b>Outcome:</b> Children describe their own 'stress bucket', using given worksheet</p>			