

SPRING 1 Medium Term Plan 2023 Year Group 3

Subject	Week 1 3 days	Week 2	Week 3	Week 4	Week 5	Week 6
<p>English</p> <p>Links: Geography - France</p>	<p>Non-chronological reports: France</p> <p>To know features of a report</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>Also, introduce our report writing scenario - purpose</p> <p>French Family Dilemma (Dubois) Deciding where to go on holiday.</p> <p>Looking at tourist map of France.</p>	<p>Non-chronological reports: France</p> <p>French immersion day</p> <p>Food tasting, music, MFL, art, geography. Ch dress in red, white and blue</p> <p>To be able to draft information as a menu</p> <p>Following cloze activity, pupils will draft their French menu in their literacy book.</p> <p>To be able to edit and present information as a menu</p> <p>Pupils will edit their draft menu and write this into</p>	<p>Non-chronological reports: France</p> <p>To be able to present information clearly</p> <p>Using pictures, captions and short paragraphs, info on the 3 landmarks will be written into pages 5 & 6</p> <p>To be able to use adverbial sentence starters</p> <p>Look at a range of leisure/tourism activities for the French Alps as well as Summer / Winter activities</p> <p>Include the following</p>	<p>Non-chronological reports: France</p> <p>To be able to annotate work using technical terms</p> <p>Map, page 2, stuck in and annotated (with labels, text box describing key features learned in geography lessons)</p> <p>To be able to write a contents and index page</p> <p>On pages 1 and 9 respectively; revisit alphabetical order</p> <p>To be able to write a glossary</p>	<p>Persuasive letter writing: France</p> <p>To understand the purpose of persuasion</p> <p>Look at selection of adverts for tourism to France - class list of persuasive features and discussion of purpose</p> <p>To be able to explain the persuasive features of an advert</p> <p>Write a short paragraph on chosen France advert explaining persuasive purpose of features</p>	<p>Persuasive letter writing: France</p> <p>To be able to draft an introduction to a letter</p> <p>Learn and use letter features i.e. address, date, Dear... and write opening paragraph stating purpose of letter</p> <p>To be able to draft persuasive paragraphs in a letter</p> <p>Using the 2-3 points and phrases already planned, draft the body of the letter (2 lessons)</p> <p>To be able to write a final</p>

	<p>Only ever lived in Paris.</p> <p>To remember and verbally recall information</p> <p>Paragraphs – vanishing cloze on French food.</p> <p>Also: Discuss the report format and how we will proceed. Give out booklets and <u>number pages</u>.</p>	<p>their booklet on pages 3 & 4. Illustrate if time or add photos.</p> <p>To be able to summarise information</p> <p>Using non-fiction books on France, pupils will identify 3 landmarks and make notes on them</p>	<p>features in a draft in literacy books:</p> <p>Paragraphs with subheadings</p> <p>To be able to edit and present information using a range of features</p> <p>Features to include: Heading Photograph Bullet points Paragraphs with subheadings</p> <p>Leisure / tourism content written into booklet pages 7 & 8</p>	<p>On page 10</p>	<p>To be able to identify persuasive phrases in a letter</p> <p>Comprehension focus - look at existing persuasive letter and identify persuasive language</p> <p>To be able to choose content for a persuasive letter</p> <p>Plan 2-3 points (from previous France work) along with persuasive phrases to include in letter</p>	<p>version of a formal letter</p> <p>Edit / proofread drafts then copy up us finished letter including sign-off</p> <p>BW</p> <p>Children plan and write a persuasive letter to their parents (child's own choice of subject e.g. going to the park/swimming etc.)</p> <p>Possible double session</p>
Spelling	<p>sure sugar library famous increase information separation</p>	<p>improve history interest describe quietly happily angrily</p>	<p>people everybody important extreme height gently simply</p>	<p>whole though notice certain basically dramatically frantically</p>	<p>would could February quarter imagine division invasion</p>	<p>hour length mention actually they obey weigh</p>

	<p>admiration French family</p> <p><u>Use suffixes to make new words from root words</u> <u>The suffix –ation</u></p>	<p>mountain beach coastal</p> <p><u>The suffix –ly.</u> Simple add ly sadly loudly <u>The suffix –ly.</u> Change y to i moodily</p>	<p>humbly tourist holiday</p> <p><u>The suffix –ly.</u> Change le to ly <u>Possessive apostrophe with plural words</u></p>	<p>caption bullet point</p> <p><u>The suffix –ally.</u></p>	<p>television photograph paragraph</p> <p><u>Endings which sound like “shun” –sion.</u> confusion decision collision</p>	<p>vein eight neighbour</p> <p><u>Words with the /ei/ sound spelt ei, eigh, or ey</u> vein weigh eight neighbour, they, obey</p>
Handwriting	<p>The hen is in a pit. c k</p>	<p>ck can kit tick</p>	<p>cap kid pack neck</p>	<p>can't sick kick b</p>	<p>r ehck ra ri</p>	<p>re bed red rat</p>
Reading	<p>The Iron Man</p> <p>Lesson 1: pages 11 – 13 Lesson 2: pages 14 – 16 Lesson 3: pages 17-18</p>	<p>The Iron Man</p> <p>Lesson 1: recap of pages 11-18 Lesson 2: pages 19-20 Lesson 3: pages 21-23 Lesson 4: pages 24-25</p>	<p>The Iron Man</p> <p>Lesson 1: recap of pages 19-25 Lesson 2: pages 26-27 Lesson 3: pages 28-29 Lesson 4: pages 30-31</p>	<p>The Iron Man</p> <p>Lesson 1: recap of pages 26-31 Lesson 2: pages 32-33 Lesson 3: pages 34-36 Lesson 4: pages 37-39</p>	<p>The Iron Man</p> <p>Lesson 1: recap of pages 32-39 Lesson 2: pages 40 - 41 Lesson 3: pages 42-44 Lesson 4: pages 45-47</p>	<p>The Iron Man</p> <p>Lesson 1: pages 48-49 Lesson 2: pages 50-52 Lesson 3: pages 53-56 Lesson 4: pages 57-59</p>

<p>Maths</p>	<p>Power Maths 3A Unit 4 Multiplication and division (1)</p> <p>Lesson 8 To be able to multiply by 8</p> <p>Lesson 9 To be able to divide by 8</p> <p>Lesson 10 To know 8 times table facts</p>	<p>Power Maths 3A Unit 4 Multiplication and division (1)</p> <p>Lesson 11 To be able to solve one-step problems</p> <p>Lesson 12 To be able to solve multi-step problems</p> <p>Lesson 13 To know that division can leave a remainder</p>	<p>Power Maths 3A Unit 4 Multiplication and division (1)</p> <p>Lesson 14 To know how to write a remainder using formal methods</p> <p>Lesson 15 To be able to find related multiplication and division facts</p> <p>Power Maths Aut 2 Progress test Units 3 & 4 arithmetic</p> <p>Power Maths Aut 2 Progress test Units 3 & 4 reasoning</p>	<p>Power Maths 3B Unit 5 Multiplication and division (2)</p> <p>Lesson 1 To be able to compare using < and > signs (1)</p> <p>Lesson 2 To be able to identify related multiplication facts</p> <p>Lesson 3 To be able to use related mult and div facts</p> <p>Lesson 4 To be able to compare using < and > signs (2)</p>	<p>Power Maths 3B Unit 5 Multiplication and division (2)</p> <p>Lesson 5 To be able to multiply a 2-digit by a 1-digit number (expanded no exchange)</p> <p>Lesson 6 To be able to multiply a 2-digit by a 1-digit number (expanded with exchange)</p> <p>Lesson 7 To be able to multiply a 2-digit by a 1-digit number (column with exchange)</p> <p>Lesson 8 To be able to divide a 2-digit by a 1-digit number (no exchange)</p>	<p>Power Maths 3B Unit 5 Multiplication and division (2)</p> <p>Lesson 9 To be able to divide a 2-digit by a 1-digit number (with exchange)</p> <p>Lesson 10 To be able to divide a 2-digit by a 1-digit number (with exchange)</p> <p>Lesson 11 To be able to solve correspondence problems</p> <p>Lesson 12 To be able to solve multiplication and division problems</p>
<p>Calculation</p>	<p>Lesson 1 Column addition (3-digit numbers)</p> <p>Lesson 2 Column subtraction (3-digit numbers)</p>	<p>Lesson 1 Non-standard partitioning – 3 digit numbers/ quick fire bonds within 10/ mental addition of 2-digit number and 1s</p>	<p>Lesson 1 Non-standard partitioning – 3 digit numbers/ quick fire bonds within 10/ mental addition of 2-digit number and 10s</p>	<p>Lesson 1 Non-standard partitioning – 3 digit numbers/ bonds within 10/ mental addition of 2 2-digit numbers (no exchange)</p>	<p>Lesson 1 Non-standard partitioning – 3 digit numbers/ bonds within 10/ mental addition of 2 2-digit numbers (with exchange)</p>	<p>Lesson 1 Non-standard partitioning – 3 digit numbers/ bonds within 10/ mental addition of 2 2-digit numbers (with exchange)</p>

	Lesson 3 Times tables practice and test (3x÷)	Lesson 2 Column addition (3-digit numbers) Lesson 3 Column subtraction (3-digit numbers) Lesson 4 Times tables practice and test (2x÷)	Lesson 2 Column addition (3-digit numbers) Lesson 3 Column subtraction (3-digit numbers) Lesson 4 Times tables practice and test (4x÷)	Lesson 2 Column addition (3-digit numbers) Lesson 3 Column subtraction (3-digit numbers) Lesson 4 Times tables practice and test (8x÷)	Lesson 2 Column addition (3-digit numbers) Lesson 3 Column subtraction (3-digit numbers) Lesson 4 Times tables practice and test (5x÷)	Lesson 2 Column addition (3-digit numbers) Lesson 3 Column subtraction (3-digit numbers) Lesson 4 Times tables practice and test (3x÷)
Science	No Science this half-term					
Art & Design	No A&D this half-term					
Computing	No lesson	To know what a database is used for Outcome: Create 'human' databases after looking at examples of databases online	No lesson	To be able to organise information in a database (Link to France and Geography) Outcome: Research data (using Chromebooks) on e.g. French rivers and create a database	No lesson	No lesson

Design & technology	No lesson	No lesson	No lesson	<p><u>L.O. To compare and evaluate the work of famous structural engineers</u> Millau Bridge designer Michel Virlogeux and English architect Norman Foster Look at examples of their work. Compare for purpose and prominence Outcome: Choose which one they would recommend for a prize depending on different criteria.</p>	No lesson	No lesson
<p>Geography France and Scotland study</p> <p>Place Knowledge: Alps/Highlands comparison and other hills and mountain ranges in the UK</p> <p>Human: Settlement terms and meanings Trade</p>	No lesson	<p><u>Starter: Recap L.O. To name and locate counties of Wales</u> Carmarthenshire (Capital city, coastal),</p> <p><u>L.O To be able to locate countries studied, on maps of Europe and the world.</u> UK countries, France</p> <p><u>L.O. To know key cities of the UK and France</u> UK recap Locate key cities in France using compass points.</p>	<p><u>L.O. To explain the key physical features of French regions</u> (Plan and locate attractions) Be a Travel Agent: (Study regional locations and their features and match to a customer’s likes.)</p> <p>The French Alps will be a key focus.</p> <p>Maps: Different scales and become aware of the use of a topographical map. Outcome:</p>	<p><u>L.O. To explain the key physical features of French regions</u> (Create the guide)</p> <p>Outcome: Suggestion report matching locations with preferences. Picture to be included.</p> <p>(Mountain structure introduced)</p>	<p><u>Starter: Recap L.O. To name and locate counties of Wales</u> Gwynedd (Mountains)</p> <p><u>L.O. To name and locate key mountains of Scotland, Wales and France</u> -Mountain structure -Match photographs to maps using given information Mountains – French Alps and key hills and mountain ranges in the UK</p>	<p>Double lesson <u>Starter: Recap L.O. To name and locate counties of Scotland</u> Highlands</p> <p><u>L.O To identify and compare key physical features of Scotland and France</u> - Rivers, seas, mountains -Identify the names of seas around France and UK. Scale -To know the purpose of the scale bar on atlas maps.</p>

		<p><u>L.O. To locate places on larger scale maps-</u> Europe and world.</p> <p>Outcome: Labelled map of France with NSEW location information.</p>	Identify people and places for next week.		<p>-Discuss the concept of the 7 hills Sheffield is built on.)</p> <p>-Choose one from a selection of mountains of the world to research facts about and location in more detail.</p> <p>(Use globe and junior atlas)</p> <p>Outcome: Drawn picture with information in bullet point form.</p> <p>Display -Mountain range or book featuring studied mountains.</p>	<p>Outcome: Comparison table</p> <p>Starter: Recap L.O. To name and locate counties of Scotland</p> <p>Dumfries and Galloway, Scottish Borders</p> <p>L.O To compare human features of Scotland and France</p> <p>-Types of settlement and land use.</p> <p>-Leisure</p> <p>-Trade</p> <p>Focus on Edinburgh and Paris</p> <p>Scale</p> <p>-To know the purpose of the scale bar on atlas maps.</p> <p>Outcome: Come and live in E or P</p> <p>Oral presentation – includes everyday life.</p>
<p>History</p> <p>Roman Britain</p>	<p>To know how far the Roman Empire extended in AD42</p> <p>Use dates and terms related to the study unit and passing of time</p>	<p>To be able to describe events from different points of view</p> <p>Identify reasons for and results of people's actions</p>	<p>To be able to describe Roman and Celtic warriors</p> <p>To know where Hadrian's Wall was built</p>	<p>To know some ways Britain changed because of the Romans</p> <p>Split into groups:</p> <p>Culture</p> <p>Technology</p> <p>Beliefs</p> <p>Towns and roads</p>	<p>To be able to present information clearly</p> <p>Presenting what we have found out</p> <p>Children present an aspect of</p>	

	<p>Sequence several events or artefacts</p> <p>Select and record information relevant to the study</p> <p>-Timeline of Roman Empire – whole class</p> <p>-Locate Italy on map</p> <p>BBC Romans clip on Youtube</p> <p>https://www.youtube.com/watch?v=nNx9o8MV1o</p> <p>and Spread of Roman Empire ppt</p> <p>Outcomes:</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>Understand why people may have wanted to do something</p> <p>Place the time studied on a time line</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Revisit timeline to place Boudicca</p> <p>Video clip: https://www.youtube.com/watch?v=eC7ONgTJGKw</p> <p>Focus on resistance to Rome and why this was</p> <p>Outcomes:</p> <p>Tell story of Boudicca's rebellion and aftermath from Roman or Celtic viewpoints – oral re-telling point of view</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>https://www.youtube.com/watch?v=nNx9o8MV1o</p> <p>Flintshire fort?</p> <p>Outcomes:</p> <p>Labelled diagram or illustration of Roman soldier compared to Celtic warrior</p>	<p>Research an area ready to present in later lesson</p> <p>Select and record information relevant to the study</p> <p>Understand why people may have wanted to do something</p> <p>Sequence several events or artefacts</p> <p>Outcomes:</p> <p>Detailed notes and illustration (using ICT?) ready to present</p>	<p>learning on Romans, either from History lessons or GR</p> <p>Outcomes:</p> <p>Group presentations: oral with props or illustrations to support</p>
--	---	--	---	---	--

MFL	Lesson 10 To be able to introduce yourself in French Outcome: verbal practice through role play Workbook p11 French names wordsearch	Extra lesson (France Day) Lesson 12 To be able to use <i>je suis</i> to start sentences Outcome: learn and act out the <i>Ma Maman</i> story in small groups	Lesson 13 To know words for colours in French Outcome: colours game; p13 in workbook - mixing colours in French	No lesson	Lesson 14 To be able to give an opinion in French Outcome: workbook p14, write short sentences to express an opinion	Lesson 15 To know the word order of adjectives in French Outcome: 'human sentence' game to practise order of adjectives
Music <i>Music taught by A Bennett on alternate weeks</i> LINKS: France SINGING FRENCH Music Express Unit 10	To be able to describe the melodic characteristics of a song Unit 10 Lesson 1 Outcome: Perform a French greeting song with actions Play a singing game to build up French vocabulary recognition	To be able to discern different pitches and copy them by singing Unit 10 Lesson 2 Outcome: Learn to sing a greetings song and rap in French Learn a song with awareness of pitch shapes		To be able to accompany a song with pitched percussion Unit 10 Lesson 3 Outcome: Learn a French counting song Explore pitch shapes in a melody and notate a new sequence		
PE (indoor)	No indoor PE this week	Passing and receiving LO: To develop technique and control when passing and receiving the ball In pairs ch	Moving with the ball LO: To develop control over the ball whilst moving In small groups ch practise dribbling from one	Getting past a player LO: To get past an opponent In small groups ch split into 2 teams. Ch practise dribbling	Tackling LO: To tackle an opponent and win the ball back In small groups ch split into 2 teams. Ch practise dribbling	Hitting and shooting LO: To hit the ball with strength and accuracy towards a target In small groups ch take it in turns

		practise passing and receiving the ball	cone to another then passing the ball to the next person in the group	round opposing team and passing the ball to their teammates	round the opposing team and passing the ball to their teammates. The opposing team tackle with a view to winning the ball	to hit the ball towards a goal. Ch then split into teams and play each other
PE (outdoor)	Passing and receiving LO: To develop technique and control when passing and receiving the ball In pairs ch practise passing and receiving the ball	Moving with the ball LO: To develop control over the ball whilst moving In small groups ch practise dribbling from one cone to another then passing the ball to the next person in the group	Getting past a player LO: To get past an opponent In small groups ch split into 2 teams. Ch practise dribbling round opposing team and passing the ball to their teammates	Tackling LO: To tackle an opponent and win the ball back 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	Hitting and shooting LO: To hit the ball with strength and accuracy towards a target In small groups ch take it in turns to hit the ball towards a goal. Ch then split into teams and play each other	Hockey Tournament LO: To play a game using a variety of hockey skills Ch split into teams and play each other using all the skills they have learned this half term
RE Religion, family and community: Prayer Judaism and Islam Jewish and Islamic prayer and worship	No lesson	<u>L.O. To understand the significance for Muslims of the call to prayer</u> Learn key words. Know the story of Bilal Outcome:	<u>L.O. To understand the significance for Muslims of the call to prayer</u> Recall key words. Explain Muslim prayer, initially	No lesson	<u>L.O. To understand the origins of Jewish prayer</u> Learn key words Understand the story of Abraham and his covenant with God Outcome:	<u>L.O. To be able to explain the meanings of symbols, words and actions used in Muslim prayer and worship.</u>

<p>Symbols, prayers and actions</p> <p>Compare practices</p> <p>Importance of community cohesion</p>		<p>Recall events in the story of Bilal</p>	<p>through the eyes of Ahmed.</p> <p>Relate personal experience of prayer.</p> <p>Outcome: Observe and provide commentary on Muslim prayer.</p>		<p>Observe and provide commentary on Jewish prayer.</p>	<p>Study, discuss, recall key facts</p> <p>Outcome: Produce a class 'Guide to the mosque'</p>
<p>RSHE</p> <p><i>Each lesson covered over 2 weeks to allow for sufficient depth</i></p>	<p>Fa2) Are all families like mine?</p> <p>Outcome: Group discussion following reading of <i>Under my Hijab</i> - record reflections on IWB slide and print</p>	<p>Fa2) Are all families like mine?</p> <p>Outcome: https://www.bagsofloves.co.uk/hijabs-uk</p> <p>Computing activity to design own piece of clothing to represent family</p>	<p>Fr1) What makes a good friend?</p> <p>Outcome: create a 'small acts of kindness' calendar</p>	<p>Fr1) What makes a good friend?</p> <p>Outcome: revisit and review 'small acts of kindness' calendar</p>	<p>Os2) Sharing online</p> <p>Outcome: sort personal information statements according to spectrum of sharing</p>	<p>Os2) Sharing online</p> <p>Outcome: 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</p>