

SPRING 2 Medium Term Plan 2024 Year Group Y3

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)
<p>English Writing</p> <p>LINKS: Art - colour mixing/dragon scales DT - Dragon levers</p>	<p>Persuasive letter writing: France</p> <p>To understand the purpose of persuasion and be able to explain the persuasive features of an advert</p> <p>Look at selection of adverts for tourism to France - class list of persuasive features and discussion of purpose</p> <p>Then write a short paragraph on chosen France advert explaining persuasive purpose of features</p>	<p>Descriptive writing: Mythical settings</p> <p>To be able to identify adjectives and adverbs in a description</p> <p>Reading / grammar focus</p> <p>To be able to suggest alternative adjectives</p> <p>Annotate a picture, using thesaurus</p> <p>To know that adjectives can be converted to adverbs</p> <p>Based on same pic, spelling rules focus</p>	<p>Descriptive writing: Mythical creatures, dragons</p> <p>To be able to identify similes and metaphors in a description</p> <p>Reading focus</p> <p>To be able to write similes</p> <p>Based on a picture and using possessive apostrophe</p> <p>To be able to write metaphors</p> <p>Based on a picture and using possessive apostrophe</p> <p>3 sessions this week due to Halle visit on Friday 8th</p>	<p>Narrative: Mythical Tale</p> <p><u>Build up</u></p> <p>To be able to use co-ordinating conjunctions</p> <p>To be able to use time adverbials and prepositions</p> <p>Activity with SPaG focus - and, but, so, or – writing about the quest for...?</p> <p>To be able to plan a section of writing.</p> <p>Ch generate ideas and phrases to use in the 'build up'.</p>	<p>Narrative: Mythical Tale</p> <p><u>Dilemma</u></p> <p>To be able to use inverted commas</p> <p>Activity with SPaG focus - using inverted commas.</p> <p><i>The hero is told how to overcome the problem</i></p> <p>To be able to plan out a sequence of speech</p> <p>Ch plan out the speech of their hero.</p> <p>To be able to write complex descriptive sentences</p>	<p>Narrative: Mythical Tale</p> <p><u>Resolution / Ending</u></p> <p>To be able to plan a story resolution.</p> <p>Discuss possible resolutions and make appropriate notes.</p> <p>To be able to write a story resolution and ending from a plan</p> <p>Write resolution and ending.</p> <p>BIG WRITE</p>

	<p>To be able to identify persuasive phrases in a letter and use these to plan own letter</p> <p>Comprehension focus - look at an existing persuasive letter and identify persuasive language. Then ch plan 3/4 points (from previous France work) along with persuasive phrases to include in letter</p> <p>To be able to write a persuasive letter</p> <p>BIG WRITE</p> <p>Teacher models layout and ch put in their book (address etc.)</p> <p>Discuss how to begin a letter and what might be in the main body of</p>	<p>To be able to write simple descriptive sentences</p> <p>Based on settings pictures already used</p>		<p>To be able to write using time adverbials.</p> <p>Ch write the story build-up starting e.g. 'One day'..... continuing on from story setting in Big Write book</p> <p>BIG WRITE</p>	<p>Write dilemma section of the narrative.</p> <p>BIG WRITE</p>	
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	the letter. T to model on w/b. ch then write their own letter in Big write book (2x lessons)					
Spelling Pupils still accessing phonics to have spellings linked to their current Set LINKS: English - Mythical writing/dragons	actual heart heard disable disappointed disagree disown dragon myth believe	breath early build touch double country solve prince princess threaten	circle busy thousand inactive incorrect beneath solution metallic deadly deadliest	often centre century misunderstood mislead misspell scaly diamonds immense mythical	eight caught gardener preposition conjunction clause vowel bulge savage jagged	continue consider answer impossible impractical imperfect heroic fearsome victory defeated
Handwriting	sick kick b r	ra ri re bed	red rat rib bend	bran brick m y	map man met yet	yes mat ram rip
Reading	The Iron Man Novel study - 4 lessons	The Iron Man Novel study - 4 lessons	World Book Day VIPERS focus: The Story of Romulus and Remus Oops dragon	VIPERS focus: Welsh Dragon Dragons in the city	VIPERS focus: Pet care of a bearded dragon Anansi and the tiger	VIPERS focus: Knights and dragons unite Cumbrian Webbed Claw
Maths	Power Maths 3A Unit 5 Multiplication and division (2)	Power Maths 3A Unit 5 Multiplication and division (2)	Power Maths 3B Unit 6 Multiplication and division (3)	Power Maths 3B Unit 6 Multiplication and division (3)	Power Maths 3B Unit 6 Multiplication and division (3)	Power Maths 3B Unit 6 Length and perimeter

	<p>Lesson 7 To be able to multiply by 8</p> <p>Lesson 8 To be able to divide by 8</p> <p>Lesson 9 To know the 8 times table</p> <p>Lessons 10 & 11 (combined) To be able to solve multi-step problems</p>	<p>Lesson 12 To know that division can leave a remainder</p> <p>Lesson 13 To be able to write a remainder using formal methods</p> <p>Power Maths 3B Unit 6 Multiplication and division (3)</p> <p>Lesson 1 To be able to find multiples of 10</p> <p>Lesson 2 To be able to solve calculations using related facts knowledge</p>	<p>Lesson 3 To be able to compare multiplication statements using $<$ $>$ or $=$</p> <p>Lesson 4 To be able to multiply a 2 digit by a 1 digit number (no exchange)</p> <p>Lesson 5 To be able to multiply a 2 digit by a 1 digit number (with exchange)</p>	<p>Lesson 6 To be able to use an expanded method of column multiplication</p> <p>Lesson 7 To be able to link multiplication and division facts</p> <p>Lessons 8 & 9 (combined) To be able to divide a 2 digit by a 1 digit number (no remainders)</p> <p>Lesson 10 To be able to divide a 2 digit by a 1 digit number (with remainders)</p>	<p>Lesson 11 To be able to solve correspondence problems</p> <p>Lessons 12 & 13 (combined) To be able to solve mixed operation problems</p> <p>Power Maths 3B Unit 6 Length and perimeter</p> <p>Lessons 1 & 2 (combined) To be able to measure in m, cm and mm</p> <p>Lesson 3 To be able to convert between m, cm and mm</p>	<p>Lessons 4 & 5 (combined) To be able to find equivalent lengths using m, cm and mm</p> <p>Lessons 7 & 8 (combined) To be able to add and subtract lengths</p> <p>Lessons 9 & 10 (combined) To be able to measure and calculate perimeter</p>
Calculation	<p>Lesson 1 Y2 recap Time Unit 13 Lesson 1</p> <p>Lesson 2 Quotitive division/ column method multiplication</p>	<p>Lesson 1 Y2 recap Time Unit 13 Lesson 2</p> <p>Lesson 2 Scaling facts by 10</p>	<p>Lesson 1 Y2 recap Time Unit 13 Lesson 3</p> <p>Lesson 2 Quotitive division/ column method multiplication</p>	<p>Lesson 1 Y2 recap Time Unit 13 Lesson 4</p> <p>Lesson 2 Scaling facts by 10</p>	<p>Lesson 1 Y2 recap Time Unit 13 Lesson 5</p> <p>Lesson 2 Scaling facts by 10</p>	<p>Lesson 1 Y2 recap Time Unit 13 Lesson 9</p> <p>Lesson 2 Scaling facts by 10</p>

	<p>Lesson 3 Column addition and subtraction (3-digit numbers)</p> <p>Lesson 4 Times tables practice and test</p>	<p>Lesson 3 Column addition and subtraction (3-digit numbers)</p> <p>Lesson 4 Times tables practice and test</p>	<p>Lesson 3 Times tables practice and test</p>	<p>Lesson 3 Column addition and subtraction (3-digit numbers)</p> <p>Lesson 4 Times tables practice and test</p>	<p>Lesson 3 Mixed operations practice</p> <p>Lesson 4 Times tables practice and test</p>	<p>Lesson 3 Scaling facts by 10</p> <p>Lesson 4 Times tables practice and test</p>
Science	<p>Pre assessment sheets</p> <p><u>L.O. To be able to explain the internal structure of the earth.</u></p> <p>Examine diagrams and label together.</p> <p>Relate to the work which will follow</p> <p>Outcome:</p> <p>Create a labelled diagram of the earth's internal structure.</p> <p>Key vocab introduced, consolidated, and</p>	<p><u>L.O. To know how igneous rock is formed.</u></p> <p>Identify intrusive and extrusive igneous rocks on the basis of their appearance.</p> <p>Watch teacher do the chocolate and ice investigation.</p> <p>Outcome:</p> <p>Use their observations to explain how this relates to igneous rocks – verbal.</p>	<p><u>L.O. To explain and represent the formation of sedimentary rocks</u></p> <p>https://www.youtube.com/watch?v=Vp_S3BDiR-I</p> <p>Represent the process with rice krispies, coco pops and powder paint in a jar.</p> <p>Outcome:</p> <p>Labelled diagram of Sedimentary rock formation.</p> <p>----- --</p>	<p>Science Week</p> <p>Experiment TBC</p>	<p><u>L.O. To know how to identify different types of rock</u></p> <p><u>Use classification criteria</u></p> <p>Colour</p> <p>Grain size</p> <p>Pattern</p> <p>Texture</p> <p>Follow guided process.</p> <p>Outcome: sorting different rocks by features.</p>	<p><u>L.O. To know how fossils are formed</u></p> <p>Learn and describe the process of how fossils are formed.</p> <p>Retell using images on card.</p> <p>Outcome:</p> <p>Fossil searching/making activity</p> <p>----- ---</p>

	built upon throughout	<p>Examine igneous rocks.</p> <p>Know some igneous rock names and their properties</p> <p><u>L.O. To understand how metamorphic rock is formed.</u></p> <p>Watch and discuss</p> <p>https://www.youtube.com/watch?v=EGK1KkLjdQY</p> <p>Outcome:</p> <p>Label given diagrams of igneous and metamorphic rock formation.</p> <p>Know some metamorphic rock names and their properties</p>	<p>Discuss the starburst sweets analogy to understand the rock formation</p> <p>To be able to programme a sequence of commands to produce a given outcome</p>			
<p>Art & Design</p> <p>LINKS: English - Mythical writing/dragons</p>	<p>LO: To collect images to use as inspiration for artwork</p>	<p>LO: To design a pattern based on dragon scales</p>	<p>LO: To mix secondary colours in a variety of shades and</p>			

<p>DT - Dragon levers</p>	<p>Outcome: Ch collect images of dragons and close up pics of scales. Stick into sketch books and make notes about colours/shapes etc.</p>	<p>Outcome: Ch each have a pencil line drawing ready to paint next week</p>	<p>tones using powder paint</p> <p>Outcome: Each child has a finished painting which includes a variety of shades and tones</p> <p>(Possibly do this as an Art afternoon to give the ch more time to mix and then paint)</p>			
<p>Computing</p>				<p><u>Strand 4</u> <u>Programming A</u> <i>Repetition, Selection and Events</i> 4.3 Sequence and Events in Scratch</p> <p>To be able to programme a sequence of commands to produce a given outcome</p> <p>Outcome: Use Beebots and A.L.E.X. app to recap programming</p>	<p><u>Strand 4</u> <u>Programming A</u> <i>Repetition, Selection and Events</i> 4.3 Sequence and Events in Scratch</p> <p>To be able to sequence commands in Scratch (introduction / tutorials)</p> <p>Outcome: Pupils will follow a set of basic tutorials to familiarise</p>	<p><u>Strand 4</u> <u>Programming A</u> <i>Repetition, Selection and Events</i> 4.3 Sequence and Events in Scratch</p> <p>To be able to sequence commands in Scratch (create a world)</p> <p>Outcome: Pupils will use selection of 'Imagine a World' cards to learn how to sequence</p>

				<p>sequences - use these skills to create sequences that will move the Beebot / robot in a given way</p>	<p>themselves with Scratch app; assessment through Cat Sequence activity https://scratch.mit.edu/projects/341140597 and sheet</p>	<p>pieces of code to produce a desired outcome; they will demonstrate this through the Scratch app on ipads</p>
<p>Design & technology</p> <p>(focus on key skills - measuring, cutting and joining)</p> <p>LINKS: English - Mythical writing/dragons Art - colour mixing/dragon scales</p>				<p>Levers and Linkages: Making a Moving Dragon</p> <p>Measuring (rulers, sharp pencils, card)</p> <p>Have several types/thicknesses of card. Discuss with the children which card would be best to use and why.</p> <p>Ch follow instructions using rulers to accurately measure required shapes onto card.</p> <p>Outcome: Each child has all the components measured which</p>	<p>Levers and Linkages: Making a Moving Dragon</p> <p>Cutting and joining (scissors, split pins, card, tape, glue)</p> <p>Model cutting accurately using scissors</p> <p>Ch then cut the pieces of card measured last week</p> <p>Model joining card using split pins</p> <p>Ch then join pieces together</p>	<p>Levers and Linkages: Making a Moving Dragon</p> <p>Show the ch some images of dragons. Model and explain that it needs to be split into 3 pieces - head, body, tail</p> <p>Have a choice of card and paper...which will be best for the job we need to do?</p> <p>Ch then design their own dragon. Then cut it out and stick it onto their mechanism using PVA glue</p> <p>Outcome:</p>

				they will need to make their dragon	Model cutting guide strips and glueing using PVA glue. Hold into place using pegs Ch add guide strips to their model Outcome: Each child assembles the parts of their lever ready to finish off next week	Each child has a finished dragon/lever mechanism
Geography	No Geography this half-term					
History	No History this half-term					
MFL	Lesson 10 To be able to introduce yourself in French Outcome: verbal practice through role play	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			

	Workbook p11 French names wordsearch					
PE (Indoor) Gymnastics	<p>Movement: focus level, direction, and pathways of movement (curved, L-shape, zigzag etc)</p> <p>LO: To travel, stretch into and create different symmetrical shapes, including using apparatus.</p> <p>Outcome: Use apparatus to mount and dismount in a symmetrical way</p>	<p>Balances: <u>Static balances:</u> V-balance (on bottom), T balance on one foot, symmetrical and asymmetrical balances, mirrored balances in pairs</p> <p>Ch build on skills taught last week using movement, shapes and balances</p> <p>LO: To travel, stretch into and create different symmetrical shapes, and balances including using apparatus.</p> <p>Outcome: Use apparatus to mount and dismount in a symmetrical way.</p>	<p>Balances: <u>Dynamic balances:</u> 180 degree pivot on tiptoes, tiptoes sideways walking with grapevine crossover, tiptoe walking with straight leg lift, tiptoe walking stepping into lunge, on floor and equipment</p> <p>Ch build on skills taught previously using movement, shapes and balances</p> <p>LO: Balance in different asymmetrical shapes including using apparatus</p> <p>Outcome: Travel around the apparatus finding an asymmetrical balance</p>	<p>Rolls: <u>Rock and roll to stand -</u> progression to forward roll. Ball shape, rock on back, attempt to stand up by reaching forward – use partner if necessary – not floor!</p> <p>LO: Rock and roll to stand</p> <p>Outcome: begin with rock and roll to stand then link together previous movements/ balances etc. in any order showing symmetry and asymmetry.</p>	<p>Rolls: <u>Teddy bear roll:</u> roll in straddle shape – maintain fixed straddle shape whole time – hold legs tightly. From sitting, roll onto shoulder, back, shoulder, bottom to circle round like teddy bear</p> <p>LO: Teddy bear roll</p> <p>Outcome: link together all taught movements/ balances etc. in any order showing symmetry and asymmetry.</p>	<p>Jumps: jumping with different combinations of feet to take off and land: 2 feet – 2 feet 2 feet – 1 foot 1 foot – 2 feet 1 foot – same 1 foot 1 foot – opposite 1 foot</p> <p>Shapes: straight, star tuck, straddle</p> <p>LO: To use a combination of jumps and shapes including using apparatus</p> <p>Outcome: link together all taught movements/ balances/ jumps/ shapes etc. in any order showing symmetry and asymmetry.</p>

<p>PE (Outdoor) Personal Challenges and Hockey (continued from last half-term)</p>	<p>Personal Challenges Warm up – stretches then time ch running 25m</p> <p>Moving with the ball</p> <p>LO: To develop control over the ball whilst moving</p> <p>In small groups ch practise dribbling from one cone to another then passing the ball to the next person in the group</p>	<p>Personal Challenges Warm up – stretches then ch work in pairs. How many times can they throw and catch a ball in 1 minute?</p> <p>Getting past a player</p> <p>LO: To get past an opponent</p> <p>In small groups ch split into 2 teams. Ch practise dribbling round opposing team and passing the ball to their teammates</p>	<p>Personal Challenges Warm up – stretches then ch practise standing jumps (measure)</p> <p>Tackling</p> <p>LO: To tackle an opponent and win the ball back</p> <p>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</p>	<p>Personal Challenges Warm up – stretches then time ch running 50m</p> <p>Hitting and shooting</p> <p>LO: To hit the ball with strength and accuracy towards a target</p> <p>In small groups ch take it in turns to hit the ball towards a goal.</p> <p>Ch then split into teams and play each other</p>	<p>Personal Challenges Warm up – stretches then ch work in pairs. How many times can they throw and catch a ball in 1 minute?</p> <p>House Team tournament</p> <p>House teams play each other. Keep track of scores for next week</p>	<p>Personal Challenges Warm up – stretches then ch practise standing jumps (measure)</p> <p>House Team tournament</p> <p>The two highest scoring teams play each other and the two lowest scoring teams play each other</p>
<p>RE Religion, family and community: Prayer</p> <p>Judaism and Islam</p> <p>Jewish and Islamic prayer and worship</p>	<p>L.O. To understand the origins of Jewish prayer</p> <p>Learn key words</p> <p>Understand the story of Abraham</p>	<p>L.O. To understand the origins of Jewish prayer</p> <p>Learn key words</p> <p>Understand the story of Abraham</p>	<p>L.O. To be able to explain the meanings of symbols, words and actions used in Muslim prayer and worship.</p>	<p>L.O. To be able to explain the meanings of symbols, words and actions used in Muslim prayer and worship.</p>	<p>L.O. To be able to explain the meanings of symbols, words and actions used in Jewish prayer and worship.</p>	<p>Easter celebrations</p> <p>L.O. To understand the significance of worship for some people</p> <p>Study images of Christians celebrating</p>

<p>Symbols, prayers and actions</p> <p>Compare practices</p> <p>Community cohesion</p>	<p>and his covenant with God</p> <p>Outcome: Observe and provide commentary on Jewish prayer.</p>	<p>and his covenant with God</p> <p>Outcome: 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>Study, discuss, recall key facts</p> <p>Outcome: Produce a class 'Guide to the mosque'</p>	<p>Study, discuss, recall key facts</p> <p>Outcome: Produce a class 'Guide to the Synagogue'</p>	<p>Easter around the world. Draw out the SIGNIFICANCE of worship for these people. Consider why celebrations of a Christian festival are different in different places and within the UK. (Reflect on the reasons why some people value celebrations very highly and others might not)</p> <p>Outcome: Journal entry: Pictures of Easter celebrations around the world – explained by each group.</p>
<p>RSHE</p>	<p>Community C1) How do we make the world fair?</p> <p>Outcome: <i>Pack a Suitcase</i> activity; discussion <i>What will the world be like 20 years in the future?</i></p>		<p>Community C2) Where do you feel like you belong?</p> <p>Outcome: 'Community map'</p>		<p>Online Safety OS3) Friendship online</p> <p>Outcome: anti cyber-bullying poster; discussion <i>What would a good online friend never do?</i></p>	
<p>Music (Alternate Weeks)</p>	<p>Y3DC and Y3RH Wk1&2 M EX CHINA</p>		<p>Y3DC Wk4 M EX CHINA</p>		<p>Y3RH Wk5 M EX CHINA</p>	

<p><i>National Curriculum outcomes for KS2</i> listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>LINKS: English - Mythical writing/dragons Art - colour mixing/dragon scales DT - Dragon levers</p>	<p>Understanding the pentatonic scale and use graphic notation with the pentatonic scale CDEGA Listen to a piece of Chinese pentatonic music played on the pipa Pentatonic bricks Recognise pentatonic pitch movement in a listening game Compose and perform pentatonic melodies including tuned and untuned percussion</p>	<p>Performing a pentatonic song with tuned and untuned accompaniment CDEGA Cymbals Chime Bars Drums New Year accompaniments Learn percussion accompaniments to perform with the song Gung Hay Fat Choy performance Explore additional percussion sounds to perform with the song</p>	<p>Performing a pentatonic song with tuned and untuned accompaniment CDEGA Cymbals Chime Bars Drums New Year accompaniments Learn percussion accompaniments to perform with the song Gung Hay Fat Choy performance Explore additional percussion sounds to perform with the song</p>
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