



Medium Term Plan
Year 3 – Term 5 – 2022/2023

Writing	<p>Fiction: Quest Stories Model Text: The Young Firework Maker Poetry: On the Ning Nang Nong</p> <p>Handwriting</p> <ul style="list-style-type: none">• Revise main body letter sizing and diagonal joins• To not join capital letters or letters across an apostrophe <p>Composition</p> <ul style="list-style-type: none">• Integration of <u>some</u> simple dialogue (e.g. speech followed by speech tag) to convey character or advance the action.• Paragraphing to group parts of a story, or indicate a new speaker. <p>Vocabulary</p> <ul style="list-style-type: none">• To understand the meaning of possessive, conjunction, preposition and adverbial
Reading	<p>Class Text: The Firework Maker's Daughter (Philip Pullman)</p> <ul style="list-style-type: none">• Viewpoints/perspectives: identify core characters identified in the first portion of the book. Explore the significance of Lalchand's reluctance to let Lila become a firework maker. Review perspectives of each character & then the author: what point might Pullman have been making here? (links to themes/messages: stereotyping).• Role of setting: link to quest writing – review & select on changes to setting throughout the narrative & how integral this is to building total understanding of the text as a whole. Practise making connections and comparisons of settings throughout the book (book to book knowledge – internal) but also by links to other books (book to book knowledge – external) and the wider world (book to world knowledge).• Main themes/ideas: Building on work around viewpoints, further consider 'messages' beyond the obvious and literal. Practise thinking deeply about what the author was trying to challenge/communicate/suggest & evidence to support. Likely themes to explore: stereotypes, bravery, friendship, loyalty, good vs evil, talent & hard work, goals & ambition
SPAG	<p>Spellings</p> <ul style="list-style-type: none">• Common homophones, with the following specific words learnt: here/hear, meat/meet, plain/plane, brake/break, fair/fare, grate/great, rain/rein/reign, accept/except, affect/effect, heel/heal/he'll, peace/piece, weather/whether, whose/who's,• Common exception & tricky words: though/although, thought, through, enough, eight/eighth breath/breathe, woman/women• Introduction to inverted commas to punctuate direct speech, with question marks or exclamation marks inside the speech.
Mathematics	<p>Number: Fractions</p> <ul style="list-style-type: none">• Recognise and show, using diagrams, equivalent fractions with small denominators.• Compare and order unit fractions, and fractions with the same denominators.• Add and subtract fractions with the same denominator within one whole.• Solve problems that involve all of the above. <p>Measurement: Money</p> <ul style="list-style-type: none">• Add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>Measurement: Time</p> <ul style="list-style-type: none">• Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.• Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours.• Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year.• Compare durations of events [for example to calculate the time taken by particular events or tasks].



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	<p>Arithmetic</p> <ul style="list-style-type: none">• To know how to add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$]• To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables• To know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers.• To know the place value of each digit in a three-digit number (hundreds, tens, ones) and identify a missing part in standard partitioning (e.g. $100 + _ + 2 = 142$)• To know how to count from 0 in multiples of 4, 8, 50 and 100 <p>Problem Solving</p> <ul style="list-style-type: none">• Visualising• Reasoning logically• Working systematically
<p>Science</p>	<p>Light</p> <ul style="list-style-type: none">• How shadows are formed:<ul style="list-style-type: none">➢ When light is blocked by an opaque object, a dark shadow is formed. An opaque material blocks light so we cannot see through it and shine a light through it.➢ When light is shone onto a transparent object, the light travels through it, we can see through it and it makes a very faint shadow.➢ When light is shone onto a translucent object, some of the light travels through it, we can see bright light sources through it and it makes a fairly dark shadow.• To know that we need light to see and that light travels in straight lines. We see objects because our eyes can sense light and light is reflected from surfaces.• A light source is something that emits light by burning, electricity or chemical reactions.• To know that shiny things are not light sources - they appear to be sources of light as they are bright.• That scientists use different types of scientific enquiry to answers questions, i.e.<ul style="list-style-type: none">➢ How can you change the size and shape of shadows by using the same object?➢ What happens when light is reflected from a mirror?➢ What happens when the angle of the mirror (or light source) changes• Make predictions as to how the shadow might change in size and how and to draw conclusions.• To find patterns in the size of a shadow and the position of the light source. (The further away the light source is, the smaller the shadow is. The closer the source of the light, the bigger the shadow. Dark is the absence of light. We cannot see anything in complete darkness).
<p>Religious Education</p>	<p>Why do people pray?</p> <ul style="list-style-type: none">• What a prayer is and that it is an important part of many religious people's lives.• That religious texts often have prayers in them and this is how religious academics form an understanding of religions and the meaning of praying.• That prayer brings comfort and can also challenge believers.• The similarities and differences between the way people pray in Islam, Hinduism and Christianity.• About the meanings of the words of key prayers in three religions – specifically the Muslim prayer First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra.• About the symbols used during prayer in these three religions and how they impact on the believers.



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<p>Physical Education</p>	<p>Outdoor – Football</p> <ul style="list-style-type: none"> • To develop controlling the ball and dribbling under pressure. • To develop passing to a teammate. • To be able to control the ball with different parts of the body. • To develop changing direction with the ball using an inside and outside hook. • To jockey / track an opponent. • To be able to apply the rules and tactics you have learnt to play in a football tournament. • Learn to work cooperatively within a team, showing respect for their teammates, opposition and referee. <p>Indoor – Athletics</p> <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills.
<p>History</p>	<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • That the Angles, Saxons, Jutes, Frisians and Scots invaded different parts of Britain. • How historians use sources to make judgements about why an event occurred (cause and consequence). • That the homelands of the Anglo-Saxons were mostly flat and flooded easily, making farming the land difficult but land in Britain was fertile and good for growing crops, making them want to settle there. • That Christian monks converted many Anglo Saxons to Christianity following the call of Queen Ethelburga and her husband, King Ethelbert to the Pope. • That Canterbury was an important city during the Anglo-Saxon times, and that Canterbury Cathedral was founded by Saint Augustine. • That the Anglo-Saxon and Vikings fought for control of Britain from 793 AD. This marked the beginning of the period known as The Middle Ages. • That the Vikings travelled from Northern Europe to raid coastal towns for precious items including jewellery, bibles and religious artefacts to sell. • That the Anglo-Saxons opposed the Vikings due to disputes over land for farming, wealth, better trading routes and religious views. • How historians may have different interpretations of historical events based on different sources, both from the time and after (historical interpretations), specifically in relation to the reliability of the Anglo-Saxon Chronicle as it was: <ul style="list-style-type: none"> ○ Written by Monks due to their level of education ○ From the perspective of the Anglo-Saxons (bias) ○ Potentially exaggerated by the Monks • That Alfred the Great was an early English monarch who fought with the Vikings before agreeing peace in 890AD, although unrest followed after his death. • That the Middle Ages ended in 1066 following the Battle of Hastings, where the Normans invaded Britain.
<p>RSHE</p>	<p>Communities</p> <ul style="list-style-type: none"> • That rules and laws are made and enforced to protect themselves and others and that there are consequences to not adhering to rules and laws. • That everyone has human rights and that universal human rights are there to protect everyone and understand the importance of national law, family and community practices. • That there are a range of national, regional, religious and ethnic identities in the UK and that these people living in other places have different lives, values and customs. • To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations. • That everyone experiences change and loss (including death) and to identify how this makes them feel, understand people will have different feelings about this, and recognise what helps people feel better.



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	<ul style="list-style-type: none">To evaluate their own strategies for managing challenges and change, including transitions between classes and key stages. <p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none">The different ways to pay for things and the choices people have about this.That people have different attitudes towards saving and spending money; what influences people's decisions; and what makes something 'good value for money'.That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).That people make spending decisions based on priorities, needs and wants
Art	<p>Landscape (David Hockney Abstraction)</p> <ul style="list-style-type: none">That David Hockney is an English painter known for his landscape paintings; most famously his use of colour and pattern. His art came after cubism, and so he used some of the ideas when painting abstract art of real landscapes.That landscape art is artwork of places, often outdoors or in nature.That David Hockney's art was inspired by traditional art from the Renaissance period.That the three paradigms (main parts) of art are Traditional, Modern and Contemporary.That traditional art uses specific methods that have been developed through history and is often observational, with some abstract elements.That modern art values originality and self-expression, and is usually more abstract than traditional art.That a colour palette is a combination of colours selected by an artist for their art. These can be complementary, monochromatic, or a mix.That acrylic pens are good for layering bold, bright colours.That ink can be used like paint to create bold colours, such as backgrounds.That texture can also be used to create a more interesting piece of art.To analyse paintings and evaluate what they like about the use colour, shape and pattern, choosing elements to use in their own artwork.To continuously critique their own work to improve it throughout a process.To give feedback to their peers on what they like about their art.
Music	<p>From a Railway Carriage</p> <ul style="list-style-type: none">That, along with the other interrelated dimensions of music, Texture is one of the building blocks of music in a musician's toolkit <p>Singing</p> <ul style="list-style-type: none">To sing unison songs small pitch range tunefully and with expression.To perform forte and piano.To perform as a choir. <p>Listening</p> <ul style="list-style-type: none">To listen to pieces of music and compare how the composers have combined words and music.That an accompaniment is played alongside the melody to complement it.That adagio means very slow, and allegro means very quick.That a fugue is a piece of music where a similar melody is played at different times, a bit like a round. <p>Composing</p> <ul style="list-style-type: none">To improvise using words to create atmosphere and effect.To compose by creating rhythm patterns and longer sequences with words.That a piece of music's structure can be made of patterns, fugues and rounds



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	<ul style="list-style-type: none">To know that texture is created by layering and combining sounds
Primary Languages – Spanish	Family <ul style="list-style-type: none">To tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.That the four definite articles in Spanish are: <i>la, el, los, las</i>The numbers up to 100 in Spanish to say the age of their family membersThat 'my' in Spanish could be 'mis' or 'mi' depending on whether the noun that follows is singular or plural.To accurately read and say the phonemes 'CH', 'J', 'Ñ', 'LL' and 'RR' in words such as 'años' and 'llama'To have a short conversation asking what family members another has using 'tienes' (do you have?), reply using 'tengo' (I have) and tell people what their names are using 'se llama' (he/she is called)