



### Year 3 Term 4 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Year 3/4 Common Exception Words</p> <p>Give/explain the meaning of words in context</p> <p>Predict what might happen from details stated and implied</p> <p>The /i/sound spelt y elsewhere than at the end of a word</p> <p>Give/explain the meaning of words in context</p> <p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Summarise main ideas from more than one paragraph</p>	<p>The /i/sound spelt y elsewhere than at the end of a word</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p>	<p>Homophones and near-homophones</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p> <p>Make comparisons within the text</p>	<p>Year 3/4 Common Exception Words</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Predict what might happen from details stated and implied</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Give/explain the meaning of words in context</p> <p>Make comparisons within the text</p>	<p>The /i/sound spelt y elsewhere than at the end of a word</p> <p>Summarise main ideas from more than one paragraph</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Give/explain the meaning of words in context</p> <p>Give/explain the meaning of words in context</p> <p>Predict what might happen from details stated and implied</p> <p>Make comparisons within the text</p>	<p>Homophones and near-homophones</p> <p>Make comparisons within the text</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Summarise main ideas from more than one paragraph</p>

Writing	<p>To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>To express place using prepositions</p> <p>To make inferences on the basis of what is being said and done</p> <p>To express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To use imperative verbs the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>To frame questions for research</p> <p>To express place using prepositions</p> <p>To gather information from multiple sources.</p> <p>To use the 4 grammatical forms of sentence</p> <p>To use inverted commas to punctuate speech</p> <p>To distinguish between fact and opinion</p> <p>To correctly spell a word in context where that word has one or more related homophones</p>	<p>To plan a non-fiction piece of writing</p> <p>To ensure factual Statements are cohesively linked</p> <p>To use prepositions</p> <p>To ensure factual Statements are cohesively linked</p> <p>To be able to write statements</p> <p>To edit and improve writing</p>	<p>To write using the present perfect tense</p> <p>To make inferences on the basis of what is being said and done</p> <p>To express cause using conjunctions</p> <p>To identify and use Literary language</p> <p>To identify and use Literary language</p> <p>To infer a character's feelings</p> <p>To use literary language</p> <p>To use noun phrases</p>	<p>To use imperative verbs to create commands</p> <p>To identify themes and conventions</p> <p>To express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>To make inferences about what is being said and done</p> <p>To use literary language</p> <p>To use noun Phrases</p> <p>To use the four Grammatical forms of sentence</p>	<p>To be able to sequence events in a story to plan</p> <p>To express time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>To be able to write an innovated version of a traditional tale</p> <p>To use literary language to describe a character and setting</p> <p>To express time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>To be able to draw on a theme and convey this in a short fable</p> <p>To be able to edit for cohesion</p>
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Maths	<p>Understand the denominators of unit fractions</p> <p>Compare and order unit fractions</p> <p>Understand the numerators of non-unit fractions</p> <p>Understand the whole</p>	<p>Compare and order non-unit fractions</p> <p>Fractions and scales</p> <p>Fractions on a number line</p>	<p>Count in fractions on a number line</p> <p>Equivalent fractions on a number line</p> <p>Equivalent fractions as bar models</p> <p>End of block assessment (version B)</p>	<p>Use scales</p> <p>Measure mass in grams</p> <p>Measure mass in kilograms and grams</p> <p>Equivalent masses (kilograms and grams)</p>	<p>Compare mass</p> <p>Add and subtract mass</p> <p>Measure capacity and volume in millilitres</p> <p>Measure capacity and volume in litres and millilitres</p>	<p>Equivalent capacities and volumes (litres and millilitres)</p> <p>Compare capacity and volume</p> <p>Add and subtract capacity and volume</p> <p>End of block assessment (version B)</p>
Science	<p>To be able to understand light sources</p>	<p>To be able to understand how the sun is a light source</p>	<p>To understand how we see</p>	<p>To explore shadows</p>	<p>To understand the difference between opaque and transparent</p>	<p>To be able plan a shadow experiment</p>
RE	<p>How do Sikh people celebrate and worship?</p>	<p>The Gurdwara is at the heart of the Sikh community; how and why?</p>	<p>Why do Sikhs believe in serving others?</p>	<p>Why do Sikhs believe in serving others?</p>	<p>How and Why do Sikhs celebrate Vaisakhi?</p>	<p>How and Why do Sikhs celebrate Vaisakhi?</p>
History	<p>Why did the Romans invade and settle in Britain?</p> <p>To understand why the Romans invaded Britain.</p> <p><a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-1-why-did-the-romans-invade-and-settle-in-britain/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-1-why-did-the-romans-invade-and-settle-in-britain/</a></p>	<p>How did Britons respond to the Roman invasion?</p> <p>To create a visual interpretation of Boudicca.</p> <p><a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-2-how-did-britons-respond-to-the-roman-invasion/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-2-how-did-britons-respond-to-the-roman-invasion/</a></p>	<p>Why was the Roman army so successful? (Part 1)</p> <p>To understand how Roman soldiers were equipped for war.</p> <p><a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-3-why-was-the-roman-army-so-successful-part-one/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-3-why-was-the-roman-army-so-successful-part-one/</a></p>	<p>Why was the Roman army so successful? (Part 2)</p> <p>To understand Roman army battle formations.</p> <p><a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-4-why-was-the-roman-army-so-successful-part-two/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-4-why-was-the-roman-army-so-successful-part-two/</a></p>	<p>What do artefacts tell us about life in Roman times?</p> <p>To make inferences about life in Roman times.</p> <p><a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-5-what-do-artefacts-tell-us-about-life-in-roman-times/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-5-what-do-artefacts-tell-us-about-life-in-roman-times/</a></p>	<p>How did the Romans change modern Britain?</p> <p>To identify the Roman legacy in Britain.</p> <p><a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-6/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/lesson-6/</a></p>

Art	<p>Structural shapes</p> <p>To join 2D shapes to make 3D structures.</p> <p><a href="https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-1-structural-shapes/">https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-1-structural-shapes/</a></p>	<p>Constructing in 3D</p> <p>To join materials in different ways when working in 3D.</p> <p><a href="https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lucy-lesson-2-constructing-in-3d/">https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lucy-lesson-2-constructing-in-3d/</a></p>	<p>Seeing space</p> <p>To develop ideas for 3D artwork.</p> <p><a href="https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-3-seeing-space/">https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-3-seeing-space/</a></p>	<p>Abstract sculpture</p> <p>To apply knowledge of sculpture when working in 3D.</p> <p><a href="https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-4-abstract-sculpture/">https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-4-abstract-sculpture/</a></p>	<p>Surface decoration</p> <p>To evaluate and improve an artwork.</p> <p><a href="https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-5-surface-decoration/">https://www.kapowpri mary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-5-surface-decoration/</a></p>	
PE	<p>Perform the basic skills needed for the games with control and accuracy.</p> <p>1. Perform the basic skills needed for the games with control and accuracy.</p> <p>2. Take up space/positions that make it difficult for opponents.</p>	<p>Intercept and stop the ball consistently.</p> <p>1. Apply and develop a broader range of skills.</p> <p>2. Develop control</p>	<p>Throw a ball with increasing distance. Catch the ball with increasing consistency. Understand the link between heart rate and breathing when exercising,</p> <p>1. Intercept and stop the ball consistently.</p> <p>2. Understand the link between heart rate and breathing when exercising.</p>	<p>Hit a ball with increasing control from a tee. Hit a ball with the correct technique.</p> <p>1. Keep the rally going using a range of shots.</p> <p>2. Recognise what they do well and what they find difficult.</p>	<p>Employ simple tactics in game situations, Work well as part of a fielding team to make it harder for the batter.</p> <p>1. Compete with others.</p> <p>2. Keep and follow the rules of games</p>	<p>Employ simple tactics in game situations. Choose fielding skills which make it hard for the opponent.</p> <p>1. Perform the basic skills needed for the game with control and accuracy.</p> <p>2. Take up space/positions that make it difficult for opponents.</p>
Music	<p>Dragon dance</p> <p>To learn about the music used to celebrate the Chinese New Year festival</p>	<p>Pentatonic scale</p> <p>To play a pentatonic melody</p>	<p>Letter notation</p> <p>To write and perform a pentatonic melody</p>	<p>Enter the dragon</p> <p>To perform a group composition</p>	<p>Final performance</p> <p>To perform a piece of music as a group</p>	

	<a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-1-dragon-dance/">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-1-dragon-dance/</a>	<a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-2-pentatonic-scale/">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-2-pentatonic-scale/</a>	<a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-3-letter-notation-2/">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-3-letter-notation-2/</a>	<a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-4-enter-the-dragon/">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-4-enter-the-dragon/</a>	<a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-5-final-performance/">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-5-final-performance/</a>	
PSHE	Being Fit and Healthy <a href="https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/1-being-fit-and-healthy/">https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/1-being-fit-and-healthy/</a>	Being Fit and Healthy <a href="https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/2-being-fit-and-healthy/">https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/2-being-fit-and-healthy/</a>	What Do I know about Drugs? <a href="https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/3-what-do-i-know-about-drugs/">https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/3-what-do-i-know-about-drugs/</a>	Being Safe <a href="https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/4-being-safe/">https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/4-being-safe/</a>	Safe or Unsafe? <a href="https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/5-safe-or-unsafe/">https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/5-safe-or-unsafe/</a>	My Amazing Body <a href="https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/6-my-amazing-body/">https://jigsawpshe.online/materials/pshe-primary/ages-7-8/healthy-me/6-my-amazing-body/</a>
Computing	Yes or no questions	Making groups	Creating a branching database	Structuring a branching database	Planning a branching database	Making a dinosaur identifier
French	Follow the French teacher  To understand and respond to simple classroom instructions.  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-1-follow-the-french-teacher/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-1-follow-the-french-teacher/</a>	Pencils and things in the French classroom  To name school bag objects and recognise if they are masculine or feminine.  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-2-pencils-and-things-in-the-french-classroom-2/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-2-pencils-and-things-in-the-french-classroom-2/</a>	To have or have not in the French classroom  To ask and answer a question about something you have or do not have.  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-3-to-have-or-have-not-in-the-french-classroom/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-3-to-have-or-have-not-in-the-french-classroom/</a>	School bag French detectives  To read and understand short sentences.  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-4-school-bag-french-detectives-2/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-4-school-bag-french-detectives-2/</a>	In my French bag  To prepare and present a short spoken text.  <a href="https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-5-in-my-french-bag/">https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/in-a-french-classroom/lesson-5-in-my-french-bag/</a>	

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