



Year 3 Term 5 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Library and reading for pleasure</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>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Summarise main ideas</p>	<p>Library and reading for pleasure</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Make comparisons within the text</p> <p>Give/explain the meaning of words in context</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p>	<p>Library and reading for pleasure</p> <p>Words with the // sound spelt ch (mostly French in origin)</p> <p>Give/explain the meaning of words in context</p> <p>Make comparisons within the text</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</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> <p>Identify /explain how information / narrative</p>	<p>Library and reading for pleasure</p> <p>Year 3/4 Common Exception words</p> <p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Summarise main ideas from more than one paragraph</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Give/explain the meaning of words in context</p> <p>Make comparisons within the text</p>	<p>Library and reading for pleasure</p> <p>More prefixes (dis-, mis-, in-, il-, im-, ir-, re-sub-, inter-, super-, anti-, auto-)</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Make comparisons within the text</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Give/explain the meaning of words in context</p>	<p>Library and reading for pleasure</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</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>Summarise main ideas from more than one paragraph</p> <p>Predict what might happen from details stated and i</p> <p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p>

	<p>from more than one paragraph</p> <p>Predict what might happen from details stated and implied</p>	<p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p> <p>Summarise main ideas from more than one paragraph</p> <p>Predict what might happen from details stated and implied</p>	<p>content is related and contributes to meaning as whole</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>Make comparisons within the text</p>
Writing	<p>To ask questions and activate inferential discussion</p> <p>To create noun phrases using the preposition of</p> <p>To use prepositions to join noun phrases</p> <p>To create mysterious openers using noun phrases and prepositions</p> <p>To build</p>	<p>To use the present perfect tense to create a diary entry</p> <p>To create dialogue that describes action</p> <p>To create effective titles using various grammatical tools</p> <p>To create captions using a range of grammatical tools</p> <p>To create a mystery story</p>	<p>To plan a mystery story in sections</p> <p>To create an effective mystery story opening</p> <p>To create the build up and middle section of a mystery story</p> <p>To create an effective mystery story ending</p> <p>To create a caption and title for a book</p> <p>To edit a text</p>	<p>To make predictions based on a collection of objects</p> <p>To infer meaning using illustrations</p> <p>To identify features of a genre</p> <p>To use fronted adverbials to show the movement of time</p> <p>To create expanded noun phrases</p>	<p>To use expanded noun phrases to write a letter</p> <p>To make predictions based on inferences</p> <p>To write short a nonchronological report about cameras</p> <p>To sequence and retell key events in a story</p> <p>To innovate a known story to create a</p>	<p>To use a range of descriptive vocabulary to write a story opening</p> <p>To use a range of descriptive vocabulary to develop a story climax</p> <p>To use a range of descriptive vocabulary to develop a story ending</p> <p>To edit and improve my writing</p>

	mystery within a story	ending	for cohesion	to describe photographs	sequel	To publish writing for an audience
Maths	Add fractions Subtract fractions Partition the whole	Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount End of block assessment (version B)	Pounds and pence Convert pounds and pence Add money	Subtract money Find change End of block assessment (version B)	Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock	Use a.m. and p.m. Years, months and days Days and hours Hours and minutes - use start and end times
Science	To be able to understand the parts of a plant and their functions	To be able to dissect a plant	To be able to plan a growing experiment	To be able to plant a growing experiment	To understand the function of the stem and water transportation To be able to observe seeds	To understand the reproductive parts of a plant. To understand the effect of pollination.
RE	What are the links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth? (T) I can identify what The Big Frieze for this unit may represent. I know what the	What might the description of Pentecost in Acts 2 mean? (T) I understand what happened on The Day of the Pentecost. I can suggest meanings for The Day of the Pentecost, Act 2.	What does Pentecost mean to some Christians now? (T) I know how Christians celebrate the Day of the Pentecost.	Date: 13 th May 2022 What are the links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in	What are the links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today? What are my ideas about this? (C)	What are the links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today? What are my ideas about this? (C)

	Kingdom of God is. I know the story of The Day of the Pentecost.			their church communities? (I)	I can show how Pentecost positively affected life for Christians. I can identify how following God and being in his Kingdom guides Christians today.	I can show how Pentecost positively affected life for Christians. I can identify how following God and being in his Kingdom guides Christians today.
Geography	<p>What is a settlement?</p> <p>To describe different types of settlements.</p> <p>https://www.kapowpri.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/lesson-1-what-is-a-settlement/</p>	<p>How is land used in my local area?</p> <p>To identify the human and physical features in the local area.</p> <p>https://www.kapowpri.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/lesson-2-how-is-land-used-in-my-local-area/</p>	<p>Can I explain the location of features in my local area?</p> <p>To discuss why physical and human features are in particular locations.</p> <p>https://www.kapowpri.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/lesson-3-can-i-explain-the-location-of-features-in-my-local-area/</p> <p>Copy OS Map of local area.</p>	<p>How has my local area changed over time?</p> <p>To describe how land use in the local area has changed.</p> <p>https://www.kapowpri.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/lesson-4-how-has-my-local-area-changed-over-time/</p>	<p>How is land used in New Delhi?</p> <p>To identify land use in New Delhi.</p> <p>https://www.kapowpri.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/lesson-5-how-is-land-used-in-new-delhi/</p> <p>Computers/atlas</p>	<p>How does land use in New Delhi compare with my local area?</p> <p>To compare land use in two different locations.</p> <p>https://www.kapowpri.com/subjects/geography/lower-key-stage-2/year-3-4/are-all-settlements-the-same/lesson-6-can-i-compare-land-use-in-my-local-area-and-new-delhi/</p>
DT	<p>Features of a castle</p> <p>To recognise how multiple shapes (2D and 3D) are combined</p>	<p>Designing a castle</p> <p>To design a castle</p> <p>https://www.kapowpri.com/subjects/de</p>	<p>Nets and structures</p> <p>To construct 3D nets</p> <p>https://www.kapowpri.com/subjects/de</p>	<p>Building a castle</p> <p>To construct and evaluate my final product</p>		

	<p>to form a strong and stable structure</p> <p>https://www.kapowpri mary.com/subjects/de sign-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/lesson-1-features-of-a-castle/</p>	<p>sign-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/lesson-2-designing-a-castle/</p>	<p>sign-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/lesson-3-nets-and-structures/</p>	<p>https://www.kapowpri mary.com/subjects/de sign-technology/lower-key-stage-2/year-3/structures-constructing-a-castle/lesson-4-building-a-castle/</p>		
PE	<p>Develop lower body strength and fitness. 2. Work well both independently and in small groups.</p> <p>1. Pass and receive the ball with control 2. Take up space/positions that make it difficult for opponents 3. Recognise players who play well in games and give reasons why</p>	<p>1. Understand what aerobic exercise is. 2. Develop speed and aerobic endurance.</p> <p>1. Keep the ball under control 2. Recognise and describe what happens to their breathing and heart rate when playing games</p>	<p>1. Develop upper body strength and fitness. 2. Show self-belief and determination to manage and accomplish tasks.</p> <p>1. Receive the ball with control 2. Begin to understand why they get hotter when playing games</p>	<p>1. Improve balance and body coordination when moving in combination. 2. Discuss the importance of leading healthy, active lifestyles.</p> <p>1. Pass the ball with control 2. Use a range of skills to keep possession of the ball</p>	<p>1. Understand what core strength is and complete tasks to help develop it. 2. Demonstrate correct techniques of core strength fitness exercises.</p> <p>1. Move to support teammates once they have passed the ball 2. Select passes that keep possession 3. Identify what they do best and what they find most difficult</p>	<p>1. Understand the importance of warming up and cooling down. 2. Show good control and techniques learnt throughout this unit of work.</p> <p>1. Use a range of skills to keep possession of the ball 2. Choose a space/positions where they can receive a pass or support a teammate 3. Explain how to keep possession and describe how they and others have achieved it</p>
Music	<p>Ragtime</p> <p>To sing and clap a syncopated rhythm for a ragtime style song</p>	<p>Dixieland</p> <p>To improvise a call and response</p>	<p>Scat singing</p> <p>To be able to scat sing using the call and response format</p>	<p>Jazz motifs</p> <p>To create a jazz motif</p> <p>https://www.kapowpri mary.com/subjects/m</p>	<p>Swung rhythms</p> <p>To create a jazz motif</p> <p>https://www.kapowpri mary.com/subjects/m</p>	

	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-1-jazz-ragtime/	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-2-dixieland/	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-3-scat-singing/	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-4-jazz-motifs/	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-5-swung-rhythms-2/	
PSHE	Family Roles and Responsibilities https://jigsawpshe.online/materials/pshe-primary/ages-7-8/relationships/1-family-roles-and-responsibilities/	Friendships https://jigsawpshe.online/materials/pshe-primary/ages-7-8/relationships/2-friendship/	Keeping myself Safe Online https://jigsawpshe.online/materials/pshe-primary/ages-7-8/relationships/3-keeping-myself-safe-online/	Being a Global Citizens 1 https://jigsawpshe.online/materials/pshe-primary/ages-7-8/relationships/4-being-a-global-citizen-1/	Being a Global Citizen 2 https://jigsawpshe.online/materials/pshe-primary/ages-7-8/relationships/5-being-a-global-citizen-2/	Celebrating My Web of Relationships https://jigsawpshe.online/materials/pshe-primary/ages-7-8/relationships/6-celebrating-my-web-of-relationships/
Computing	Words and pictures	Can you edit it	Great template	Can you add content	Lay it out	Why desktop publishing
French	French transport language detectives To be able to compare French with English and identify words that are cognates. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-1-french-transport-language-detectives/	How shall we travel in France? To make changes to simple phrases and perform a song to an audience. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-2-how-shall-we-travel-in-france/	On the road in France To be able to adapt, ask and answer questions about a picture prompt. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-3-on-the-road-in-france/	Travel the French speaking world To be able to describe a journey to different French-speaking countries around the world. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-4-travel-the-french-speaking-world/	Journey to a French school To be able to conduct a survey in French and select an appropriate method to present the results. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/lesson-5-journey-to-a-french-school/	French transport Key vocabulary for this unit with English meanings for each word https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/transport/vocabulary-french-transport/