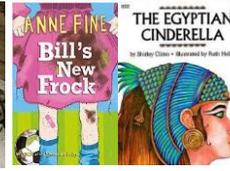




Medium Term Planning 2022-2023

Year Group: 3
Term: Spring



RE
Community
Giving and Receiving
Discipline
Islam – Qu’ran

To ask and respond to questions about their own and others’ experiences and feelings.
To ask questions about what they and others wonder.
To retell a narrative that is accurate in detail and sequence.
To describe with increasing detail and accuracy a range of religious beliefs.
To make links between beliefs and worship, giving reasons for actions and symbols.
To use a range of religious vocabulary. To make links to show how feelings and beliefs affect my behaviour and that of others.

English
Class Novels
The Girl Who Stole an Elephant by Nizrana Farook
Picture books – The Egyptian Cinderella by Shirley Climo
Same, Same But Different by Jenny Sue Kosteck-Shaw

Reading –
Whole class guided reading – using short texts to support retrieval, inference and vocabulary questions (Ashley Booth)
To use dictionaries to check the meaning of words that they have read
To identify themes and conventions in a wide range of books
To begin to read silently for short periods of time
To read books that are structured in different ways
To begin to ask questions to improve understanding of the text
To recognise the author makes choices regarding the vocabulary used
To discuss words and phrases that capture the reader’s interest and imagination
To draw inferences about feelings, thoughts and motives.
To use evidence to justify inferences.
Writing – Writing to Inform (newspaper)

Maths
Multiplication and division
To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
To estimate the answer to a calculation and use inverse operations to check answers
To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Money
To add and subtract amounts of money to give change, using both £ and p in practical contexts (introduce formal decimal recording if appropriate)

Statistics
To interpret and present data using bar charts, pictograms and tables
To solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.

Length and Perimeter
To measure the perimeter of simple 2-D shapes

Science
Name that living thing and protecting our habitats
To recognise that living things can be grouped in a variety of ways
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
To recognise that environments can change and that this can sometimes pose dangers to living things.

It’s Electric
To identify common appliances that run on electricity
To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
To recognise some common conductors and insulators, and associate metals with being good conductors.



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	<p>report and information text), Writing to entertain (description, poetry and narrative)</p> <p>To use headings and sub-headings to aid presentation</p> <p>To write for a range of real purposes and audiences as part of their work across the curriculum</p> <p>To read aloud own writing using appropriate intonation</p> <p>SPAG – commas in lists, apostrophe for contraction and apostrophe for singular/plural possession</p> <p>To begin to use apostrophe for plural possession</p> <p>To understand main clauses</p> <p>To select words for effect to support purpose and engage readers' interests</p> <p>To use a or an according to whether the next word begins with a consonant or a vowel</p>		
<p>History Why did the ancient Egyptians build pyramids? Significant person – Howard Carter</p> <p>To understand key features of Egyptian civilisation – chronology of developments.</p> <p>To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>To develop understanding of the achievements of the earliest civilisations in overview for location and era of development and enable pupils to follow a depth enquiry about one of the first civilisations.</p>	<p>Geography UK discovery – is the UK the same everywhere? Satellite images Map work Climate and weather</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Art Recycling Materials</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>DT Textiles Easter Mother's Day</p> <p>To investigate and analyse a range of existing product; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>To-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and</p>



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	To explore human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		individuals in design and technology have helped shape the world
<p>Music Durham Charanga – Stop! Lean on me To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>PE Dance – machines To respond to a variety of stimuli To explore and experiment with movement ideas and possibilities To create dance phrases and dances To select appropriate movement material showing an idea/thought/feeling To perform their dance to an audience showing confidence To show co-ordination, control and strength (Technical Skills) To demonstrate different dance actions – travel, turn, gesture, jump, & stillness To demonstrate dynamic qualities – speed, energy & continuity To demonstrate use of space – levels, directions, pathways & body shape To demonstrate different relationships – mirroring, unison, canon, complementary & contrasting To copy, repeat and remember movement, developing movement memory Rounders – Arc rounders To hit the ball hard To hit into space To use different throwing techniques • Use different retrieving techniques To decide on the best positions for fielder To follow rules fairly</p>	<p>Computing Online safety To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Writing for different audiences To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Logo To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>MFL Classroom objects To read carefully and show understanding of words, phrases and simple writing To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Numbers to 30 (Rich Text) To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Colours To appreciate stories, songs, poems and rhymes in the language To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary To describe people, places, things and actions orally* and in writing</p>