



Medium Term Planning 2022- 2023

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| <p>Year Group: 3 Term: Summer</p> | | | |
| <p><u>RE</u></p> <p><i>New Life</i> <i>Building Bridges</i> <i>God's People</i> <i>To use a range of religious vocabulary.</i> <i>To ask and respond to questions about their own and others' experiences and feelings</i> <i>To retell a narrative that is accurate in detail and sequence and corresponds to the scripture source used.</i> <i>To make links between beliefs and sources, given reasons for actions and choices</i> <i>To make links between beliefs and worship giving reasons for actions and symbols</i> <i>To express a preference or point of view.</i> <i>To use a given source to support a point of view.</i> <i>To make links to show how feelings and beliefs affect their behaviour and that of others</i></p> | <p><u>English</u></p> <p><i>Class Novels: When the Mountain's Roared by Jess Butterworth, How to Train Your Dragon by Cressida Cowell</i></p> <p><i>Picture books: Escape from Pompeii by Christina Balit</i></p> <p><i>Whole class guided reading - linked to class novel.</i> <i>Whole class guided reading – Ashley Booth</i> <i>Book talk</i> <i>To discuss books read independently and within a group.</i> <i>To identify and summarise the main ideas drawn from more than one paragraph.</i> <i>To listen to and read a wide range of fiction, poetry, plays, non-fiction and reference books.</i> <i>To draw inferences about characters feelings, thoughts and motives from their actions.</i> <i>To use evidence to justify inferences.</i> <i>To explain the meaning of words in context.</i></p> <p><i>Writing – Persuasive letter, narrative, free verse poetry, non-chronological report</i> <i>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</i></p> | <p><u>Maths</u></p> <p><i>Fractions – making the whole, tenths, fractions of a set of objects, equivalent fractions, compare fractions, order fractions, add and subtract fractions</i> <i>To count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by 10.</i> <i>To recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.</i> <i>To add and subtract fractions with the same denominator within one whole.</i> <i>Compare and order unit fractions with the same denominator.</i></p> <p><i>Time – telling the time to the minute, months and years, a.m. and p.m., 24-hour clock, duration, problem solving</i> <i>To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</i> <i>To 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.</i></p> | <p><u>Science</u></p> <p><i>Sounds</i> <i>To identify how sounds are made, associating some of them with something vibrating.</i> <i>To recognise that vibrations from sounds travel through a medium to the ear.</i> <i>To find patterns between the pitch of a sound and features of the object that produced it.</i> <i>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</i> <i>To recognise that sounds get fainter as the distance from the sound source increases.</i></p> <p><i>States of Matter</i> <i>To compare and group materials together, according to whether they are solids, liquids or gases.</i> <i>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</i> <i>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i></p> |



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| | <p><i>To plan, write and edit writing in line with given genres.</i> <i>To create settings characters and plots in narrative writing.</i> <i>To organise paragraphs around a theme.</i> <i>To proof-read for spelling and punctuation errors.</i> <i>To use a dictionary to check the spelling of more ambitious word choices.</i> <i>To read aloud their own writing, to a group or the whole class.</i></p> <p>SPAG – fronted adverbials, subordinating clauses, prefixes and suffixes, relative clauses</p> <p>To write sentences which contain more than one clause by using a range of conjunctions. To add prefixes to make new words.</p> <p>To use commas after a fronted adverbial.</p> <p>To begin to use relative clauses.</p> | <p><i>To know the number of seconds in a minute and the number of days in each month, year and leap year.</i></p> <p><i>Shape – angles, horizontal and vertical, parallel and perpendicular, 2D shapes, 3D shapes</i> <i>To recognise angles as a property of shape.</i> <i>To identify right angles</i> <i>To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</i></p> <p><i>Mass</i> <i>To measure, compare, add and subtract mass (kg/g)</i></p> <p><i>Capacity</i> <i>To measure, compare, add and subtract volume/capacity (l/ml)</i></p> <p><i>Temperature</i> <i>To choose and use appropriate standard units to estimate and measure temperature (°C)</i></p> | |
| <p><u>History</u></p> <p><i>Why was Roman technology so important?</i> <i>To find out about the Roman Empire and its impact on Britain.</i> To know the locations of the Roman Empire. To use a timeline to place the Romans in the chronology of the UK. To identify key features of Roman life.</p> | <p><u>Geography</u></p> <p><i>What can we discover about Europe?</i> To use satellite images to recognise land features such as mountains and areas of water surrounding Europe. To understand the impact of climate zones of Europe on the weather, use of simple climate graphs. The identity and locate of some of the key landmarks of Europe, using grid references</p> | <p><u>Art</u></p> <p><i>Formal Elements of Art – Shape & Tone</i> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p> | <p><u>DT</u></p> <p><i>Food and Nutrition</i> <i>To understand and apply the principles of a healthy and varied diet</i> <i>To prepare and cook a variety of dishes using a range of cooking techniques</i> <i>To know how and where ingredients are grown, reared, caught and processed.</i></p> |



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| | <p>and following compass directions, on an atlas or map.</p> <p>To find out about the distribution of natural resources including energy, crops and minerals around Europe. Use of a thematic map and extended key.</p> | | |
| <p><u>Music</u></p> <p><i>Durham Charanga – Blackbird, Reflect, rewind, replay</i></p> <p><i>To listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>To develop an understanding of the history of music.</i></p> <p><i>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression.</i></p> <p><i>To improvise and compose music for a range of purposes.</i></p> <p><i>To use and understand staff and other musical notations.</i></p> | <p><u>PE</u></p> <p><i>Outdoor and adventurous – search and rescue</i></p> <p><i>To take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> <p><i>Athletics – faster, higher, further</i></p> <p><i>To jump with control, balance and co-ordination, using appropriate technique when taking off and landing</i></p> <p><i>To develop and improve running skills</i></p> <p><i>To be able to describe the pull, sling and push throwing technique</i></p> <p><i>To be able to suggest which throwing technique is best to use for each piece of equipment</i></p> <p><i>To work effectively in a team</i></p> <p><i>Swimming & Water Safety</i></p> <p><i>To swim competently, confidently and proficiently over a distance of at least 25 metres.</i></p> <p><i>To use a range of strokes effectively.</i></p> <p><i>To perform safe self-rescue in different water-based situations.</i></p> | <p><u>Computing</u></p> <p><i>Online safety</i></p> <p><i>To use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.</i></p> <p><i>Coding</i></p> <p><i>To design, write and debug programs that accomplish specific goals.</i></p> <p><i>To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</i></p> <p><i>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</i></p> <p><i>Spreadsheets</i></p> <p><i>To use technology to collect, analyse, evaluate and present data</i></p> | <p><u>MFL</u></p> <p><i>Body parts (Rich Text - Monster Body)</i></p> <p><i>Food (Rich Text - Hungry Caterpillar)</i></p> <p><i>To understand familiar words and phrases.</i></p> <p><i>To listen attentively to spoken language.</i></p> <p><i>To say and/or repeat a few words and short simple phrases.</i></p> <p><i>To recognise and read out a few familiar words or phrases.</i></p> <p><i>To use visual clues to help with reading.</i></p> <p><i>To read known sounds within words</i></p> <p><i>To write or copy simple words and/or symbols correctly.</i></p> |



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