



Year 3 -Medium Term Planning Summer 1

Power of ME

Week 1 WB		Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
Digital me – 1 to 1 iPad Responsible me – class jobs					Performer me – class assembly	Performer me – class assembly


Power of We



			What can we do to help those living in poverty?			
Trips and experiences						



Global Citizenship Building Blocks

Knowledge and Understanding	Skills	Attitudes
<p style="text-align: center;">Human rights</p> <ul style="list-style-type: none"> UN Convention on the Rights of the Child reasons why some people have their rights denied those responsible for rights being met (e.g. teachers, local and national government) <div style="text-align: center;">  </div>	<p>Critical and creative thinking</p> <ul style="list-style-type: none"> imagine alternative possibilities and suggest new ideas to solve problems <p>Self-awareness and reflection</p> <ul style="list-style-type: none"> Identify connections between personal decisions and issues affecting people locally and globally <p>Communication</p> <ul style="list-style-type: none"> give reasons, evidence, and examples in support of an opinion listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods <p>Empathy</p> <ul style="list-style-type: none"> adapt behaviour to consider feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination 	<p>Belief that people can bring around change</p> <ul style="list-style-type: none"> belief that individuals and groups can improve situations willingness to cooperate with others to change things for the better <p>Respect for people and human rights</p> <ul style="list-style-type: none"> readiness to think through consequences of words, actions, and choices on others belief that it is everyone's responsibility to challenge prejudice and discrimination

**RSHE
Citizenship**

To understand the role of charities in the community.
Identifying the contribution people make to the community and how this is recognised.



English

	Week 1 WB	Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
Reading	<p><u>Operation Gadgetman</u></p>  <p>Focus on narrative, an advert and a diary entry for prediction and retrieval</p>	<p><u>Operation Gadgetman</u></p>  <p>Focus on narrative, a persuasive advert and a formal letter for comparison and inference</p>	<p><u>Operation Gadgetman</u></p>  <p>Focus on comparison and scanning for retrieval</p>	<p><u>Operation Gadgetman</u></p>  <p>Focus on prediction and inference relating to purpose and audience</p>	<p><u>Operation Gadgetman</u></p>  <p>Focus on sequencing and scanning for retrieval</p>	<p><u>Operation Gadgetman</u></p>  <p>Focus on prediction and inference of character intentions and key messages in a text</p>



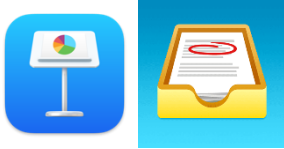
<p style="text-align: center;">Writing</p>	<p>Advanced instructional writing (Block A)</p> <p>Use imperative verbs</p> <p>Use adverbs to describe when and how</p> <p>Use prepositions to add detail</p>	<p>Advanced instructional writing (Block A)</p> <p>Use imperative verbs</p> <p>Use adverbs to describe when and how</p> <p>Use prepositions to add detail</p>	<p>Advanced first-Person narrative descriptions (Block B)</p> <p>Describe a setting in detail</p> <p>Build atmosphere through precise selection of vocabulary</p>	<p>Advanced first-Person narrative descriptions (Block B)</p> <p>Describe a setting in detail</p> <p>Build atmosphere through precise selection of vocabulary</p>	<p>Year 3 Writing Unit Performance poetry – including poetry from other cultures (Block B)</p> <p>Prepare and perform poems</p> <p>Show understanding through intonation, action, tone and volume</p> <p>Make connections between poems</p> <p>Critically review the performance of a poem</p>	<p>Year 3 Writing Unit Performance poetry – including poetry from other cultures (Block B)</p> <p>Prepare and perform poems</p> <p>Show understanding through intonation, action, tone and volume</p> <p>Make connections between poems</p> <p>Critically review the performance of a poem</p>
<p style="text-align: center;">Handwriting</p>	<p>Diagonal join to no ascender: as ss</p>	<p>Diagonal join to no ascender: ac fo</p>	<p>Diagonal join to no ascender: oe oi</p>	<p>Diagonal join, no ascender to anti-clockwise letter: on or</p>	<p>Diagonal join, no ascender to anti-clockwise letter: ou ov/ow</p>	<p>Re ve/we</p>



Maths

	Week 1 WB	Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
Unit	Focus for the week: Fractions (1 week)	Mass and capacity (3 weeks)	Mass and capacity (3 weeks)	Mass and capacity (3 weeks)	Fractions (2 weeks)	Fractions (2 weeks)

Subjects

	Week 1 WB	Week 2 WB	Week 3 WB	Week 4 WB	Week 5 WB	Week 6 WB
<u>Science</u>	<p><u>Plants</u></p> <p><u>LO:</u> to name the different parts of a flower and explain their role in pollination and fertilisation</p> <p><u>Activity:</u> children to have a flower each. Dissect each part. What do they see? What do they notice? Label parts with post its and upload to Showbie.</p> <p>Create keynote. 1 slide per part of the flower, explain what their role is in the process of pollination and fertilisation.</p>	<p><u>Plants</u></p> <p><u>LO:</u> to name the different parts of a flower and explain their role in pollination and fertilisation</p> <p><u>Activity:</u> carry on keynote and finish presentation.</p> <div style="text-align: center;">  </div> <p>Reflective Question: What are the negative effects of pollination?</p>	<p><u>Plants</u></p> <p><u>LO:</u> to understand and order the stages of the life cycle of a flowering plant</p> <p><u>Activity:</u> Draw life cycle into their book using pop outs. Write the life cycle stage and underneath the paper what happens. Include photos and scientific vocabulary.</p> <p>Reflective Question: What is the purpose of a plant?</p>	<p><u>Light</u></p> <p><u>LO:</u> to explain that light is needed to see things, and that dark is the absence of light.</p> <p><u>Activity:</u> Mind map, sorting cards and /or feely bag. Use cards to write about light/absence of light using scientific language.</p> <p>Reflective question:</p>	<p><u>Light</u></p> <p><u>LO:</u> to notice that light is reflected from surfaces (including mirrors)</p> <p><u>Activity:</u> investigate different materials using torches. Attempt to draw scientific diagrams with labels to explain what is happening.</p> <p>Labelled diagram</p> <p>Reflective question:</p>	<p><u>Light</u></p> <p><u>LO:</u> to recognise that light from the sun can be dangerous</p> <p><u>Activity:</u> to relate sun safety to their own experiences. Class quiz (K/groups) Identify ways to keep safe in the sun-poster.</p> <p>Reflective question:</p>



Reflective Question: What are the positive effects of pollination?

L2.7 What does it mean to be a Christian in Britain today?

Key questions: How do Christians show their beliefs in the home?

Activity: children to explore items that a Christian might have at home and then create a weekly calendar for a week in the life of a Christian child.

Reflection question: explain what challenges Christians might face in their weekly life.

L2.7 What does it mean to be a Christian in Britain today?

Key question: What do Christians do to show their beliefs at church?

Activity: children to explore a church noticeboard, connecting events to bible quotes and asking questions about each event.

Reflection question: explain what challenges Christians might face.

L2.7 What does it mean to be a Christian in Britain today?

Key question: How and why do different Christians use music in worship?

Activity: children to explore some Christian worship music and create their own spiritual playlist.

Reflection question: Why is worship music so important to some Christians?








RE



History






Geography 	<p>KQ: How can we locate ourselves and important cities on a map of The UK and Great Britain?</p> <p><u>Task</u> Use a variety of maps to locate cities of the UK.</p> <p><u>Reflection question</u> Why is it important for someone to be able to locate themselves in a country or place?</p>	<p>KQ: What is air pollution and its global impact?</p> <p><u>Task</u> Children to create 'pollution jars.'</p> <p><u>Reflection question</u> Mr McGookin says "Air pollution is not a big concern and will fix itself. Do you agree or disagree with him and why?"</p>	<p>KQ: How is London tackling air pollution problems?</p> <p><u>Task</u> Class to create a survey on how children travel to school.</p> <p><u>Reflection question</u> If you were Mayor of London, what would you do to tackle air pollution?</p>	<p>Fieldwork</p> <p><u>Task</u> Class to measure the air quality around the school.</p> <p><u>Reflection question</u> Discuss results and create a suggestion to improve air quality in out local area.</p>		
	<p><u>Fieldwork opportunities</u> Mapwork</p>	<p><u>Fieldwork opportunities</u> Sights and Sounds</p>	<p><u>Fieldwork opportunities</u> Quantitative Data</p>	<p><u>Fieldwork opportunities</u> Qualitative Data Sights and Sounds Quantitative Data</p>		
Computing	 <p>Create a dancing cat in Scratch by following a step-by-step tutorial Experience building up a program by experimenting and iterating – Step by Step</p> <p>Create a project with the constraint of only being able to use 10 blocks ACTIVITY – 10 Blocks</p> <p>Investigate the range of creative possibilities with Scratch by exploring some of the millions of projects on the Scratch website</p>	 <p>investigate the problem and find a solution to five debugging challenges explore a range of concepts (including sequence) through the practices of testing and debugging develop a list of strategies for debugging projects</p> <p>ACTIVITY – De-bug</p> <p>Become familiar with a wider range of Scratch blocks Be able to create an open-ended Scratch project that is an</p>	 <p>(unplugged activity) Be introduced to the concepts of events (one thing causing another thing to happen) and parallelism (things happening at the same time) through performance be able to explain what events are and how they work in Scratch be able to explain what parallelism is and how it works in Scratch</p> <p>(plugged activity)</p>	 <p>Express their creativity by completing an arts-themed challenge gain more fluency with Looks blocks and the paint editor</p> <p>ACTIVITY 3: Orange Square, Purple Circle</p>	 <p>Become more familiar with the computational concepts of sequence and loops by experimenting with Control blocks Be able to explain the difference between sprites and costumes Practice experimenting and iterating through developing an animation project</p> <p>ACTIVITY 4: It's Alive</p>	 <p>Be able to create a project that combines animation and music by working on a self-directed music video project Gain more familiarity with sprites, costumes, and sounds</p> <p>ACTIVITY 6: Music Video</p>



	Curate a collection of 3 or more Scratch projects in a Scratch studio ACTIVITY - STUDIO	interactive digital representation of their personal interests ACTIVITY – About Me	Create a program that combines interactive sprites with interesting sounds Develop greater fluency with sequence, loops, events, and parallelism Practice experimenting and iterating in building up project creations ACTIVITY 1&2 Performing scripts and Build a Band		investigate the problem and find a solution to five debugging challenges Explore a range of concepts (including sequence and loops) through the practices of testing and debugging Develop a list of strategies for debugging projects ACTIVITY 5: De-bug it!	
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Music	<p><u>Glock Stage 1 (use recorders) plus use Bringing Us Together for extra resources</u></p> <ul style="list-style-type: none"> • play differentiated parts of a song (tuned) • Create a simple melody using 1,3,5 different notes. • Reflect on dynamics, record composition recognising sound and symbol. <ul style="list-style-type: none"> • Improvisation – own tunes on the spot • Perform – to other year group classes <p>Learning to Play the Recorder perform with increasing accuracy, fluency, control and expression Create and control sounds on instruments</p> <p style="text-align: center;"><u>Reflect, Rewind and Replay</u></p> <p>The very end of this term consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>					
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DT		<p><u>Structures and Architecture Engineering and design process</u> LO: to explore which resources can create the strongest structure</p> <p><u>Activity:</u> Using different resources and materials, children create a structure which has to withstand a weight.</p>	<p><u>Structures and Architecture Engineering and design process</u> LO: explore different types of nets.</p> <p><u>Activity:</u> Children to use different types of nets to create different shapes/structures.</p>	<p><u>Structures and Architecture Engineering and design process</u> LO: to explore different joining techniques.</p> <p><u>Activity:</u> children to create a structures to explore different joining techniques using blue tac, masking tape, marshmallows and sweets.</p>	<p><u>Structures and Architecture Identify and research</u> LO: research different structures of famous buildings around the world.</p> <p><u>Activity:</u> Children will be given the design brief. Children to explore different</p>	<p><u>Structures and Architecture Engineering and design process</u> LO: to create a structure that meets the design brief.</p> <p><u>Activity:</u> Children to build their structure, ensuring that they meet the design brief.</p>	<p><u>Structures and Architecture Engineering and design process</u> LO: to evaluate a finished product.</p> <p><u>Activity:</u> Children to evaluate the successes and areas of improvements for their structures and test whether it meets the design criteria.</p>
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				structures of buildings around the world and design their chosen structure, thinking about the net, materials, and joining techniques they will use.		
<u>Art</u>						
<u>Languages</u>	Year 3 RIGOLO 1 UNIT 3 U2 Project: Research and make contact with a French school.		Year 3 RIGOLO 1 UNIT 3 U3 Lesson 1: Identify parts of the body.		Year 3 RIGOLO 1 UNIT 3 U3 Lesson 2: Describe eyes and hair appearance.	
<u>Forest school</u>	Learning objective: Caring for nature. Teambuilding and communication Using tools correctly Activity: <ul style="list-style-type: none"> • Fat balls • Communication game (forehead dots) Key Vocabulary: Survival		Learning objective: Fine motor skills Using tools correctly Activity: <ul style="list-style-type: none"> • Knots and their uses • Clove hitch Key Vocabulary: Clove hitch		Learning objective: Caring for nature Using tools correctly Activity: <ul style="list-style-type: none"> • Signs of spring • Visit pond – frog spawn and wildlife Key Vocabulary: Frog spawn	
<u>PE</u>	<u>Athletics</u> To sprint rapidly over short distances while being aware of others. To change direction quickly.	<u>Athletics</u> Demonstrate a good running posture. Sprint short distances as part of a team. Respond rapidly to a stimulus/command.	<u>Athletics</u> Hop, step and jump in the correct sequence. Perform jumps with speed and balance.	<u>Athletics</u> To Jump quickly from side to side showing co-ordination and balance. To perform	<u>Athletics</u> To complete a two-handed push throw. To notice what happens to your body.	<u>Athletics</u> To demonstrate mobility and co-ordination. To demonstrate a variety of



				the hop, step and jump in a sequence.	To demonstrate a forward and overhead heave throw.	throwing techniques. Demonstrate the sling throw technique.
 RSHE	Regulation Zones Lesson 9	Safety and changing Body Lesson 4	Safety and changing Body Lesson 5	Safety and changing Body Lesson 6	Safety and changing Body Lesson 7	Economic wellbeing Lesson 1