



Medium Term Planning

Class: Netherlands.

Year: Three.

Teachers: Miss Cottee and Mrs. Jones.

Spring 2.



	WK1	WK2	WK3	WK4	WK5	WK6
MATHEMATICS Mathematics National Curriculum Aims: Fluency- Reasoning- Problem Solving.	Statistics. Tally charts and pictograms.	Statistics. Pictograms. Bar charts and tables.	Length and perimeter. Measure length. Equivalent lengths m and cm. Equivalent lengths mm and cm. Compare lengths. Re-cap.	Add lengths. Subtract lengths. What is perimeter? Measure perimeter. Calculate perimeter.	Add lengths. Subtract lengths. What is perimeter? Measure perimeter. Calculate perimeter.	Perimeter activity. Reasoning and problem solving cards. End of unit assessment.
MENTAL MATHS	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.
ENGLISH	Stimulate and generate. Immerse the children in The tunnel by Anthony Browne. Children to look at front cover and make	Capture, sift and sort I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich	Capture, sift and sort I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and	Capture, sift and sort I can discuss and record ideas (e.g. I can work with a partner or small group to plan writing, contributing my own and listen to and building on others' ideas and record	Capture, sift and sort I can discuss and record ideas (e.g. I can work with a partner or small group to plan writing, contributing my own and listen to and building on others' ideas and record them in notes or pictorial	Capture, sift and sort I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

	<p>predictions about the book. Dictation work using the blurb. Focus on the first page. Read the book to them. Also, show the video. Children to write down their initial thoughts about our class text focussing on writing full sentences.</p>	<p>vocabulary and an increasing range of sentence structures. Similarities and differences between the siblings. Could you write some speech for when the children argue? Build on prior learning.</p>	<p>rich vocabulary and an increasing range of sentence structures. Children to have a picture of the entrance to the tunnel. Could they describe it in depth? Use your imagination what do you think it was like inside? What could you see, touch, smell, taste, hear?</p>	<p>them in notes or pictorial form for later use). By reading a range of other stories, start to plan my own narrative using different story boards and mountains.</p>	<p>form for later use). Start to plan my own narrative using different story boards and mountains.</p>	<p>I can select appropriate tense for a task with verb forms adapted. I can write clearly with purpose.</p>
VOCABULARY, GRAMMAR AND PUNCTUATION	I can use full stops, capital letters, exclamation marks and question marks which are mostly accurate.	I can introduce inverted commas to punctuate direct speech. KPI.	I can proof-read for spelling and punctuation errors. KPI	I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. KPI.	I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. KPI.	I can use conjunctions to express time place and cause e.g. when, before, after, while, so, because.
SPELLINGS.	Homophones and near homophones.	Homophones and near homophones.	Adding prefix bi and re.	Words ending in gue and que.	Words with a sh sound spelt ch.	Statutory spellings challenge words.
HANDWRITING	I can increase the legibility, consistency and quality of my handwriting.	I can increase the legibility, consistency and quality of my handwriting.	I can increase the legibility, consistency and quality of my handwriting.	I can increase the legibility, consistency and quality of my handwriting.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
HISTORY	Timeline activity.	To learn why castles are built where they are in the UK.	To learn why castles are built where they are in the UK.	What was it like to live in Carisbrooke Castle?	What was it like to live in Carisbrooke Castle? What it was like living in the	What was it like to live in Carisbrooke Castle? Weapons and defences.

					castle. Slides of castle day.	What was it like to live in Carisbrooke Castle?
SCIENCE	Animals including humans. I can identify that animals, including humans, need the right types and amount of nutrition.	Animals including humans. I can identify that animals, including humans, need the right types and amount of nutrition.	Animals including humans. I know that animals, including humans, cannot make their own food; they get nutrition from what they eat.	Animals including humans. I know that animals, including humans, cannot make their own food; they get nutrition from what they eat.	Animals including humans. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Animals including humans. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
PSHE/ RSE. Rights and responsibilities.	SCARF. Children will be able to: Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	SCARF. Children will be able to: Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.	SCARF. Children will be able to: Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.	SCARF. Children will be able to: Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language	SCARF. Children will be able to: Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	SCARF. Children will be able to: Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Computing	Internet Research and Communication I can identify how word order affects search results.	Internet Research and Communication I can explain how searches return results.	Internet Research and Communication I can save and share webpages.	Internet Research and Communication I can identify the ways, and investigate how, we communicate online.	Internet Research and Communication I can explain how to stay safe when communicating online.	Internet Research and Communication I can explain why I need to be responsible online.

ART I can recognise when Art is from different historical periods.	Look at the book Castles and the different illustrations. Discuss.	Look at a range of castles that have been sketched. Lesson on how to sketch. Look at different sketching pencils.	Mission is design your own castle. I can identify the key visual elements eg colour line shape, space in my work and work of others.	Mission is design your own castle. I can identify the key visual elements eg colour line shape, space in my work and work of others. Evaluate work.	Look at a range of sketches of Carisbrooke Castle. With your knowledge of sketching could you create a piece of art work?	Look at a range of sketches of Carisbrooke Castle. With your knowledge of sketching could you create a piece of art work? Evaluate.
MUSIC	Performance.					
RE	Suffering. Key events of Holy week.					
Spanish	Language Angels.	Language Angels.	To learn basic greetings and giving your name.	To understand and recall orally the numbers 1-10.	To ask how old someone is and give own age.	To know the remaining key phonics sounds words.
PE	Invasion Games / Outdoor and Adventurous Activities.					