



## Medium Term Planning

Class: Netherlands.

Year: Three.

Teachers: Miss Cottee and Mrs Evans.

Summer 1.



	WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>MATHEMATICS</b>  Mathematics National Curriculum Aims: Fluency- Reasoning- Problem Solving.	<b>Fractions.</b> Recap on Year 2. Make equal parts. Recognise a half. Find a half. Recognise a quarter. Find a quarter.	<b>Fractions.</b> Recap on Year 2. Recognise a third. Find a third. Unit fractions and non-unit fractions. <b>Reasoning and problem solving questions.</b>  <b>End of block assessment.</b>	<b>Fractions.</b> Make the whole. Tenths. Count in tenths. Tenths as decimals. <b>Reasoning and problem solving questions.</b>	<b>Fractions.</b> Fractions on a number line. Fractions of a set of objects. Lessons 1,2,3. <b>Reasoning and problem solving questions.</b>	<b>Fractions.</b> Equivalent fractions. Lessons 1,2,3. <b>Reasoning and problem solving questions.</b>	Compare fractions. Order fractions. <b>Reasoning and problem solving questions.</b>	Add fractions. Subtract fractions. <b>End of block assessment.</b>
<b>MENTAL MATHS</b>	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.						
<b>ENGLISH</b>	<b>Stimulate and generate.</b> Immerse the	<b>Capture, sift and sort</b> I can draft and write by composing and rehearsing sentences orally (including	<b>Capture, sift and sort</b> I can draft and write by composing and rehearsing sentences orally (including	<b>Capture, sift and sort</b> I can discuss and record ideas (e.g. I can work with a partner or small group to	<b>Capture, sift and sort</b> I can discuss and record ideas (e.g. I can work with a partner or small	<b>Capture, sift and sort</b> I can plan my writing by discussing writing similar to that which I	<b>Edit and evaluate.</b> I can evaluate and edit by

<p>children in The tunnel by Anthony Browne. Children to look at front cover and make 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. Discuss the art work in the book and refer back to "Voices in the park."</p>	<p>dialogue), progressively building a varied and rich 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>dialogue), progressively building a varied and 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>plan writing, contributing my own and listen to and building on others' ideas and record 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>group to plan writing, contributing my own and listen to and building on others' ideas and record them in notes or pictorial form for later use). Start to plan my own narrative using different story boards and mountains.</p>	<p>am planning to write in order to understand and learn from its structure, vocabulary and grammar. I can select appropriate tense for a task with verb forms adapted. I can write clearly with purpose.</p>	<p>assessing the effectiveness of my own and others' writing and suggest improvements.</p>
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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.	I can use prepositions in my writing.
SPELLINGS.	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Words families based on root words 'struct' and 'uni'	Word families based on root words 'scop' and 'spect'	Word families based on root words 'press' and 'vent'	Review and dictation work.
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.	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 castle. Slides of castle day.	What was it like to live in Carisbrooke Castle? Weapons and defences. What was it like to live in Carisbrooke Castle?	Share projects with the class.
SCIENCE	Light. Light source mind map.	I can recognise that they need light in order to see things and that dark is the absence of light.	I can notice that light is reflected from surfaces.	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.	I can recognise that shadows are formed when the light from a light source is blocked by	I can find patterns in the way that the size of shadows change.	Shadow experiment.

					a solid object.		
PSHE/ RSE. Focus on relationships, independent thinking skills and emotional well-being. <b>Rights and responsibilities.</b>	<b>SCARF.</b> What do we mean by rights and responsibilities? Discusses and then make some notes.	<b>SCARF.</b> 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.	<b>SCARF.</b> 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.	<b>SCARF.</b> 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.	<b>SCARF.</b> 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.	<b>SCARF.</b> 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.)	<b>SCARF.</b> 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	<b>Word processing skills.</b>	I can use basic computer skills.	I can change the case of text. I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.	I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.	I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.	I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.	I can align text. I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.
ART I can recognise when Art is from different historical periods.	Look at a range of castles that have been created using water colours. by different artists JMW Turner.	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.	Complete a front cover for your history project.
MUSIC	Charanga.	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

	Bringing us together.	Bringing us together.	Bringing us together.	Bringing us together.	Bringing us together.	Bringing us together.	Bringing us together.
RE		<p><b>Creation.</b>  <b>Intended learning outcomes:</b>  Children will be able to:  <b>Step 1</b> describe the concept <i>creation</i>  <b>Step 2</b> describe the Christian and Hindu creation stories  <b>Step 3</b> describe why they think Christians and Hindus value these stories  <b>Step 4</b> describe their response to concept <i>creation</i>  <b>Step 5</b> describe examples of how their response to <i>creation</i> relates to their own and others' lives.</p>					
Spanish		Rachel Hawkes scheme. Revise.	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.	To practise and embed the phonics knowledge.
PE		Cricket, batting and fielding.					