

Aintree Davenhill Medium Term Planning



Year Group: 3

Term: Spring 2

Maths	Science	English
<p>Number and Place Value (Mental Maths)</p> <ul style="list-style-type: none"> Count on and back in 1s, 10s or 100s from any two- or three-digit number Partition three-digit numbers in different ways, (e.g. $325 = 300 + 20 + 5$ but is also $200 + 125$ etc.) Order a set of random numbers to 1000 Recall addition and subtraction facts for each number up to 20 Recall addition and subtraction facts for 100 (e.g. $37+63 = 100$, $63+37=100$, $100-63=37$, $100-37=63$) State the addition fact that links to a subtraction fact and vice versa Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts Describe and extend number sequences involving counting on or back in different steps State the multiplication fact that links to a division fact and vice versa Double any number up to 100 Double any multiple of 50 up to 500 Halve any number up to 100 Count in fraction steps, e.g. $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$... <p>2D Shape</p> <ul style="list-style-type: none"> Recognise angles as a description of a turn Recognise quarter-, half-, three-quarter- and full turns from different starting points as an appropriate number of right angles Recognise where sides meet at a vertex in a shape that an angle is created Recognise a drawn right angle when presented in any orientation Identify pairs of perpendicular and parallel lines Sort 2-D shapes according to their properties - Venn with two intersecting sets and two criteria Carroll diagrams (perpendicular, parallel, right angles) Draw 2-D shapes with specific properties (perpendicular, parallel, right angles) <p>Addition, Subtraction and Statistics</p> <ul style="list-style-type: none"> Add two numbers with three digits using formal written methods of columnar addition with exchange from ones into tens and tens into hundreds, e.g. $468 + 356$ Use rounding to estimate, and inverse to check, the answer to a calculation Subtract numbers with three digits using formal written methods of columnar subtraction with exchange from tens into ones and hundreds into tens, e.g. $426 - 357$ Use rounding to estimate, and inverse to check, the answer to a calculation Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Present data using bar charts with a scale in fives or tens Select the most appropriate scale when representing data in a bar chart Interpret information in a bar chart to solve two-step questions Select the most appropriate key when representing data in a pictogram Interpret information in a pictogram to solve two-step questions <p>Fractions</p> <ul style="list-style-type: none"> Use pictorial representations, including the number line, to compare and order fractions with the same denominator Use pictorial representations to compare and order unit fractions Use concrete and pictorial representations to recognise where fractions are equivalent Use concrete and pictorial representations to recognise where fractions are equivalent Add fractions to make one whole Subtract fractions from one whole Add fractions with the same denominator within one whole Subtract fractions with the same denominator within one whole Add and subtract fractions with the same denominator within one whole <p>Position and Direction</p> <ul style="list-style-type: none"> Describe positions on a square grid labelled with letters and numbers Use a grid to describe position, direction and movement in a straight line Use a grid to describe position, direction, movement and turn <p>Time</p> <ul style="list-style-type: none"> Tell the time on an analogue clock for minutes past and to, e.g. 33 minutes past 4 and 27 minutes to 5 Tell the time on a digital clock to the nearest minute and know whether this is before or after midday Solve time problems working within the hour boundary Solve time problems working across the hour boundary Solve calendar problems working across the month boundary 	<p>Plants</p> <p>Programme of Study</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Roots grow downwards and anchor the plant Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit Nutrients (not food) are taken in through the roots Stems provide support and enable the plant to grow towards the light Plants make their own food in the leaves using energy from the sun Flowers attract insects to aid pollination Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind Fertilisation occurs in the ovary of the flower Seeds are formed as a result of fertilisation Many flowers produce fruits which protect the seed and/or aid seed dispersal Seed dispersal, by a variety of methods, helps ensure that new plants survive Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil) <p>Working Scientifically</p> <ul style="list-style-type: none"> Compare the effect of different factors on plant growth, for example the amount of light or the amount of fertiliser Discover how seeds are formed by... Observing the different stages of plant cycles over a period of time Looking for patterns in the structure of fruits that relate to how the seeds are dispersed Observe how water is transported in plants, for example, by putting cut, white carnations into coloured water Observe how water travels up the stem to the flowers 	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i> Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i> Read and understand meaning of words on Y3/4 word list – see bottom Use intonation, tone and volume when reading aloud Take note of punctuation when reading aloud <p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a range of fiction, poetry, plays, non-fiction Regularly listening to whole novels read aloud by the teacher Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc</i> Recognising some different forms of poetry e.g. <i>narrative, free verse</i> Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i> Using dictionaries to check meanings of words they have read Sequencing and discussing the main events in stories Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i> Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i> Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i> Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> Discussing their understanding of the text Explaining the meaning of unfamiliar words by using the context Making predictions based on details stated Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i> Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text Using point and evidence to structure and justify responses Discussing the purpose of paragraphs Identifying a key idea in a paragraph <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> Quickly appraising a text to evaluate usefulness Navigating texts in print and on screen <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> Developing and agreeing on rules for effective discussion Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i> <p>Writing</p> <p>Vocabulary, Spelling and Punctuation</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>if, while, since, after, before, so, although, until, in case</i> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i> Select, generate and effectively use adverbs, e.g. <i>suddenly, silently, soon, eventually</i> Use inverted commas to punctuate direct speech (speech marks) Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action, e.g. <i>I have washed my hands We will have eaten our lunch by the time Dad arrives Jack had watched TV for over two hours!</i> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i> Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary Explore and collect words with prefixes <i>super, anti, auto</i> <p>Composition</p> <p>Plan their writing by:</p>

		<p>Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions</p> <ul style="list-style-type: none"> Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing Discussing and recording ideas for planning Creating and developing settings for narratives Creating and developing characters for narrative Creating and developing plots based on a model Generating and selecting from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type Grouping related material into paragraphs Using headings and subheadings to organise information <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> Proofreading to check for <i>errors</i> in spelling, grammar and punctuation in own and others' writing Discussing and proposing changes with partners and in small groups Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> Using appropriate intonation, tone and volume to present their writing to a group or class <p>Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Use the first two letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Learn to spell new words correctly and have plenty of practice in spelling them Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology <p>Handwriting</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins Write legibly
History	Geography	Computing
<p>The Romans Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>) Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Events, People and Changes</p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind Understanding <i>some</i> of the ways in which people's lives have shaped this nation Describing how Britain has influenced and been influenced by the wider world <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist (artist's pictures, museum displays, written sources)</i> 		<p>3.1 Online Detectives (DL)</p> <p>This activity is designed to support children in mastering the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges.</p> <p>In this unit, the pupils will:</p> <p>(IT) I can make judgements about the usefulness of information.</p> <p>(IT) I can use search tools to find and use an appropriate website.</p> <p>(DL) I can search for and use information from a range of sources.</p> <p>(DL) I can make exact searches on the world wide web.</p> <p>(IT) I can analyse information and make accurate searches.</p> <p>(IT) I can evaluate my work and improve its effectiveness.</p>
D.T	Art	Music
	<p>Evaluating Wearable Technology</p> <ul style="list-style-type: none"> To research and evaluate existing products. <ul style="list-style-type: none"> Children will describe a significant moment in the history of digital products. Children will give reasons why a product is useful. Children will suggest some people who might find a product useful. <p>Light-Up Wearables</p> <ul style="list-style-type: none"> To develop design criteria. <ul style="list-style-type: none"> Children will decide who will use their product. Children will identify what their product will do. Children will discuss how I want their product to function. 	<p><u>Dragon Dance</u></p> <ul style="list-style-type: none"> To learn about the music used to celebrate the Chinese New Year festival <ul style="list-style-type: none"> To know the story of Chinese New Year To describe the features of Chinese New Year Music using musical terminology, including: <ul style="list-style-type: none"> Crescendo (gradually getting louder) Tempo (speed) Duration (length) Dynamics (volume) Timbre (sound) To show the features of Chinese New Year music through dance <p><u>Pentatonic Scale</u></p>

	<p>Programming Wearable Technology</p> <ul style="list-style-type: none"> To use code to program and control a product. <ul style="list-style-type: none"> Children will write code to control a function on a device. Children will check their code for errors by comparing it to the correct code. Children will think about the user when choosing the code for their product. <p>Product Concept</p> <ul style="list-style-type: none"> To develop and communicate ideas. <ul style="list-style-type: none"> Children will draw a diagram of how I would like their product to look. Children will annotate their diagram to explain some of its features. Children will make choices that help me meet the design criteria. <p>Point of Sale Displays</p> <ul style="list-style-type: none"> To develop ideas through computer-aided design. <ul style="list-style-type: none"> Children will define the term point of sale display. Children will follow simple design requirements and use Sketchpad to complete a computer-aided design. Children will answer simple questions to help evaluate their work. <p>Focus Groups</p> <ul style="list-style-type: none"> To improve a design based on feedback. <ul style="list-style-type: none"> Children will form an opinion about a product. Children will participate in a discussion about a product. Children will use the opinions of others to suggest improvements to their design. 	<ul style="list-style-type: none"> To play a pentatonic melody To play a five-note or 'pentatonic' scale To play melodies using the five notes of the pentatonic scale <p><u>Letter Notation</u></p> <ul style="list-style-type: none"> To write and perform a pentatonic melody To write a pentatonic melody using letter notation To play own pentatonic melody from letter notation <p><u>Enter the Dragon</u></p> <ul style="list-style-type: none"> To perform a group composition To understand what layered melodies are To perform a group composition made up of three-layered pentatonic melodies To perform using untuned percussion <p><u>Final Performance</u></p> <ul style="list-style-type: none"> To perform a piece of music as a group To perform a piece of music, about Chinese New Year, as part of a group To evaluate own own work and the work of peers
		<p>Spanish</p> <ul style="list-style-type: none">
P.E.	P.S.H.E.	R.E.
<p>Handball To use the ready position to catch effectively. To perform accurate passes in different situations To move the ball using the three-step rule. To prevent the ball from being passed by blocking and intercepting. To use quick effective passes to attack as a team. To develop accurate passing and move into space in a game.</p> <p>Swimming/Badminton To use hard and soft hits. To move to return the shuttle from the different areas of the court. That different types of hits are needed to reach different areas of the court. To move to return the shuttle from the different areas of the court To rally with a partner over the net. To serve forehand. To play within the boundaries of the court.</p>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> To identify who to talk to if you are worried or scared about something To explain how to keep safe around fire To explain the risks associated with fire To explore gender stereotypes 	<p>L2.5 Why are festivals important to religious communities?</p> <p>The unit implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>In this unit, the pupils will:</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2). Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Suggest how and why religious festivals are valuable to many people (B2).