



# Aintree Davenhill Medium Term Planning

Year Group: 3

Term: Summer 1

Maths	Science	English
<p><b>Number and Place Value (Mental Maths)</b></p> <ul style="list-style-type: none"> <li>Count on and back in 1s, 10s or 100s from any two- or three-digit number</li> <li>Partition three-digit numbers in different ways, (e.g. <math>325 = 300 + 20 + 5</math> but is also <math>200 + 125</math> etc.)</li> <li>Identify the value of each digit to one decimal place</li> <li>Recall addition and subtraction facts for 100 (e.g. <math>37+63 = 100</math>, <math>63+37=100</math>, <math>100-63=37</math>, <math>100-37=63</math>)</li> <li>Mentally add groups of small numbers</li> <li>Recall multiplication facts for 2, 3, 4, 5, 8 and 10 times tables and derive associated division facts</li> <li>Describe and extend number sequences involving counting on or back in different steps</li> <li>Double any number up to 100</li> <li>Halve any number up to 200</li> <li>Count in fraction steps, e.g. <math>\frac{1}{10}</math>, <math>\frac{2}{10}</math>, <math>\frac{3}{10}</math></li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add more than two numbers with three digits using formal written methods of columnar addition with exchange from ones into tens and tens into hundreds including when the 'carried' amount has more than one ten e.g. <math>326 + 147 + 219</math></li> <li>Use rounding to estimate, and inverse to check, the answer to a calculation</li> <li>Identify missing digits in columnar addition calculations</li> <li>Subtract numbers with different numbers of digits up to three digits, using formal written methods of columnar subtraction with exchange from tens into ones and hundreds into tens, e.g. <math>334 - 68</math> using the place value columns to set the calculation out correctly</li> <li>Use rounding to estimate, and inverse to check, the answer to a calculation</li> <li>Identify missing digits in columnar subtraction calculations</li> <li>Recognise addition calculations that require bridging through a multiple of 10 or 100 efficiently</li> <li>Recognise subtraction calculations that require bridging through a multiple of 10 or 100 efficiently</li> <li>Recognise calculations that require counting on mentally to find the difference</li> <li>Choose an appropriate strategy to solve a calculation based upon the numbers involved</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Describe and extend number sequences involving counting on or back in different steps (including 4, 8, 50 and 100)</li> <li>Identify and describe the rule in a number sequence by calculating the step size between non-adjacent numbers in the sequence</li> <li>Use the grid method to solve a two-digit by one-digit multiplication</li> <li>Use rounding to estimate the answer to a calculation</li> <li>Use the grid method to solve multiplication problems including positive integer scaling problems</li> <li>Use rounding to estimate the answer to a calculation</li> <li>Identify missing numbers in grid method calculations</li> <li>Choose an appropriate strategy to solve a multiplication calculation based upon the numbers involved</li> <li>Use a vertical number line to show division as repeated subtraction for numbers beyond the multiplication facts that they know using repeated greater multiples of the divisor (including remainders)</li> <li>Use rounding to estimate the answer to a calculation</li> <li>Use a vertical number line to show division as repeated subtraction for numbers beyond the multiplication facts that they know using efficient greater multiples of the divisor (including remainders)</li> <li>Use rounding to estimate the answer to a calculation</li> <li>Solve division problems that require the interpretation of remainders</li> <li>Choose an appropriate strategy to solve a division calculation based upon the numbers involved</li> </ul> <p><b>2D Shape</b></p> <ul style="list-style-type: none"> <li>Identify whether an angle is greater or less than a right angle</li> <li>Accurately draw 2-D shapes with specific properties (including angles)</li> <li>Measure the perimeter of simple polygons by measuring each side using a ruler and calculating the total</li> </ul> <p><b>Decimal Place Value</b></p> <ul style="list-style-type: none"> <li>Use concrete representations, e.g. straws, to understand the relationship between fractional tenths and decimal tenths</li> <li>Identify the value of each digit to one decimal place</li> <li>Know the decimal point separates whole numbers and decimal fractions</li> <li>Use concrete representations, e.g. place value counters, to understand the relationship between fractional tenths and decimal tenths</li> <li>Divide a one-digit number by 10 and describe the effect using a place value chart</li> <li>Count up and down in fractional and decimal tenths</li> <li>Identify fractional and decimal tenths on number lines</li> <li>Compare numbers with one decimal place</li> <li>Order numbers with one decimal place</li> </ul> <p><b>3D Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and describe 3-D shapes in different orientations</li> <li>Sort 3-D shapes according to their properties (using Venn diagrams with two intersecting sets and two criteria Carroll diagrams)</li> </ul>	<p><b>Rocks and Soils</b></p> <p>Programme of Study</p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> <li>Rocks and soils can feel and look different</li> <li>Rocks and soils can be different in different places/environments</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Observe rocks, including those used in buildings</li> <li>Explore how and why they might have changed over time, using a hand lens to help them</li> <li>Identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them</li> <li>Research and discuss the different kinds of living things whose fossils are found in sedimentary rock</li> <li>Explore how fossils are formed</li> <li>Explore different soils</li> <li>Identify similarities and differences between them</li> <li>Investigate what happens when rocks are rubbed together or what changes occur when they are in water</li> <li>Raise and answer questions about the way soils are formed.</li> </ul>	<p><b>Reading</b></p> <p>Word Reading</p> <ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words</li> <li>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i></li> <li>Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i></li> <li>Read and understand meaning of words on Y3/4 word list – see bottom</li> <li>Use intonation, tone and volume when reading aloud</li> <li>Take note of punctuation when reading aloud</li> </ul> <p><b>Reading Comprehension</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction, poetry, plays, non-fiction</li> <li>Regularly listening to whole novels read aloud by the teacher</li> <li>Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion</li> <li>Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc</i></li> <li>Recognising some different forms of poetry e.g. <i>narrative, free verse</i></li> <li>Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i></li> <li>Using dictionaries to check meanings of words they have read</li> <li>Sequencing and discussing the main events in stories</li> <li>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></li> <li>Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i></li> <li>Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i></li> <li>Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination</li> <li>Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action</li> </ul> <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> <li>Discussing their understanding of the text</li> <li>Explaining the meaning of unfamiliar words by using the context</li> <li>Making predictions based on details stated</li> <li>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i></li> <li>Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>Using point and evidence to structure and justify responses</li> <li>Discussing the purpose of paragraphs</li> <li>Identifying a key idea in a paragraph</li> </ul> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> <li>Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i></li> <li>Quickly appraising a text to evaluate usefulness</li> <li>Navigating texts in print and on screen</li> </ul> <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"> <li>Developing and agreeing on rules for effective discussion</li> <li>Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i></li> </ul> <p><b>Writing</b></p> <p>Vocabulary, Spelling and Punctuation</p> <ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences</li> <li>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></li> <li>Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i></li> <li>Select, generate and effectively use adverbs, e.g. <i>suddenly, silently, soon, eventually</i></li> <li>Use inverted commas to punctuate direct speech (speech marks)</li> <li>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</i> We will <i>have</i> eaten our lunch by the time Dad arrives Jack <i>had</i> watched TV for over two hours!</li> <li>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</i> rock, <i>an</i> open box</li> <li>Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary</li> <li>Explore and collect words with prefixes <i>super, anti, auto</i></li> </ul> <p><b>Composition</b></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"> <li>Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing</li> <li>Discussing and recording ideas for planning</li> <li>Creating and developing settings for narratives</li> <li>Creating and developing characters for narrative</li> <li>Creating and developing plots based on a model</li> <li>Generating and selecting from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type</li> <li>Grouping related material into paragraphs</li> <li>Using headings and subheadings to organise information</li> </ul> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing</li> <li>Discussing and proposing changes with partners and in small groups</li> <li>Improving writing in the light of evaluation</li> </ul> <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> <li>Using appropriate intonation, tone and volume to present their writing to a group or class</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt</li> <li>Use the first two letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Learn to spell new words correctly and have plenty of practice in spelling them</li> <li>Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys')</li> <li>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins</li> <li>Write legibly</li> </ul>
History	Geography	Computing
<p><b>The Romans</b> Chronology</p> <p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>)</li> <li>Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul> <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"> <li>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind</li> <li>Understanding <i>some</i> of the ways in which people's lives have shaped this nation</li> <li>Describing how Britain has influenced and been influenced by the wider world</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology</li> <li>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</li> </ul> <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> <li>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</li> <li>Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance</li> <li>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</i> (<i>artist's pictures, museum displays, written sources</i>)</li> </ul>		<p>3.3 Rainforests (IT)</p> <p>Overview: The children will explore rainforests through new Virtual Reality (VR) apps. They will also create their own interactive learning games for younger children to play.</p> <p>What is 360° video?</p> <p>How can technology be used to explore?</p> <p>How can I document my learning?</p> <p>How can I refine my internet searches?</p> <p>How can I make learning resources?</p> <p>How can I share my work with others?</p> <ul style="list-style-type: none"> <li>(IT) I can improve the quality and presentation of my work using editing and formatting techniques.</li> <li>(IT) I can explain what copyright is and why we have copyright.</li> <li>(IT) I can create a simple game and explain how I did it to others.</li> </ul>
D.T	Art	Music
	<p><b><u>Structural Shapes</u></b></p> <ul style="list-style-type: none"> <li>To join 2D shapes to make 3D structures.</li> <li>Children will define 'sculpture'.</li> <li>Children will try different ways to join card shapes.</li> <li>Children will build a 3D structure that stands up on its own.</li> </ul> <p><b><u>Constructing in 3D</u></b></p> <ul style="list-style-type: none"> <li>To join materials in different ways when working in 3D.</li> <li>Children will try out more than one way to join 3D shapes.</li> <li>Children will work with a partner to make larger structures.</li> <li>Children will problem solve if something I try doesn't work first time.</li> </ul> <p><b><u>Seeing Space</u></b></p> <ul style="list-style-type: none"> <li>To develop ideas for 3D artwork.</li> </ul>	<p><b><u>Ragtime</u></b></p> <ul style="list-style-type: none"> <li>To sing and clap a syncopated rhythm for a ragtime style song</li> <li>To play on the off beat and understand what this is</li> <li>To clap a short syncopated rhythm</li> <li>To sing a syncopated rhythm</li> <li>To know what ragtime music is</li> </ul> <p><b><u>Traditional Jazz</u></b></p> <ul style="list-style-type: none"> <li>To improvise a call and response</li> <li>To know what call and response is</li> <li>To play a tune</li> <li>To improvise a new response to the call</li> <li>TO know what traditional jazz music is</li> </ul>

	<ul style="list-style-type: none"> <li>Children will identify 2D shapes in photos of 3D objects.</li> <li>Children will identify shapes in the background space between objects (negative space).</li> <li>Children will use drawings to plan a sculpture.</li> </ul> <p><b><u>Abstract Structure</u></b></p> <ul style="list-style-type: none"> <li>To apply knowledge of sculpture when working in 3D.</li> <li>Children will follow my sketchbook plan.</li> <li>Children will make choices about how to join materials.</li> <li>Children will adapt my ideas if things don't go to plan.</li> </ul> <p><b><u>Surface Decorations</u></b></p> <ul style="list-style-type: none"> <li>To evaluate and improve an artwork.</li> <li>Children will compare two sculptor's work.</li> <li>Children will say what I like and what I could change about my sculpture.</li> <li>Children will choose how to add texture and colour to the surfaces of my sculpture.</li> </ul>	<p><b><u>Scat Singing</u></b></p> <ul style="list-style-type: none"> <li>To be able to scat sing using the call and response format</li> <li>To sing a response to a call</li> <li>To know what scat singing is</li> <li>To sing in a jazz style</li> <li>To scat sing</li> </ul> <p><b><u>Jazz Motifs</u></b></p> <ul style="list-style-type: none"> <li>To create a jazz motif.</li> <li>To know the features of swing music</li> <li>To know what a motif is</li> <li>To create a short jazz motif</li> <li>To know the instrumentation of a swing band</li> </ul> <p><b><u>Swing Rhythms</u></b></p> <ul style="list-style-type: none"> <li>To adapt a familiar tune using jazz rhythms.</li> <li>To describe what swung quavers are.</li> <li>To clap straight quavers and swung quavers along to a familiar tune.</li> <li>To play a simple tune using swung quavers.</li> </ul>
	<p style="text-align: center;"><b>Spanish</b></p>	
	<p>Listening</p> <ul style="list-style-type: none"> <li>Listen attentively and understand instructions</li> <li>Recognise and respond to sound patterns and words</li> <li>Listen and respond to simple rhymes, stories and songs</li> <li>Listen attentively and show understanding by joining in and responding</li> <li>Listen for specific words and phrases</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Speak with increasing confidence</li> <li>Perform simple communicative tasks using single words, phrases and short sentences</li> <li>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</li> <li>Recognise questions and negatives and politeness conventions</li> <li>Ask and answer questions on a topic</li> <li>Imitate pronunciation and intonation so that others can understand</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Appreciate stories, songs and poems in the language</li> <li>Recognise some familiar words in written form</li> <li>Read some familiar words and phrases aloud and pronounce them accurately</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Experiment with the writing of simple words</li> <li>Write simple words and phrases using a model</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Gender</li> <li>Singular and plural forms</li> <li>Definite and indefinite article</li> <li>Develop an awareness of sound spelling link to be able to write with increasing accuracy</li> <li>Recognise different word classes e.g. nouns, verbs, adjectives</li> <li>Personal pronouns I, you, it, they</li> <li>Recognise and use high frequency verbs</li> <li>Question words</li> </ul>	
<b>P.E.</b>	<b>P.S.H.E.</b>	<b>R.E.</b>
<p>Cricket</p> <p>To hit a stationary ball into space using the straight drive.</p> <p>To bowl underarm to a batter with some consistency</p> <p>To use the correct footwork to strike a bowled ball.</p> <p>To stop a moving ball using the long barrier technique.</p> <p>To throw longer distances overarm.</p> <p>To perform as a wicketkeeper</p> <p>Swimming/Gymnastics 1</p> <p>To use hard and soft hits.</p> <p>To use bounces and broad jumps in a sequence.</p> <p>To attempt a half-lever.</p> <p>To transition from a Japana to another shape with control.</p> <p>stretches while moving and when we are still to increase our flexibility.</p>	<p>Relationships</p> <ul style="list-style-type: none"> <li>To identify the qualities of a good friend</li> <li>To identify positive thoughts and how positive thoughts can affect us</li> <li>To explore the concept of self-talk and identify how this can help us</li> <li>To identify what makes a healthy relationship and explain what makes a good friend</li> </ul>	<p>L2.1 What do different people believe about God? (Part 1)</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> <li>Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</li> <li>Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</li> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>Suggest why having a faith or belief in something can be hard (B2).</li> <li>Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> <li>Identify some similarities and differences between ideas about what God is like in different religions (B3).</li> <li>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</li> </ul>