



Aintree Davenhill Medium Term Planning

Year Group: 3

Term: Summer 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.) Identify the value of each digit to one decimal place Recall addition and subtraction facts for 100 (e.g. $37+63 = 100$, $63+37=100$, $100-63=37$, $100-37=63$) Derive and use addition and subtraction facts for multiples of 100 totalling 1000 Mentally add groups of small numbers Recall multiplication facts for 2, 3, 4, 5, 8 and 10 times tables and derive associated division facts Describe and extend number sequences involving counting on or back in different steps Double any number up to 100 Double any multiple of 50 up to 500 Halve any number up to 200 Count in fraction steps, e.g. $\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$ <p>Place Value</p> <ul style="list-style-type: none"> Count from 0 in Read Roman numerals from I to XII Estimate and place numbers on a range of number lines Read scales for mass, volume/capacity and temperature Solve non-routine problems involving rounding <p>Calculation</p> <ul style="list-style-type: none"> Estimate the answer to a calculation (all four operations) Choose and use an appropriate strategy to solve a variety of calculations Solve one and two step problems involving money Use bar modelling to solve addition and subtraction problems Use inverse operations to check answers Use bar modelling to solve multiplication and division problems Use inverse operations to check answers <p>Fractions</p> <ul style="list-style-type: none"> Recognise and use Identify fractions with the same denominators on a number line (marked and unmarked) Compare and order fractions with the same denominators Compare and order unit fractions such as $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{1}{6}$ by positioning them including on a number line Recognise and show, using diagrams, equivalent fractions with small denominators, applying in different contexts Use pictorial representations, e.g. bar model, to find non-unit fractions of a set of objects beyond multiplication table knowledge (using a multiplication grid), e.g. $\frac{2}{3}$ of 56 Use pictorial representations, e.g. bar model, to find non-unit fractions of a set of objects beyond multiplication table knowledge (using a multiplication grid), e.g. $\frac{3}{4}$ of 56 <p>Statistics</p> <ul style="list-style-type: none"> Pose a question and identify what data to collect to answer the question Collect and record data Present data in a bar chart with an appropriate scale Present data in a pictogram with an appropriate key Use and interpret data from bar charts and pictograms to answer questions Compare and evaluate representations of data Solve problems involving statistics (convert between different representations, incomplete sets of data, matching tables to graphs) <p>Data Handling</p> <ul style="list-style-type: none"> Record and compare time in terms of seconds, minutes and hours Tell and write the time from an analogue clock including using Roman numerals Tell and write the time from a 12 hour digital clock Solve problems involving time 	<p>Light and Shadows</p> <p>Programme of Study</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change <p>Working Scientifically</p> <ul style="list-style-type: none"> Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes 	<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 have and had 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 a or an 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 errors 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>Natural Disasters</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place Knowledge</p> <ul style="list-style-type: none"> A region in a European country A region in a North American State <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: mountains, volcanoes, earthquakes, active, after shock, amplitude, ash cloud, core, crater, crust, dormant, epicentre, eruption, extinct, faults, gases, hot spot, landslides, magma, magnitude, mantle, plate, plate tectonics, Ring of Fire, Richter scale, seismic waves, seismology, tectonic activity, tsunami, velocity, vent, volcanic ash, minerals human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Mapping</p> <ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied Use maps at more than one scale Recognise that larger scale maps cover less area Make and use simple route maps Recognise patterns on maps and begin to explain what they show Use the index and contents page of atlases Label maps with titles to show their purpose Use 4 figure coordinates to locate features on maps Create maps of small areas with features in the correct place Use plan views Recognise some standard OS symbols Link features on maps to photos and aerial views <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation Show increasing empathy and describe similarities as well as differences 	<p>3.6 Programming with Robots</p> <p>Overview: Robots can be found almost everywhere. In this unit, the children explore the history of robots and then get to program a robot around a maze.</p> <p>In this unit pupils will:</p> <p>(MS) I can troubleshoot when something doesn't appear to be working with my device.</p> <p>(MS) I can discuss different types of digital content and file types.</p> <p>(CS) I can plan, create and debug programs.</p> <p>(CS) I can use decomposition to help me solve computing problems.</p> <p>(CS) I can use sequence, selection, repetition and variables in programs.</p> <p>(CS) I can work with various forms of input and output.</p> <p>(CS) I can use logical reasoning to predict and correct errors in algorithms and programs.</p> <p>(CS) I can explain how the internet works.</p> <p>(CS) I can explain how a search engine works.</p> <p>(IT) I can improve the quality and presentation of my work.</p> <p>(IT) I can create with technology. E.g. Video, animation, 3D.</p> <p>(DL) I know who I should be sharing information with and how to keep my data secure.</p> <p>(DL) I understand the term identity and I can take appropriate measures to protect my own online identity.</p>
D.T	Art	Music
<p>Features of a Castle</p> <ul style="list-style-type: none"> To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. Children will identify different features of castles. Children will design their own castle. Children will label the features of their castle. Children will explain why a castle needs to be strong and stable. <p>Designing a Castle</p>		<p><u>Introducing traditional Indian music and instruments</u></p> <ul style="list-style-type: none"> To explain an opinion of Indian music To explain how the tempo and dynamics vary To express opinion on music To know which instruments are used in Indian music <p><u>Indian music: Playing a rag</u></p> <ul style="list-style-type: none"> To be able to improvise using given notes To know what a rag is

<ul style="list-style-type: none"> To design a castle. Children will recall the features of a castle. Children will add two design points to the design specification to appeal to the person/purpose of their castle. Children will draw the design of their castle using 2D shapes and labelling: the 3D shapes that will create the features; the materials I need; the colours I will use <p>Nets and Structures</p> <ul style="list-style-type: none"> To construct 3D nets. I know that a net is what a 3D shape would look like if it were opened out flat. Children will construct a range of 3D geometric shapes using a net by: Cutting along the bold lines. Folding along the dotted lines. Keeping the tabs the correct size. Making crisply folded edges. Constructing the net using glue to make a geometric shape. <p>Building a Castle</p> <ul style="list-style-type: none"> To construct and evaluate their final product. Children will construct their castle to meet the requirements of their brief by: Making neat 3D shapes using nets. Stacking shapes and recyclable materials to make the structures of their castle. Creating a castle base to secure their structures to. Adorning their castle with facades and other decorative features. Children will evaluate their work and the work of others. 		<ul style="list-style-type: none"> To read musical notation and play these notes To use a rag to improvise <p><u>Indian music: Adding a drone</u></p> <ul style="list-style-type: none"> To be able to improvise using given notes To know what a rag is To read musical notation and play these notes To use a rag to improvise <p><u>Indian music: Introducing the tal</u></p> <ul style="list-style-type: none"> To create a piece of music using a drone, rag and tal To play a rag To play a drone To play a tal To improvise along to a drone and tal using the correct notes <p><u>Indian music: Performing Anile vaa</u></p> <ul style="list-style-type: none"> To perform a piece of music using musical notation To sing accurately from musical notation and lyrics To play the tune of the song from musical notation <ul style="list-style-type: none"> To perform as part of a group
P.E.	P.S.H.E.	Spanish
<p>Athletics</p> <p>Jumping and hopping sequences.</p> <p>To run at different speeds.</p> <p>To approach and jump hurdles.</p> <p>To throw a javelin using the pull throw technique.</p> <p>A variety of skipping techniques.</p> <p>To keep score accurately over a range of events.</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"> To understand peer pressure and saying no To discuss personal boundaries To explain who is in their family, while recognising families are different <p>If covering FGM lessons:</p> <ul style="list-style-type: none"> To know you can say no to bad touch To understand that FGM is not a rite of passage <p>If NOT covering FGM lessons:</p> <ul style="list-style-type: none"> To understand what dementia is and how it is related to memory 	<p>R.E.</p> <p>L2.4 Why do people pray?</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p> <p>In this unit, pupils will:</p> <ul style="list-style-type: none"> Describe what some believers say and do when they pray (A1). Respond thoughtfully to examples of how praying helps religious believers (B2). Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Explain similarities and differences between how people pray (B3). Consider and evaluate the significance of prayer in the lives of people today (A1).