

## Term 5 2018 Medium Term Plan Year 3

### Topic = Let it grow

**Starting point (Hook):** Planting and setup plant diaries

**Trips/visitors:** Manor park gardens visit

**Literacy display:** Art work from week 1 and poems. Class story map

**Topic display:**

**Science display:** Parts of a plant/life cycle

**Outcome:** Manor park gardens visit



Creative curriculum/Learning journey						
Week	Special events	English Focus text – Fly Eagle fly	Science learning Theme/area - Plants	Geography / History learning Theme/area –	Art & DT learning Theme/area –	Computing learning Theme/area -
1		Responding to the text, story mapping, Visualizing the story. Drawing and annotating. Exploring story language.	Planting seeds Setting up investigation and starting plant diaries		Plants observational drawing	LI:The 2Code interface including the possible actions of character, car and animal objects. Tinkering with 2Code • Children can explain that coding is how computer programs are created. • Children can navigate around the 2Code interface, dragging and dropping code blocks and running code.
2		Poetry – shared writing, class poems, redrafting and editing. Drama and role play. Thought bubbles.	Parts of a plant Recording findings (diaries)		Plants observational drawing	LI:To use timers in 2Code to create differing effects: - A clock simulation Tick Tock challenge. - To make objects appear to disappear.
3		Writing in role - letter writing. Draft, edit and publish writing. Exploring language, expressing character feelings. Questioning the text.	What do plants need to grow well? Recording findings (diaries)		Plants observational drawing	LI: To use timers in 2Code to make animations to tell stories in sequence -Superheroes, Sparklers and Guard the Castle 2

						Children can show that their vehicles move at different speeds.
4		Book talk. Moral, story meaning. Responding to text. TFW – learning original story.	Investigating transporting water in plants. Recording findings (diaries)		Healthy fruit pot	To introduce If statements to allow selection in a program. • Children can create an 'if' statement in their program.
5		TFW focus – innovation of the story. Writing own version of the story.	Pollination and fertilization of plants. Life cycle of plants. Recording findings (diaries)		Healthy fruit pot	To use repetition commands • Children can show how their character repeats an action and explain how they caused it to do so.
6		Non-fiction – information leaflets about story setting – Africa.	Trip to Manor barn gardens – plants in the environment		Funky Foods.	L.I: Children begin to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code.

**English** – text types/writing outcomes covered in literacy – poetry, thought bubbles, letters, narrative (character perspective), information leaflets.

Science - diagrams – explanations and description, diaries

<b>Week</b>	<b>Maths</b> Key areas to cover – Fractions Time	<b>Music</b> Theme/area – Year 3/4 Production	<b>P.E</b> Theme/area – Striking & Fielding Throw catch, batting, bowling	<b>PSHE/SEAL</b>	<b>R.E</b> Theme/area –	<b>French</b>
1.	Tenths as decimals. Fractions on a number line – dividing a number line into specific fractions. Fraction of an amount – using division to group fractions equally. Denominator and numerator. Fractions in a context.	There was a monkey	Underarm throwing Context: Throw catch, batting, bowling	I can identify advantages and disadvantages of the solutions or goals I set myself. I can foresee obstacles and plan to overcome them when I am setting goals. I can manage frustration by using a number of strategies.		L.I: To to be able to pronounce our vowels properly. Pronunciation of 'e' and other vowels, using the front of the mouth and lips properly.

2.	Equivalent fractions – pictorial representations, bar models, number line. Look for patterns.	There was a monkey	Over Arm throwing Context: Throw catch, batting, bowling		Empathise with feelings of loss and think about how to respond when a person is grieving	L.I: To be able to meet and greet in French. How to exchange names and how you are. Salutations.
3.	Compare fractions – unit fractions and those with same denominator. Equal parts Order fractions	There was a monkey	Correct catching Technique Context: Throw catch, batting, bowling	I can identify advantages and disadvantages of the solutions or goals I set myself. I can foresee obstacles and plan to overcome them when I am setting goals. I can manage frustration by using a number of strategies.		L.I.: To be able to exchange names, ages and moods.
4.	Add and subtract fractions Adding numerators, finding the difference.	There was a monkey	Stopping a moving ball long barrier Context: Throw catch, batting, bowling		explain why 'saying goodbye' in a special ceremony at the end of person's life is important; put forward appropriate ideas for a farewell or funeral ceremony	L.I: French numbers beyond ten. Counting and simple calculations.
5.	Time – tell and write times analogue and digital. Read time to nearest minute, hour etc. Use time vocabulary.	There was a monkey	Hitting a ball with different types bat at targets Context: Throw catch, batting, bowling	I can predict the consequences of my actions/ solutions or goals for myself, other individuals or groups. I know that I am responsible for my own learning and behaviour.		L.I: To be able to express I have/do not have. Familiar every-day vocabulary.
6.	Time – number of seconds in a minute, days in year etc.	There was a monkey	Throw catch, batting, bowling: combinations and recap.		describe some of the different ways in which a person might	L.I.: To be able to identify and name familiar animals in French.

	Compare duration of events.				be said to 'live on' and the particular qualities or attributes of a person they know or have known.	
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