



Richardson Dees Primary School

# Spring 2020 Medium Term Plan

## Year 3

### English

Fiction.

We will learn and innovate a warning tale through Talk 4 Writing. We will be looking at the story 'The Canal' and discussing the features of a warning tale. We will be looking for these features in other warning tale texts to broaden our experience of different stories. Through this the children will continue to learn about different grammatical features including using emotion comma sentences to describe how characters are feeling. We will also consolidate our knowledge of speech punctuation and use this in our invention stories.

Non Fiction

For our non-fiction unit the children will use 'Talk for Writing' to learn about and look at the features of a newspaper report, focusing on sharing information concisely and clearly. Through this the children will learn about how to categorise information using titles and sub-headings, as well as looking at the vocabulary used, ensuring children use powerful words and guide their reader through the event.

### Mathematics

Multiplication and division:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division.

Fractions:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions, and fractions with the same denominators

	<ul style="list-style-type: none"> <li>- solve problems that involve all of the above</li> </ul>
Science	<p>Spring 1- Forces and Magnets</p> <ul style="list-style-type: none"> <li>▫ compare how things move on different surfaces</li> <li>▫ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>▫ observe how magnets attract or repel each other and attract some materials and not others</li> <li>▫ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>▫ describe magnets as having two poles</li> <li>▫ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p>Spring 2- Light</p> <ul style="list-style-type: none"> <li>▫ recognise that they need light in order to see things and that dark is the absence of light</li> <li>▫ notice that light is reflected from surfaces</li> <li>▫ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>▫ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>▫ find patterns in the way that the size of shadows change</li> </ul>
Computing	<p>We will be learning about coding using iPads and various apps such as Tynker. Students will go on to learn about loops to make their code easier to write, and how conditional statements, events, and actions can make their programs more interactive. They'll develop algorithms to solve problems. As students put these skills together in both activities and app practice sessions, they'll design simple programs and challenge their peers to debug their creations.</p>
Geography	<p>This term we will be considering more details and features of the world map. We will be identifying climate zones and biomes which will be features which will be looked at again in country studies.</p>
History	<p>We will be finding out what life was like for children during World War 2 and focusing particularly on life in Wallsend during this time. We will explore:</p> <p>Develop a chronologically secure knowledge and understanding of British and World history.</p> <ul style="list-style-type: none"> <li>• Address historically valid questions about change, cause, similarity, difference and significance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debate.</li> <li>• Locate the world's countries using maps to focus on Europe, concentrating on countries and major cities.</li> </ul> <p>Address historically valid questions about change, cause, similarity, difference and significance.</p>
Design & Technology	<p>We will be designing and making a toy that a child may have had during WW2. Our D&amp;T will be taught in a block and we will:</p> <ul style="list-style-type: none"> <li>• Understand how levers, linkages and pneumatics systems create movement.</li> <li>• Design own functional product. Analyse existing products considering a wide range of factors. Create designs using sketches, computers and diagrams.</li> <li>• Safely measure, mark out, cut and safely join materials</li> <li>• Choose and plan how to use tools to make products</li> </ul>
Art & Design	<p>Spring 1: Drawing</p> <ul style="list-style-type: none"> <li>- Explore shade, tone and colour by using different media.</li> </ul> <p>Spring 2: Digital Media</p> <p>We will be using technology to explore camera angles, camera effects and digital editing technology.</p>
MFL	<p>Spring 1</p> <ul style="list-style-type: none"> <li>❖ Recall seasons, incorporating seasonal activities.</li> <li>❖ Begin to learn some high frequency verbs: I do, I play, I listen, I go, I watch.</li> <li>❖ Introduce some places</li> <li>❖ Recall days of the week</li> </ul> <p>Spring 2</p> <ul style="list-style-type: none"> <li>❖ Recall family members. Say who is in your family and identify who is in a made up family.</li> <li>❖ Recall family members names in the third person.</li> <li>❖ Easter celebrations in France.</li> <li>❖ Directions</li> </ul>

Music	<p>In music we will be following a scheme of work by Charanga. The first half term will centre around the song 'Three Little Birds'. The second half term will be focused around The Dragon Song. This is a song about friendship and respect. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.</p>
RE	<p>Spring 1- Islam</p> <ul style="list-style-type: none"> <li>❖ understand that Muslims believe there is one god (Arabic, 'Allah') and that Muhammad is his messenger;</li> <li>❖ understand that Muslims believe that Muhammad was the final messenger sent by Allah to humankind.</li> <li>❖ understand that the Qur'an is the sacred text for Muslims</li> </ul> <p>Spring 2- Hinduism</p> <ul style="list-style-type: none"> <li>❖ know that the Hindu dharma originated in India.</li> <li>❖ understand that Hindus believe that there is one divine agency, Brahman, who can appear in many forms.</li> <li>❖ understand that in Hindu belief the 'divine' can manifest in female form as well as in male form;</li> </ul>
PSHCE	<p>We will follow the Jigsaw scheme of work. This term, our units are Dream and Goals, and Healthy Me. We will:</p> <ul style="list-style-type: none"> <li>- Talk about challenges, dreams and motivations.</li> <li>- Recognise obstacles that might hinder our achievement and take steps to overcome them.</li> <li>- Understand how exercise affects our bodies.</li> <li>- Tell our knowledge and attitude to drugs, and identify things we need to keep safe from.</li> <li>- Know strategies for keeping ourselves safe.</li> </ul> <p>Understand how complex our bodies are and how to take care of them.</p>
PE	<p>Multiskills:</p> <ul style="list-style-type: none"> <li>- Overarm and underarm throw</li> <li>- Link more complex movements</li> <li>- Collaborate with a partner</li> </ul> <p>Gymnastics:</p> <ul style="list-style-type: none"> <li>- Experiment with balance on different objects</li> <li>- Move with control and precision</li> <li>- Work with a partner on apparatus</li> <li>- Incorporate music</li> </ul> <p>Dance:</p> <ul style="list-style-type: none"> <li>- Copy and link actions</li> <li>- Develop own way of moving</li> <li>- Move with control</li> <li>- Change levels</li> <li>- Change speed</li> <li>- Collaborate with a partner</li> <li>- Construct more complex sequence of moves based on actions with own movement added.</li> </ul>

	OAA: Team building games and activities
Trips	<ul style="list-style-type: none"><li>- Victoria Tunnel in Newcastle</li><li>- Art Workshop at the Hatton Gallery</li><li>- Wallsend Library</li><li>- Centre for Life Science Workshop</li></ul>