

Medium Term Plan | Year 3 | Summer A 2020-21

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Stone Age						
Curriculum focus	History						
Memorable Experience	Stone Age Day						
Innovate Challenge	Stone Age Exhibition						
Maths	Multiplication and Division Divide by 8 Recall the 8 times table Recap 2-, 4- and 8-times table Compare statements Mish Mash	Multiplication and Division Related calculations Multiply 2 digits by 1 digit – no exchange (practical). Multiply 2 digits by 1 digit (1) Multiply 2 digits by 1 digit (practical) Mish Mash	Multiplication and Division Multiply 2 digits by 1 digit (2) Divide 2 digits by 1 digit (1) Divide 2 digits by 1 digit (2) Divide 100 into 2, 4, 5 and 10 in equal parts (practical) Mish Mash	Multiplication and Division Divide 2 digits by 1 digit (3) Scaling How many ways Consolidation Mish Mash	Fractions Work with wholes and parts (practical). Make equal parts Recognise and find a half Recognise and find a quarter Mish Mash	Fractions Recognise and find a third Unit fractions Non-unit fractions Equivalence of a half and 2 quarters Mish Mash	
English	Stone Age Boy Adventure Narrative <i>I can predict events in stories from what I have read.</i> <i>I can draw inferences from what</i>	Stone Age Boy Adventure Narrative <i>I can predict events in stories from what I have read.</i> <i>I can draw inferences from what</i>	Stone Age Boy Speeches <i>I can draw inferences from what I have read and justify with evidence.</i>	Stone Age Boy Speeches <i>I can draw inferences from what I have read and justify with evidence.</i>	Stone Age Exhibition Leaflet <i>I can retrieve and record information from non-fiction.</i>	Stone Age Exhibition Leaflet <i>I can retrieve and record information from non-fiction.</i>	

	<p><i>I have read and justify with evidence.</i></p> <p><i>I can read fluently with expression without over reliance on decoding.</i></p> <p><i>I can identify the features of different text types.</i></p> <p><i>I am beginning to organise paragraphs.</i></p> <p><i>In my narrative writing I can create settings, characters and plots.</i></p> <p><i>I am beginning to use inverted commas and other punctuation to indicate speech.</i></p> <p><i>I can discuss and record my ideas.</i></p> <p><i>I can write a simple sentence from memory or dictated by the teacher.</i></p> <p><i>I can compose and rehearse sentences orally.</i></p> <p><i>I can use a simple range of conjunctions.</i></p> <p><i>I can use the diagonal and</i></p>	<p><i>I have read and justify with evidence.</i></p> <p><i>I can read fluently with expression without over reliance on decoding.</i></p> <p><i>I can identify the features of different text types.</i></p> <p><i>I am beginning to organise paragraphs.</i></p> <p><i>In my narrative writing I can create settings, characters and plots.</i></p> <p><i>I am beginning to use inverted commas and other punctuation to indicate speech.</i></p> <p><i>I can discuss and record my ideas.</i></p> <p><i>I can write a simple sentence from memory or dictated by the teacher.</i></p> <p><i>I can compose and rehearse sentences orally.</i></p> <p><i>I can use a simple range of conjunctions.</i></p> <p><i>I can use the diagonal and</i></p>	<p><i>I can read fluently with expression without over reliance on decoding.</i></p> <p><i>I can identify the features of different text types.</i></p> <p><i>I am beginning to use inverted commas and other punctuation to indicate speech.</i></p> <p><i>I can discuss and record my ideas.</i></p> <p><i>I can write a simple sentence from memory or dictated by the teacher.</i></p> <p><i>I can compose and rehearse sentences orally.</i></p> <p><i>I can use a simple range of conjunctions.</i></p> <p><i>I can use the diagonal and horizontal strokes that are needed to join letters.</i></p> <p><i>I can use apostrophes correctly.</i></p> <p><i>I can edit and improve my work for</i></p>	<p><i>I can read fluently with expression without over reliance on decoding.</i></p> <p><i>I can identify the features of different text types.</i></p> <p><i>I am beginning to use inverted commas and other punctuation to indicate speech.</i></p> <p><i>I can discuss and record my ideas.</i></p> <p><i>I can write a simple sentence from memory or dictated by the teacher.</i></p> <p><i>I can compose and rehearse sentences orally.</i></p> <p><i>I can use a simple range of conjunctions.</i></p> <p><i>I can use the diagonal and horizontal strokes that are needed to join letters.</i></p> <p><i>I can use apostrophes correctly.</i></p> <p><i>I can edit and improve my work for</i></p>	<p><i>I can use headings and sub-headings to aid my presentation.</i></p> <p><i>I can read fluently with expression without over reliance on decoding.</i></p> <p><i>I can identify the features of different text types.</i></p> <p><i>I can discuss and record my ideas.</i></p> <p><i>I can write a simple sentence from memory or dictated by the teacher.</i></p> <p><i>I can compose and rehearse sentences orally.</i></p> <p><i>I can use a simple range of conjunctions.</i></p> <p><i>I can use the diagonal and horizontal strokes that are needed to join letters.</i></p> <p><i>I can use apostrophes correctly.</i></p> <p><i>I can edit and improve my work for</i></p>	<p><i>I can use headings and sub-headings to aid my presentation.</i></p> <p><i>I can read fluently with expression without over reliance on decoding.</i></p> <p><i>I can identify the features of different text types.</i></p> <p><i>I can discuss and record my ideas.</i></p> <p><i>I can write a simple sentence from memory or dictated by the teacher.</i></p> <p><i>I can compose and rehearse sentences orally.</i></p> <p><i>I can use a simple range of conjunctions.</i></p> <p><i>I can use the diagonal and horizontal strokes that are needed to join letters.</i></p> <p><i>I can use apostrophes correctly.</i></p> <p><i>I can edit and improve my work for</i></p>	
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	<p><i>horizontal strokes that are needed to join letters.</i></p> <p><i>I can use apostrophes correctly.</i></p> <p><i>I can edit and improve my work for spelling and punctuation.</i></p> <p><i>I can use basic punctuation correctly.</i></p> <p><i>I can use a dictionary to find the meaning/spelling of words.</i></p>	<p><i>horizontal strokes that are needed to join letters.</i></p> <p><i>I can use apostrophes correctly.</i></p> <p><i>I can edit and improve my work for spelling and punctuation.</i></p> <p><i>I can use basic punctuation correctly.</i></p> <p><i>I can use a dictionary to find the meaning/spelling of words.</i></p>	<p><i>spelling and punctuation.</i></p> <p><i>I can use basic punctuation correctly.</i></p> <p><i>I can use a dictionary to find the meaning/spelling of words.</i></p> <p><i>I can read my own work aloud using intonation and controlling the tone and volume so the meaning clear.</i></p>	<p><i>spelling and punctuation.</i></p> <p><i>I can use basic punctuation correctly.</i></p> <p><i>I can use a dictionary to find the meaning/spelling of words.</i></p> <p><i>I can read my own work aloud using intonation and controlling the tone and volume so the meaning clear.</i></p>	<p><i>I can use basic punctuation correctly.</i></p> <p><i>I can use a dictionary to find the meaning/spelling of words.</i></p>	<p><i>spelling and punctuation.</i></p> <p><i>I can use basic punctuation correctly.</i></p> <p><i>I can use a dictionary to find the meaning/spelling of words.</i></p>	
RE	<p>Gospel</p> <p>What is the good news that Jesus brings?</p>	<p>Gospel</p> <p>What is the good news that Jesus brings?</p>	<p>Gospel</p> <p>What is the good news that Jesus brings?</p>	<p>Gospel</p> <p>What is the good news that Jesus brings?</p>	<p>Gospel</p> <p>What is the good news that Jesus brings?</p>	<p>Gospel</p> <p>What is the good news that Jesus brings?</p>	
Computing	<p>Saving and retrieving work.</p> <p>Stone Age Exhibition</p> <p><i>Use a range of programs and software on a digital device.</i></p> <p><i>Design and create content on a digital device.</i></p>	<p>Saving and retrieving work.</p> <p>Stone Age Exhibition</p> <p><i>Use a range of programs and software on a digital device.</i></p> <p><i>Design and create content on a digital device.</i></p>	<p>Saving and retrieving work.</p> <p>Stone Age Exhibition</p> <p><i>Use a range of programs and software on a digital device.</i></p> <p><i>Design and create content on a digital device.</i></p>	<p>Saving and retrieving work.</p> <p>Stone Age Exhibition</p> <p><i>Use a range of programs and software on a digital device.</i></p> <p><i>Design and create content on a digital device.</i></p>	<p>Search tools.</p> <p>Stone Age Exhibition</p> <p><i>Use a range of programs and software on a digital device.</i></p> <p><i>Design and create content on a digital device.</i></p>	<p>Search tools.</p> <p>Stone Age Exhibition</p> <p><i>Use a range of programs and software on a digital device.</i></p> <p><i>Design and create content on a digital device.</i></p>	
Science	Forces and Magnets	Forces and Magnets	Plants	Plants	Plants	Plants	

	<p>Observe how magnets attract or repel each other and attract some materials but not others.</p> <p>Working Scientifically – asking questions</p>	<p>Compare and group together a variety of everyday materials on the basis whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Working Scientifically – Asking questions</p>	<p>Observe and describe how seeds and bulbs grow into mature plants (year 2 recap)</p> <p>Working Scientifically -</p> <p>Observing changes over time.</p> <p>Comparative and fair tests.</p> <p>Identifying and classifying.</p> <p>Recording and reporting findings.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Working Scientifically -</p> <p>Observing changes over time.</p> <p>Comparative and fair tests.</p> <p>Identifying and classifying.</p> <p>Recording and reporting findings.</p>	<p>Investigate the way in which water is transported in plants.</p> <p>Working Scientifically -</p> <p>Observing changes over time.</p> <p>Comparative and fair tests.</p> <p>Identifying and classifying.</p> <p>Recording and reporting findings.</p>	<p>Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Working Scientifically -</p> <p>Observing changes over time.</p> <p>Comparative and fair tests.</p> <p>Identifying and classifying.</p> <p>Recording and reporting findings.</p>	
History	<p>Stone Age</p> <p>Begin to use the library and e-resources for research.</p>	<p>Stone Age</p> <p>Begin to use the library and e-resources for research.</p>	<p>Stone Age</p> <p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Stone Age</p> <p>Distinguish between different sources and evaluate their usefulness.</p>	<p>Stone Age</p> <p>Identify reasons for the results of people's actions.</p>	<p>Stone Age</p> <p>Understand why people may have had to do something.</p>	
Geography							
Design Technology	<p>Cooking and Nutrition</p> <p>Select ingredients for a food product.</p>	<p>Cooking and Nutrition</p> <p>Work in a safe and hygienic way.</p> <p>Think about the presentation of food</p>	<p>Cooking and Nutrition</p> <p>Make a product that requires cooking</p> <p>Describe the properties of food</p>				

		product to impress the intended user.	in terms of taste, texture and flavour.				
Art and Design				Stone Age Paintings Begin to scale drawings correctly.	Stone Age Paintings Develop confidence when mixing colours. Use layering to create texture and add detail.	Stone Age Paintings Create representations of a landscape. Use layering to create texture and add detail.	
Music							
PE	TBC	TBC	TBC	TBC	TBC	TBC	
PSHE	Healthier choices and habits What foods effect feelings and expressing feelings.	Healthier choices and habits What foods effect feelings and expressing feelings.	Personal strengths and achievements Managing and reframing setbacks.	Personal strengths and achievements Managing and reframing setbacks.	Risks and hazards Safety in the local environment and unfamiliar places.	Risks and hazards Safety in the local environment and unfamiliar places.	