

Year 3	Spring Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 3 Homes for Gnomes	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • learn to justify their views about what they have read • using role play to explore ideas Writing: • write: a formal letter of explanation to Norman Gnome, using direct quotations with speech punctuation and interesting speech verbs; a chronological newspaper report, matching form and organization to purpose, using attention-grabbing headlines, through experimentation with word play and alliteration, and using correctly punctuated direct and reported speech • use causal connectives to link ideas: because, so, if, when, as a result of, then • change direct speech to reported speech, looking at changing tense and narrative voice • revise features of a newspaper report. • up-level writing through proof-reading and editing of own work • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 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. • apply sufficient knowledge of spelling in order to use dictionaries efficiently • plan, draft, evaluate and edit writing, including proof-read for spelling and punctuation errors and reading aloud so that the meaning is clear Revisit: • adding detail to explanations using: who, what, when, where, why • using linking and sequencing words: soon, after, before, at last, the next day • using paragraphs to organize and sequence ideas • using first- and third-person narrative voice • using formal language and letter structure					
Maths Multiplication and Division Measurement	Children will learn to: • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects • 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 involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • add and subtract amounts of money to give change, using both £ and p in practical contexts					

Science Forces and Magnets	To explore what forces are and notice that some forces need contact between two objects Children will learn to: - explain what a force is - understand that some forces need contact between two objects - identify pushes and pulls and explain the forces in action Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings	To compare how things move on different surfaces Children will learn to: - know that forces can be measured in newtons using a force meter - set up and carry out an investigation to explore how objects move on different surfaces - draw conclusions from their observations Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings	To explore how magnetic forces work Children will learn to: - understand that a magnet does not need contact with an object for the force to be applied - explain what happens when the opposite poles of two magnets are placed close together - explain what happens when the same poles of two magnets are placed close together Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using straightforward scientific evidence to answer questions or to support their findings	To identify magnetic materials Children will learn to: - make and test predictions about whether materials are magnetic or not - make careful observations - group objects on the basis of whether or not they are magnetic Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings	To investigate uses for magnets Children will learn to: - name some uses for magnets - suggest ways in which magnets can be used to solve common problems - briefly describe how a compass works Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to answer questions or to support their findings
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MEDIUM TERM PLANNING Spring 1

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Computing Desktop Publishing	To recognise how text and images convey information Children will learn to: - explain the difference between text and images - recognise that text and images can communicate messages clearly - identify the advantages and disadvantages of using text and images	To recognise that text and layout can be edited Children will learn to: - edit text - explain that text can be changed to communicate more clearly	To choose appropriate page settings Children will learn to: - define the term 'page orientation' - recognise placeholders and say why they are important - create a template for a particular purpose	To add content to a desktop publishing publication Children will learn to: - choose the best locations for their content - paste text and images to create a magazine cover - make changes to content after it's been added	To consider how different layouts can suit different purposes Children will learn to: - identify different layouts - match a layout to a purpose - choose a suitable layout for a given purpose	To consider the benefits of desktop publishing Children will learn to: - identify the uses of desktop publishing in the real world - say why desktop publishing might be helpful - compare work made on desktop publishing to work created by hand
History What can we find out about Ancient Egypt?	To locate ancient Egypt in time and place Children will learn to: - identify the difference between ancient and modern - locate Egypt on the map and describe its landscape - ask and respond to questions using appropriate vocabulary	To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt Children will learn to: - explain what the landscape of ancient Egypt was like - understand why the Nile was so important to the Egyptian way of life - explain how the Egyptian landscape impacted on people's everyday lives	To explore Tutankhamen and how artefacts can teach us about the past Children will learn to: - explain how Tutankhamen's tomb was discovered - appreciate why it was such a significant historical discovery - explain how artefacts can tell us about life in the past	To understand the importance of artefacts in helping us find out about the past Children will learn to: - suggest what an artefact was used for and who used it - understand why artefacts are so important in helping us learn about the past - know why the Rosetta stone was such an important discovery	To explore the way of life in ancient Egypt Children will learn to: - sort information into different categories - ask and answer questions about life in ancient Egypt - use a variety of sources to find out Information	To learn about Egyptian tombs, pyramids and burial sites and to recall, select and organise historical information (lessons 6 & 7) Children will learn to: - describe some ancient Egyptian beliefs about life and death - explain the process of mummification - infer and deduce information about the past from objects that have survived - recall facts and details about the ancient Egyptian civilisation - understand and organise information - know why studying past civilisations is so important
DT Moving Monsters	To investigate a variety of familiar objects that use air to make them work Children will learn to: - recognise familiar objects that use air to work - describe how the objects use air to make them work - suggest alternative uses for these familiar objects	To investigate techniques for making simple pneumatic systems Children will learn to: - use appropriate vocabulary explain how simple pneumatic systems work - create simple pneumatics systems - suggest ways of using pneumatic systems in moving monsters	To gather ideas for creating moving monsters Children will learn to: - investigate ways of using pneumatic systems with other materials to control movement - identify different techniques for joining and fixing components - make effective pneumatic systems	To design a monster including a moving pneumatic system Children will learn to: - apply their knowledge of pneumatic systems to design a moving monster part - describe what materials and components they will need to create their monster	To make a monster with a moving pneumatic part Children will learn to: - create a monster based on a design - construct an effective pneumatic system to control movement - work safely and effectively with a range of tools and techniques	To evaluate a finished product Children will learn to: - identify successful areas of their finished products - identify areas that could be improved upon - describe what they would do differently if they were to make their moving monster again

MEDIUM TERM PLANNING Spring 1

Marsh Green Primary School



				identify areas that could be improved upon in their design		
RE Big Question: How are symbols and saying important in religion?	How do Jewish people celebrate their beliefs at home and in the Synagogue? Children will learn to: - explore how and why Jewish people celebrate Rosh Hashanah - explore why and how Jewish people celebrate Sukkot - identify what many Jewish people do each day to express their beliefs - identify what special objects you would see at a Jewish home - explore why Jewish people celebrate Shabbat and how - identify what the Torah means for Jewish people - identify how Jewish people express beliefs in a Synagogue					
PSHE Safety Online	The internet – good bits and bad bits Children will learn to: - recognise that for most people the internet is an integral part of life and has many benefits - recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health - understand that people sometimes behave differently online, including by pretending to be someone they are not - recognise ways in which the internet and social media can be used both positively and negatively.	It's private! Children will learn to: - understand the importance of keeping personal information private - understand how information and data is shared and used online - understand that people sometimes behave differently online, including by pretending to be someone they are not - understand the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe - raise their awareness of respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - identify some of the different ways information and data is shared and used online, including for commercial purposes	Friends forever! Children will learn to: - identify how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met - understand that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online, including when we are anonymous - understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - identify how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	It's playtime! Children will learn to: - appreciate the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing - understand why social media, some computer games and online gaming, for example, are age restricted - recognise ways in which the internet and social media can be used both positively and negatively.	Safety online – our advice Children will learn to: - appreciate the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - identify where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions - identify where and how to report concerns and get support with issues online. - understand how to ask for advice or help for themselves or others, and to keep trying until they are heard - identify how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	

MEDIUM TERM PLANNING Spring 1

Marsh Green Primary School



			- identify how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images			
Music Three Little Birds	Children will learn to: - find the pulse whilst listening and responding - know the difference between pulse and rhythm	Children will learn to: - copy back, play and create rhythmic and melodic patterns - sing a Reggae song in unison and from memory - identify some of the style indicators of Reggae music - identify a piece's structure (e.g. introduction, verse, chorus) - recognise instruments/voices heard in songs and instrumental pieces - Bass, drums, electric guitar, keyboard, organ, male, backing vocals	Children will learn to: - play instrumental parts with accuracy, keeping to the pulse (using the notes G + A) - improvise using tuned percussion (1 or 2 notes: C or C + D) - identify some of the style indicators of Reggae music - identify a piece's structure (e.g. introduction, verse, chorus) - recognise instruments/voices heard in songs and instrumental pieces - Bass, drums, electric guitar, keyboard, organ, male, backing vocals	Children will learn to: - compose a melody using a limited range of notes (C, D + E) and simple rhythms - identify some of the style indicators of Reggae music - identify a piece's structure (e.g. introduction, verse, chorus) - recognise instruments/voices heard in songs and instrumental pieces - Bass, drums, electric guitar, keyboard, organ, male, backing vocals	Children will learn to: - compose a melody using a limited range of notes (C, D + E) and simple rhythms - identify some of the style indicators of Reggae music - identify a piece's structure (e.g. introduction, verse, chorus) - recognise instruments/voices heard in songs and instrumental pieces - Bass, drums, electric guitar, keyboard, organ, male, backing vocals	Children will learn to: - contribute to a class performance through singing, playing, improvising, or performing a composition - appraise their own performances and the music of others and say how it makes them feel
Games Striking and Fielding Games	Children will learn to: - use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy - develop fundamental movement skills and become increasingly competent and confident in these skills - understand the need for tactics - pass and catch within pairs - know and understand rules of the game - set up small games - explain what they need to do to get ready to play games - suggest what needs practising - know and understand how hitting the ball further increases the chances of running further distances - suggest warm-up activities					

MEDIUM TERM PLANNING Spring 1

Marsh Green Primary School



Gym Symmetry	Children will learn to: • use a greater number of their own ideas for movements in response to a task • choose and plan sequences of contrasting actions • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performance • compare and contrast gymnastic sequences, commenting on similarities and differences • recognise how performances could be improved, with help • perform a sequence in time with a partner • teach a sequence to a partner • suggest warm-up activities
French Animaux et Couleurs (Animals and Colours)	Children will learn to: • identify and use some key classroom language • use nine new nouns for the names of animals (with the indefinite article) • make nouns plural in French • say 'a' and 'some', and change to 'the' • use the adjectives of colour • listen and read along • describe animals with colours • join in with a song • develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language