

Year 3	Spring Term 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 4 Castle Adventures	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 a character's personality • orally turning a scene from story into a playscript Writing: • write: an exciting playscript understanding purpose, audience and structure of a play script, using a clear story structure: beginning, middle, end; an entertaining rhyming poem, using a range of language and punctuation for effect using simple literary language: end-rhyme, alliteration, onomatopoeia • use prepositions and adverbs effectively to write stage directions • present dialogue accurately • use punctuation accurately for effect (introducing ellipses) • improve a play script by adding stage directions and punctuation for effect • improve a poem, including various techniques to make it more entertaining • 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: • using direct speech, punctuated correctly • matching form and organization to purpose • using past and present tense verbs • adding detail to information using: who, what, when, where, why					

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Maths Statistics Measurement Fractions	Children will learn to: - interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [for example, 'how many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables - measure, compare, add and subtract: lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-d shapes - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - 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 - compare and order unit fractions, and fractions with the same denominators - solve problems that involve fractions					
Science Health and Movement	To identify that humans get the nutrition they need from what they eat Children will learn to: - understand that humans get nutrition from what they eat - identify and group a variety of foods - recognise foods for growth and foods for energy Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - 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 that a balanced diet is needed in order to stay healthy Children will learn to: - appreciate that humans need to eat to grow and move - understand what is meant by the term 'balanced diet' - identify and describe which food groups we should eat most of and which we should eat least of Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - 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 investigate which foods different animals eat Children will learn to: - understand that different animals have different diets - use secondary sources to find out about the diets of different animals - recognise whether an animal is a herbivore, carnivore or omnivore Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - 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 straightforward scientific evidence to	To carry out an investigation to find out what pets eat Children will learn to: - pose questions that can be investigated - gather data systematically - present and evaluate the results of an Investigation 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,	To explore human and animal skeletons, to find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported (lessons 5 & 6) Children will learn to: - understand that animals with a skeleton are called vertebrates - identify different bones in the human skeleton - compare bones in animal and human skeletons - identify the difference between vertebrates and invertebrates - know that internal skeletons support and protect the body - understand how the bodies of invertebrates support and protect them Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	To find out what muscles are and how skeletal muscles help us to move Children will learn to: - know that muscles help us move - understand that muscles work in pairs to move different parts of the body - know that some animals have strong muscles for particular purposes 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

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			answer questions or to support their findings	g) suggest improvements and raise further questions using straightforward scientific evidence to answer questions or to support their findings	c) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables d) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions e) identifying differences, similarities or changes related to simple scientific ideas and processes f) using straightforward scientific evidence to answer questions or to support their findings	
Computing Branching Databases	To create questions with yes/no answers Children will learn to: - investigate questions with yes/no answers - make up a yes/no question about a collection of objects - create two groups of objects separated by one attribute	To identify the object attributes needed to collect relevant data Children will learn to: - select an attribute to separate objects into groups - create a group of objects within an existing group - arrange objects into a tree structure	To create a branching database Children will learn to: - select objects to arrange in a branching database - group objects using their own yes/no questions - prove their branching database works	To explain why it is helpful for a database to be well structured Children will learn to: - create yes/no questions using given attributes - explain that questions need to be ordered carefully to split objects into similarly sized groups - compare two branching database structures	To identify objects using a branching database Children will learn to: - select a theme and choose a variety of objects - create questions and apply them to a tree structure - use their branching database to answer questions	To compare the information shown in a pictogram with a branching database Children will learn to: - explain what a pictogram tells them - explain what a branching database tells them - compare two ways of presenting information
Geography The River Nile	To describe the location and features of the River Nile Children will learn to: - understand that the River Nile is the longest river in the world - locate the River Nile on a world map - identify the countries the River Nile runs through	To describe the journey of the River Nile from source to mouth Children will learn to: - identify where the source of the Nile is - locate where the mouth of the Nile is - describe the journey of the Nile from source to mouth, using appropriate geographical vocabulary	To explore the positive and negative effects of the Aswan High Dam on the River Nile Children will learn to: - identify what the Aswan High Dam is and why it was built - describe some of the positive impacts the Aswan High Dam has had on Egypt - describe some of the negative impacts the Aswan High Dam has had on Egypt	To explore the physical and human geography of the Nile Delta Children will learn to: - describe what a delta is - describe some of the physical features of the Nile Delta - describe some of the human features of the Nile Delta	To explore uses for the River Nile and how these have changed over time Children will learn to: - describe some of the ways in which the River Nile is used today - describe some of the ways in which the River Nile was used in ancient Egypt - assess the importance of the River Nile and discuss its impact on Egypt	To describe in detail a journey up the River Nile in Egypt Children will learn to: - describe some features of the physical geography of the River Nile in Egypt - describe some features of the human geography of the River Nile in Egypt - draw on their knowledge and understanding of the River Nile to explain what a journey up the Nile might be like

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Art Famous Buildings	To explore and examine buildings in a range of architectural styles Children will learn to: - understand that buildings are designed for a variety of purposes - understand that an architect is someone who designs buildings - examine buildings and comment on what they think of them	To explore the architecture of Sir Christopher Wren Children will learn to: - have an awareness that Christopher Wren was a famous architect - comment on the features of St Paul's Cathedral and say what they feel about them - identify and apply different shading techniques	To explore colour and pattern in the design of St Basil's Cathedral Children will learn to: - understand that architectural styles change over time and across different locations - describe the main features of St Basil's Cathedral - recreate St Basil's Cathedral using their own Interpretations	To explore the design features of the Taj Mahal Children will learn to: - identify lines of symmetry in buildings - use symmetry accurately in their artwork to create effects - discuss why many architects choose symmetrical designs for their buildings	To examine the architecture of the Sydney Opera House Children will learn to: - understand that architectural styles change over time - identify who designed the Sydney Opera House - recreate the Sydney Opera House, making choices about colours, materials and media to use	To design a building for a particular purpose Children will learn to: - design a building for a particular purpose - incorporate shape, line and colour into their designs - evaluate their finished artwork fairly
RE Big Question: How are symbols and saying important in religion?	How do Hindus celebrate Holi? Children will learn to: - investigate the concept of 'goodies' & 'baddies' and who we think 'goodies' & 'baddies' are - explore what happens at the Hindu festival at Holi - identify what other story is told at Holi - explore how Holi shows what Hindu people believe about God - explore how Holi teaches the value of not giving up and bring it to life, showing their understanding of this value through creating stories with meaning					
PSHE Exercise	What's so good about exercise? Children will learn to: understand the characteristics and mental and physical benefits of an active lifestyle	Let's have fun and get fit! Children will learn to: understand the characteristics and mental and physical benefits of an active lifestyle	What happens to my body if I don't exercise? Children will learn to: - understand the risks associated with an inactive lifestyle (including obesity) - raise their awareness of simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Getting healthy outdoors Children will learn to: appreciate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Recognising ill health and getting help Children will learn to: identify how and when to seek support, including which adults to speak to in school if they are worried about their health	
Music The Dragon Song	Children will learn to: - find the pulse whilst listening and responding - know the difference between pulse and rhythm - identify the themes of different songs and describe how lyrics can tell a story	Children will learn to: - copy back, play and create rhythmic and melodic patterns - sing a song in two parts and from memory - identify the themes of different songs and describe how lyrics can tell a story	Children will learn to: - play instrumental parts with accuracy, keeping to the pulse - play by ear, or using notation (the note 'G') - improvise using tuned percussion (G, or G + A)	Children will learn to: - play instrumental parts with accuracy, keeping to the pulse - compose a melody using a limited range of notes and simple rhythms (G, A + B) - identify the themes of different songs and describe how lyrics can tell a story	Children will learn to: - play instrumental parts with accuracy, keeping to the pulse - compose a melody using a limited range of notes and simple rhythms (G, A + B) - identify the themes of different songs and describe how lyrics can tell a story	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

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			- identify the themes of different songs and describe how lyrics can tell a story - recognise instruments/voices heard in songs and instrumental pieces - Keyboard, drums, bass, female/ male voices...etc.	recognise instruments/voices heard in songs and instrumental pieces - Keyboard, drums, bass, female/ male voices...etc.	recognise instruments/voices heard in songs and instrumental pieces - Keyboard, drums, bass, female/ male voices...etc.	
Games Net/Wall Games	Children will learn to: - serve to begin a game (e.g. underarm) - play a continuous game using throwing and catching or some simple hitting - keep count/score of a game - play within boundaries - use a small range of basic racquet skills - moves towards a ball to return over a line/net - plays over a net - suggest warm-up activities					
Gym Travelling	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					