

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Year 3	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 The Mystery Cave	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 (with support at the start of year 3) Writing: • write: an exciting story/legend: understanding form, purpose and audience, an interesting information panel about the cave paintings for display in the cave: using headings, subheadings, labels and captions using generalizing language: some, most, often • use higher-level connectives: however, although, meanwhile, as a result of, nevertheless • use pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement) • use expanded noun phrases and prepositions to build interesting descriptions • use sentences with more than one clause: co-ordinate and subordinate clauses • use commas to punctuate clauses • write lines of dialogue, using Power Punctuation and speech verbs • 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 paragraphs to organize and sequence ideas. • using a clear story structure: opening, build-up, peak, conclusion. • using past tense verbs. • using third-person narrative voice. • using apostrophes for possession (singular nouns). • using direct speech, punctuated correctly, and interesting speech verbs. • matching form and organization to purpose					
Maths	Children will learn to: • recognise and show, using diagrams, equivalent fractions with small denominators					

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Fractions Measurement	- compare and order unit fractions and fractions with the same denominators - solve problems that involve equivalent fractions - add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$) - solve problems that involve addition and subtraction of fractions - recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators - recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators - know the number of seconds in a minute and the number of days in each month, year and leap year - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks - compare durations of events (for example to calculate the time taken by particular events or tasks)					
Science How Plants Grow	To identify and describe the functions of the roots of flowering plants Children will learn to: - name the main parts of flowering plants - explain the function of roots - record findings accurately and draw conclusions Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests 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) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		To investigate the way in which water is transported within plants Children will learn to: - explain where plants get their water from - name the parts of the plant that transport water - plan and carry out simple investigations - draw simple conclusions Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests 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) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		To identify and describe the functions of leaves in flowering plants Children will learn to: - identify what plants need to produce their own food - explain the function of leaves in flowering plants - explain some stages in the life cycle of flowering plants Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) setting up simple practical enquiries, comparative and fair tests 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) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	
Computing Sequence in Music	To explore a new programming environment Children will learn to: - identify the objects in a Scratch project (sprites, backdrops) - explain that objects in Scratch have attributes (linked to) - recognise that commands in Scratch are represented as blocks	To use a design to create a program Children will learn to: - identify that each sprite is controlled by the commands they choose - choose a word which describes an on-screen action for their designs - create a program following a design	To explain that a program has a start Children will learn to: - start a program in different ways - create a sequence of connected commands - explain that the objects in their projects will respond exactly to the code	To recognise that a sequence of commands can have an order Children will learn to: - explain what a sequence is - combine sound commands - order notes into a sequence	To change the appearance of my project Children will learn to: - build a sequence of commands - decide the actions for each sprite in a program - make design choices for their artwork	To create a project from a task description Children will learn to: - identify and name the objects they will need for a project - relate a task description to a design - implement their algorithms as code

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Geography Where does our food come from?	To understand that the food we eat comes from many different places around the world Children will learn to: - identify that the United Kingdom is in the Northern Hemisphere - understand that our food comes from different places around the world - explain some of the ways in which food is processed and transported around the world	To know how land in temperate climate zones is used to produce food Children will learn to: - describe some of the conditions in temperate climate zones - identify some of the foods that are produced in temperate climate zones - explain how these foods are transported long distances	To know how land in tropical climate zones is used to produce food Children will learn to: - identify where the tropics are - describe the conditions of tropical climate zones - explain how buying fair trade produce benefits food growers	To describe the way in which land in tropical biomes is being changed to enable more food to be produced Children will learn to: - describe what a biome is - explain how land is changed to enable more food to be produced - understand some of the consequences of changing the way land is used	To explore how food is produced in Mediterranean climate zones Children will learn to: - identify where in the world Mediterranean climate zones are found - describe the conditions in Mediterranean climate zones - describe some ways in which land is used for farming in Mediterranean climate zone	To explain how land is used to produce food in the UK and to understand and describe the trade links that enable food from around the world to be sold in the United Kingdom. Children will learn to: - identify what longitude and latitude lines are - describe the climate in the UK and other temperate climate zones - explain some ways in which land is used by farmers to produce food in the UK - use hemisphere, longitude and latitude to describe locations - describe some differences between climate zones - identify that some food sold in the UK comes from other parts of the world
DT Seasonal Food	To cook using British ingredients available all year round. Children will learn to: - convey their understanding of what 'seasonal food' is - identify why certain foods are available all year round in Britain - use a variety of techniques to bake cakes safely and hygienically	To know how seasonal fruits in Britain are grown and processed Children will learn to: - recognise that some seasonal fruits are suited to the climate and weather conditions in Britain - appreciate that fruit may be processed and/or preserved - follow instructions for a recipe using seasonal fruit or jam	To understand why vegetables form an important part of a healthy and varied diet Children will learn to: - understand why vegetables form an important part of a healthy diet - identify when some British vegetables are in season - prepare a healthy meal using seasonal vegetables	To find out about how seasonally produced meat can form part of a healthy diet Children will learn to: - name a variety of food products that come from animals - identify some reasons why some meat is not in season all-year-round - prepare a healthy, savoury meal using meat (or a vegetarian alternative)	To know how fish are caught or reared, processed and used in healthy meals Children will learn to: - identify some ways in which fish are caught or reared and processed in Britain - identify some of the nutrients in fish - prepare a healthy, savoury meal using fish or vegetarian alternatives	To show what we have learned about eating seasonal food as part of a healthy, varied diet Children will learn to: - identify some reasons why some foods are only in season for a short time - explain why it is a good thing to eat seasonal food - recall and apply what they have learned about seasonal food in Britain
RE Big Question: How are symbols and sayings	Children will learn to: - identify what symbols are important in their own lives - recognise why Sikh people wear symbols - identify what the most important symbol is for Sikh people - understand the importance of Sikh sayings about what God is like					

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important in religion? What do Sikh sayings tell us about Sikh beliefs?	appreciate what the most important sayings are in their own lives					
PSHE Celebrating Achievements and Being Resilient	Children will learn to: - understand that mental wellbeing is a normal part of daily life, in the same way as physical health - know that your achievements in life may look different to those of others but should all be celebrated	Children will learn to: understand that it's important to have aspirations and goals in life	Children will learn to: - understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Children will learn to: - identify where and how to seek support (including recognising the triggers for seeking 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 (including issues arising online) - understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Children will learn to: - recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - identify simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	
Music Bringing us together	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 disco song in two parts and from memory, following musical directions - identify some of the style indicators of Disco music	Children will learn to: - play instrumental parts with accuracy, keeping to the pulse - play by ear, or using notation (the note 'C') - improvise using tuned percussion (using the note 'C') - identify some of the style indicators of Disco music	Children will learn to: - compose a melody using a limited range of notes and simple rhythms (C, A + G) - recognise instruments or voices heard in a disco song (Keyboard, drums, bass, a female singer) and similar songs - identify some of the style indicators of Disco music	Children will learn to: - contribute to a class performance through singing, playing, improvising, or performing a composition - explain how the lyrics of a song can tell a story - identify some of the style indicators of Disco music	Children will learn to: - contribute to a class performance through singing, playing, improvising, or performing a composition - appraise their own performances / the music of others and say how it makes them feel
Sports Athletics	Children will learn to: - run at fast, medium and slow speeds, changing speed and direction - run, jump and throw using a variety of techniques - know and understand how altering the movement of any parts of the body during performance affects end results					

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	• use skills in different ways and link them to make actions • develop an understanding of how to improve in different physical activities
Gym Pathways	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 • with help, recognise how performances could be improved • perform a sequence in time with a partner • know and understand to teach a sequence to a partner • suggest warm-up activities
French La Chenille Très Affamée (The Very Hungry Caterpillar)	Children will learn to: • learn a range of nouns on the themes of fruit, food, colours • learn the names of the days of the week • listen to and understand a French story • develop confidence and memory by retelling a popular story • ask 'What do you want?' and respond 'I want' • ask and answer questions from memory • write individual words from memory • perform and record dialogue