

Year 3	Summer Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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 angles as a property of shape or a description of a turn						

MEDIUM TERM PLANNING Summer 2

Marsh Green Primary School



Properties of Shapes	• identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them • identify horizontal and vertical lines and pairs of perpendicular and parallel lines • measure, compare, add and subtract lengths (m/ cm/mm), mass (kg/g), volume/capacity (l/ml)						
Measurement							
Science How Plants Grow	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Children will learn to: • name the main parts of flowers • describe the functions of the main parts of flowers • describe one of the ways in which flowering plants reproduce • identify how and where seeds are formed in flowering plants Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 explore some of the ways in which flowering plants disperse their seeds Children will learn to: • explain why flowering plants need to disperse their seeds • describe some ways in which seeds are dispersed • identify how seeds are dispersed, based on their appearance Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 understand the structure of seeds and their importance as a food source Children will learn to: • name the parts of a seed and describe their functions • identify the parts of a seed • know why seeds are an important food source for animals Children will learn to work scientifically by: a) asking relevant questions and using different types of scientific enquiries to answer them b) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 f) using straightforward scientific evidence to answer questions or to support their findings		
Computing Events and Actions	To explain how a sprite moves in an existing project Children will learn to: • explain the relationship between an event and an action • choose which keys to use for actions and explain their choices • identify a way to improve a program	To create a program to move a sprite in four directions Children will learn to: • choose a character for their projects • choose a suitable size for a character in a maze • program movement	To adapt a program to a new context Children will learn to: • use a programming extension • consider the real world when making design choices • choose blocks to set up their programs	To develop my program by adding features Children will learn to: • identify additional features (from a given set of blocks) • choose suitable keys to turn on additional features • build more sequences of commands to make their designs work	To identify and fix bugs in a program Children will learn to: • test a program against a given design • match a piece of code to an outcome • modify a program using a design	To design and create a maze-based challenge Children will learn to: • make design choices and justify them • implement their designs • evaluate their projects	
History Invaders and Settlers: Romans	To understand the terms ‘invade’ and ‘settle’ and to place the Romans on a timeline Children will learn to: • understand the terms ‘invade’ and ‘settle’	To find out why and how the Romans successfully invaded Britain Children will learn to: • suggest some reasons why the Romans invaded Britain	To find out who was in Britain when the Romans invaded and learn about their way of life Children will learn to: • identify when the Celts lived in Britain	To explore who Boudica was from different points of view Children will learn to: • identify who Boudica was and what she did	To find out about the results of Boudica’s revolt Children will learn to: • explain the events of Boudica’s revolt • recognise why Boudica’s revolt failed	To find out about life in Roman Britain Children will learn to: • explain some aspects of Roman life	To know how the Romans have influenced our lives today Children will learn to: • explain some of the things the Romans

MEDIUM TERM PLANNING Summer 2

Marsh Green Primary School



PSHE Being part of a community	Children will learn to: - identify the different groups that make up their community; what living in a community means - value the different contributions that people and groups make to the community		Children will learn to: appreciate diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities		Children will learn to: - recognise the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others - value the different contributions that people and groups make to the community		Children will learn to: understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness		Children will learn to: identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	
Music Reflect, Rewind and Replay	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Robert Morton, Francois Couperin, Franz Joseph Haydn, Franz Liszt, Claude Debussy, Kenny Wheeler) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (focus on texture, dynamics, tempo, rhythm and pitch) - describe how a piece of music makes them feel and why - discuss whether they like a piece of music and say why - identify instruments and voice types heard in different pieces - understand where a piece of music fits on a	Children will learn to: - describe pieces of classical music using musical vocabulary - know and recognise pieces by classical composers of different eras (Robert Morton, Francois Couperin, Franz Joseph Haydn, Franz Liszt, Claude Debussy, Kenny Wheeler) - build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (focus on texture, dynamics, tempo, rhythm and pitch) - 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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 - use skills in different ways and link them to make actions - develop an understanding of how to improve in different physical activities						
Dance The Tudors	Children will learn to: - improvise freely, translating ideas from a stimulus into a movement - create dance phrases that communicate ideas - share and create dance phrases with a partner and in a small group - repeat, remember and perform these phrases in a dance - use dynamic, rhythmic and expressive qualities clearly and with control - understand the importance of warming up and cooling down - recognise and talk about the movements used and the expressive qualities of dance - suggest improvements to their own and other people's dances						
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						