

## Medium Term Plan – Spring 1

## Rowans Y3

## The Rainforest Rumble

Subject	Week 1 03/01/19	Week 2 07/01/19	Week 3 14/01/19	Week 4 21/01/19	Week 5 28/01/19	Week 6 04/02/1	Week 7 11/02/19
Maths	<p><b>NC – Measurement</b> Measure, compare add and subtract: lengths in cm, m, mm.</p> <p><b>Inspire Unit 8</b> Recognise the units of measurement for length. Estimate and measure 1 metre (1 m).</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>	<p><b>NC - Measurement</b> Measure, compare add and subtract: mass in kg and g.</p> <p><b>Inspire Unit 9</b> Use the unit kilogram (kg) for measuring mass and have a sense of how heavy 1 kg is.</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>	<p><b>NC - Measurement</b> Measure, compare add and subtract: volume/capacity ml and l.</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>	<p><b>NC – Fractions</b> Counting up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by ten.</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>	<p><b>NC – Fractions</b> Recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators. Compare and order unit fractions with the same denominators.</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>	<p><b>NC – Fractions</b> Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>	<p><b>NC – Fractions</b> Add and subtract fractions with the same denominator within one whole.</p> <p><b>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</b></p>
English	<p><b>Poetry</b> <b>Free verse poetry with a rainforest theme</b></p> <p><b>NC – Recognising some different forms of poetry such as free verse and narrative.</b></p> <p><b>Cold write</b></p>	<p><b>Poetry</b> <b>Free verse poetry with a rainforest theme</b></p> <p><b>NC – Compose and rehearse sentences orally progressively building vocabulary.</b></p> <p><b>Hot task</b> Wishing story</p>	<p><b>Fiction writing</b> <b>Cumulative story.</b> <b>Monkey see, Monkey do</b></p> <p><b>NC – Think aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear.</b></p>	<p><b>Fiction writing</b> <b>Cumulative story.</b> <b>Monkey see, Monkey do</b></p> <p><b>NC - Think aloud to explore and collect ideas, drafting and re-reading to check meaning is clear.</b></p>	<p><b>Fiction writing</b> <b>Cumulative story</b></p> <p><b>NC – Assess the effectiveness of their own and others writing and suggest improvements.</b> Proof read for spelling and punctuation errors.</p>	<p><b>Non-fiction writing</b> <b>Information texts.</b> <b>The plight of the rainforest.</b></p> <p><b>NC – Compose and rehearse sentences building vocabulary.</b> Organise paragraphs around a theme.</p> <p><b>Cold write</b></p>	<p><b>Non-fiction writing</b> <b>Information texts.</b> <b>The plight of the rainforest.</b></p> <p><b>NC – Use simple organisational devices such as sub-headings and headings.</b></p> <p><b>Hot task</b></p>

	Rainforest poem.		Cold write Cumulative story.	Hot task Rainforest poem		Information text.	Cumulative story.
SPaG	<b>NC</b> – Understanding the formation of nouns using prefixes ‘sub’ and ‘tele’	<b>NC</b> – Indicating possession by using the possessive apostrophe with plural nouns.	<b>NC</b> – Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<b>NC</b> – Indicating contractions using apostrophes.	<b>NC</b> – Using dictionaries effectively by looking up the first three letters of a word.	<b>NC</b> – Grouping related material using paragraphs and using headings and sub-headings.	<b>NC</b> – Using the present perfect form of verbs in contrast to the past tense.
Guided reading	<b>Diwali</b> <b>NC</b> – Read books that are structured in different ways and read for a range of purposes.	<b>Diwali</b> <b>NC</b> – Retrieve and record information from non-fiction.	<b>Diwali</b> <b>NC</b> – Identify main ideas drawn from more than one paragraph and summarise these.	<b>The Hodgeheg</b> <b>NC</b> – Discussing words and phrases which capture the readers interests and imagination.	<b>The Hodgeheg</b> <b>NC</b> – Check that text makes sense to them and explain the meaning of words in context.	<b>The Hodgeheg</b> <b>NC</b> – Predict what might happen from details stated and implied.	<b>The Hodgeheg</b> <b>NC</b> - Identifying themes and conventions in a wide range of books.
Science	<b>Not in school</b>	<b>Forces – Pushing and pulling</b> <b>NC</b> – To notice that some forces need contact between two objects and identifying pushes and pulls.	<b>Forces – Toy car investigation</b> <b>NC</b> – To compare how things move over different surfaces.  Working scientifically to set up simple practical enquiries.	<b>Cambridge Science Museum visit.</b>  Forces workshop.	<b>Magnets</b> <b>NC</b> – Notice that magnetic forces can work at a distance and attract some materials and not others.	<b>Magnets</b> <b>NC</b> – To compare and group materials according to whether they are magnetic.  Working scientifically to record findings using simple scientific language.	<b>Magnets</b> <b>NC</b> – Identify magnetic and non-magnetic materials and use this knowledge to create a magnet game.
History	Taught after half term						
Art/DT	Taught after half term						
Geography	<b>NC</b> - Identify the position of latitude, longitude, Equator, Northern	<b>Rainforests</b> <b>NC</b> - To locate the world’s countries, using maps to focus on Europe and North	<b>Rainforests</b> <b>NC</b> - To use maps, atlases, globes and digital/computer mapping to locate countries	<b>Rainforests</b> <b>NC</b> - To identify the position and significance of latitude, longitude,	<b>Rainforests</b> <b>NC</b> - To understand geographical similarities and differences through the study	<b>Rainforests</b> <b>NC</b> - To understand geographical similarities and differences through the study of	<b>Rainforests</b> <b>NC</b> - To describe and understand key aspects of human geography,

	Hemisphere Southern Hemisphere	and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.	and describe features studied in the context of rainforests.	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests.	of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.	human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation.
Computing	Studied after half term						
MFL	<b>Recap of vowel sounds</b> A, oe, u Oral practice and spotting sounds in new term song.	<b>Mon corps NC</b> – Explore the patterns and sounds of language through songs and rhymes and link sounds and spellings of words.  <b>Alain Au Lait.</b> Alouette, gentille alouette	<b>Mon corps NC</b> – Listen attentively to spoken language and show understanding by joining in and responding by playing Jacques a dit.  <b>Alain Au Lait.</b> Alouette, gentille alouette	<b>Mon corps NC</b> - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Word repeat and matching game.  <b>Alain Au Lait.</b> Alouette, gentille alouette	<b>Mon corps NC</b> – Engage in conversations, ask and answer questions by playing guess who.  <b>Alain Au Lait.</b> Alouette, gentille alouette	<b>Mon corps NC</b> – Speak in a sentence using new vocabulary. Children adding a description to their guess who monster.  <b>Alain Au Lait.</b> Alouette, gentille alouette	<b>Mon corps NC</b> – Develop accurate pronunciation and intonation so that others understand. Peer interview describing a character from a selection.  <b>Alain Au Lait.</b> Alouette, gentille alouette
RE	Not in school	<b>Islam</b>	<b>Islam</b>	<b>Islam</b>	<b>Islam</b>	<b>Islam</b>	<b>Islam</b>

		Recap of Muslim subject knowledge.	How do we show obedience?	How do we show submission?	How do Muslims show obedience and submission to Allah?	Who is Mohammad?	What is meant by the 'Seal of the prophets?'
PE	Not in school	<b>Indoor Gymnastics with apparatus</b> <b>NC</b> – Develop flexibility, strength, technique, control and balance.	<b>Indoor Gymnastics with apparatus</b> <b>NC</b> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Indoor Gymnastics with apparatus</b> <b>NC</b> - Develop flexibility, strength, technique, control and balance.	<b>Indoor Gymnastics with apparatus</b> <b>NC</b> - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Indoor Gymnastics with apparatus</b> <b>NC</b> - Develop flexibility, strength, technique, control and balance.	<b>Indoor Gymnastics with apparatus</b> <b>NC</b> – Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Music	Not in school	Suffolk music scheme – tuned percussion Glockenspiel					
PSHE	Not in school	<b>Relationships</b>  Who do we have relationships with?	<b>Relationships</b> <b>NC</b> - To recognise and respond appropriately to a wider range of feelings in others.	<b>Relationships</b> <b>NC</b> - To judge what kind of physical contact is acceptable or unacceptable and how to respond.	<b>Relationships</b> <b>NC</b> - That their actions affect themselves and others.	<b>Relationships</b> <b>NC</b> - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	<b>Relationships</b> <b>NC</b> - To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.