Medium Term Plan – Spring 1 – Year 3

Core Text: Escape from Pompeii

Topic: Tremors

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Count in steps of 2, 3, 4, 5, 8, 10, 50 and 100.	Multiply 2 – digits by 1 digit in a formal written method	Use number lines then move onto used the formal bus top method for division	Solve division problems that include remainders	Problem solving with multiplication and division	Solve scaling and how many ways problems.
Reading Domains	To know information can be found in diagrams, photos, captions, labels and charts as well as in a main text (2B) To know how to use text before and after an unknown word to make a sensible guess (2a) To develop the skill of making a simple inference about feelings, thoughts and motives based on a simple point of reference from the text (2d)	To know information can be found in diagrams, photos, captions, labels and charts as well as in a main text (2B) To develop the skill of making a simple inference about feelings, thoughts and motives based on a simple point of reference from the text (2d) To develop the skill of recognising interesting vocabulary and explaining why this is effective (2g)	To know information can be found in diagrams, photos, captions, labels and charts as well as in a main text (2B) To know how to use text before and after an unknown word to make a sensible guess (2a) To know how to justify a prediction based on what has happened so far (2e)	To develop the skill of using non-fiction features with minimal prompting to find the answers to questions (2b) To develop the skill of making a simple inference about feelings, thoughts and motives based on a simple point of reference from the text (2d) To know how to explain the main idea of a recently read paragraph (2c)	To develop the skill of explaining the main idea of a recently read paragraph (2c) To develop the skill of explaining the main idea of a recently read paragraph (2c) To develop the skill of using non-fiction features with minimal prompting to find the answers to questions (2b)	To know how to identify and compare themes of fictional stories (2h) To develop the skill of making a simple inference about feelings, thoughts and motives based on a simple point of reference from the text (2d) To know how to use familiar non-fiction features independently to navigate through a text (2f)
Text Type	Narrative	Narrative	Narrative	Newspaper report	Newspaper report	Newspaper report
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention
Grammar and Punctuation (Active English)	Complex sentences – 'after and before'	Noun phrases, powerful adjectives – descriptive vocab	Direct speech	a/an (determiners)	Conjunctive adverbs	Punctuating speech
Spelling	Unit 7	Unit 7	Unit 8	Unit 8	Unit 9	Unit 9
Terminology (technical vocabulary)	Narrative, opening, setting, describe, character, build-up,	Narrative, opening, setting, describe, character, build-up,	Narrative, opening, setting, describe, character, build-up,	Newspaper, report, heading, title, headline, byline, caption, picture,	Newspaper, report, heading, title, headline, byline,	Newspaper, report, heading, title, headline, byline, caption, picture,

	dilemma, reaction, resolution, speech, inverted comma, reporting clause	dilemma, reaction, resolution, conjunctive adverb, sequence, cohesion	dilemma, reaction, resolution, subordination, conjunction, main clause, subordinate clause	first person, third person, quotes, reported speech, orientation	caption, picture, first person, third person, quotes, reported speech, orientation	first person, third person, quotes, reported speech, orientation
Greater Depth SC	I can compose a narrative with a coda that links to my opening. I can use complex sentences with a range of subordinating conjunctions.	I can compose a narrative with a coda that links to my opening. I can use figurative language	I can choose between direct and reported speech according to the context I am writing in	I can use an range of conjunction in my sentences	I can use a range of conjunctive adverbs to link my sentences together.	Reported and direct speech.
SEND SC	I can use 'when', 'because' and 'as' to join clauses.	I can use conjunctive adverbs from a word bank to sequence my work.	I can use inverted commas to open and close speech.	I can use coordinating conjunctions in my sentences.	I can select appropriate conjunctive adverbs form a word bank.	I can open and close direct speech with inverted commas
Handwriting	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
Rainbow Grammar (where appropriate)	Speech	Speech	Speech			
Cross-curricular Writing Opportunities	**Maths:** Creating word problems for multiplication and division **Science:** Forces investigation **History:** Non – chronological report on the Romans in Britain – poster presentation **Geography:** Diagrams with descriptions of how a volcano is formed and erupts **RE:** **Art:** Written evaluation of an art piece **Design and Technology:** Instruction writing on how build a volcano					

| Science objectives

Working Scientifically
A1, A4, A5, A7, A8

Forces and magnets
F1, F2, F3, F4, F5 | | Forces investigation
Magnetic investigation

To know how to compare how things move on different surfaces. *A1*

To understand that some forces need contact between two objects but magnetics forces can act at distance. *A2*

To understand how magnets, attract or repel each other and not others. A3

To develop the skill of predicting whether two magnets will attract or repel each other, depending on which poles they are facing. *A4*

To develop the skill of identifying differences, similarities or changes. *A8* | Forces investigation
Magnetic investigation

To know how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify magnetic materials. *A5*

To develop the skill of asking relevant questions. *A1*

To develop the skill of gathering, recording, classifying and presenting data. *A4*

To develop the skill of using result to draw simple conclusions, suggest improvements, new questions and predictions. *A7*

To develop the skill of recording of findings using scientific language, drawings, labelled diagrams, | | | |

			bar charts and tables. *A5*			
History Objectives *Knowledge and Understanding* *B1, B2* *Organise, Evaluate and Communicate Information* *C2* *Chronological Awareness* *A1* *Historical Enquiry* *E1*				Romans in Britain To know and understand of some of the main events, people and changes of Britain and Ancient Rome. *B1* To develop the skill of using evidence to describe the culture and leisure activities from Ancient Rome. *A2* To develop the skill of communicating ideas about the past using a variety of genres. *C2*	Compare Stone age to Ancient Rome To develop the skill of identifying some of the differences and similarities between periods. *A1* To develop the skill of using a variety of documents as evidence about the past. *E1*	
Geography Objectives *Human and Physical Geography* *B1, B2* *Locational Geography* *C1*	Volcanoes and Earthquakes To know how volcanoes are created. *B1* To understand how earthquakes are created. *B2*	Geographical features of a locality near a volcano. Ring of fire. To know the location and name some of the world's most famous volcanoes. *C1*				

Religious Education objectives **Personal Resonance** *A3* **Knowledge and Understanding** *B3* **Evaluation and Critical thinking** *C3*				Christianity – Miracles TO understand what miracles are. *A3* To develop the skill of discussing miracles in the world. *A3* To understand Christian viewpoints about Jesus's healing miracles. *B3*	Christianity – Miracles To understand how Christians, explain the possibility of miracles occurring. *C3* To develop the skill of evaluating the possibility of miracles occurring. *C3*	
Art Objectives *2D Art (Drawing and Painting)* *A1,* *A2, A4, A5*					People Running from Pompeii To develop the skill of drawing features with increasing accuracy. *A1* To develop the skill of showing facial expressions in my art. *A2* To develop the skill of using sketches to produce a final piece of art. *A4*	

					To develop skill of using different grades of pencil. *A5*	
Design and Technology Objectives *Make* *C1* *Evaluate* *D1, C3* *Technical Knowledge* *E1*						**Making Volcanoes** To develop the skill of adapting my design criteria as I develop my product to meet a range of requirements. *D1* To know how to select and safely use a range of tools. *C1* To develop the skill of accurately measuring and forming sections of my product. *C3* To know how to strengthen. Stiffen and reinforce a complex design. *E1*
PSHE objectives	**Aspirations** LO: To know the different talents and skills and how skills have developed	**British Values** LO: To know examples of respectful language	**Family** LO: To know there are different types of family	**Safeguarding** LO: To know key people who are responsible for keeping us safe	**First Aid** LO: To know some basic first aid and how to call emergency services	**Friendship** LO: To know qualities of friendship
Computing Objectives *Communication and Collaboration*	Computer networks To understand how computer networks work. *D1*	Computer networks To understand how computer networks work. *D1*	Computer Networks To understand how the internet works. *D1*	Computer Networks To understand how the internet works. *D1*	Computer Networks To understand how the internet can provide multiple services. *D2*	Computer Networks To understand how the internet can provide multiple services. *D2*

D1, D2						
<u>Music Objectives</u> <u>A3, A4, B3, B4, D6</u> Building Musical focus: Beat Cross-curricular: Design and technology	To know how music can be organised in sequences. B3.	To develop the skill of using voices and actions to perform simple rhythms with a steady beat. D6	To understand how music can be organised in layers. B4	To understand how to combine rhythms in layers. B4	To develop the skill of creating music using own ideas. A3	To understand how to make a choice linked to musical structure. A4