

Medium Term Plan – Spring 2 – Year 3

Core Text: Charlotte’s Web

Topic: Food For Thought

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Understand and identify unit-fractions	Understand and identify non – unit fractions. Know how to make a whole	Find fractions of set objects	Find fractions of set objects	Count-up in tenths. Convert tenths from fractions to decimals	Find tenths of amounts
Text Type	Persuasive Letter	Persuasive Letter	Persuasive Letter	Narrative	Narrative	Narrative
Reading Domains	<p>To know how to use non-fiction features with minimal prompting to find the answers to questions (2b)</p> <p>To develop the skill of making a simple and sensible prediction of what might happen next based on what is stated (2e)</p> <p>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)</p>	<p>To know how to use non-fiction features with minimal prompting to find the answers to questions (2b)</p> <p>To develop the skill of making a simple and sensible prediction of what might happen next based on what is stated (2e)</p> <p>To know how to explain simply the effect a word has on a reader (2g)</p>	<p>To know how to use non-fiction features with minimal prompting to find the answers to questions (2b)</p> <p>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)</p> <p>To know how to use knowledge about root words, prefixes and suffixes to understand the meaning of new vocabulary (2a)</p>	<p>To develop the skill of using non-fiction features with minimal prompting to find the answers to questions (2b)</p> <p>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)</p> <p>To develop the skill of explaining the main idea of a recently read paragraph (2c)</p>	<p>To develop the skill of using non-fiction features with minimal prompting to find the answers to questions (2b)</p> <p>To develop the skill of making a simple and sensible prediction of what might happen next based on what is stated (2e)</p> <p>To know how to use knowledge about root words, prefixes and suffixes to understand the meaning of new vocabulary (2a)</p>	<p>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)</p> <p>To know how to use familiar no- fiction features independently to navigate through a text (2f)</p> <p>To develop the skill of comparing features of stories such as characters, settings, openings, endings (2h)</p>
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention

Grammar and Punctuation (Active English)	a/an (determiners)	Conjunctive adverbs	Complex sentences – ‘after and before’	Punctuating speech	Noun phrases, powerful adjectives – descriptive vocab	Direct speech
Spelling	Unit 10	Unit 10	Unit 11	Unit 11	Unit 12	Unit 12
Terminology (technical vocabulary)	Opinion, fact, point of view, persuasion, passion, power of three, repetition, adverbs, conjunctive adverb, letter, adverbs, non-finite clause	Opinion, fact, point of view, persuasion, passion, power of three, repetition, adverbs, conjunctive adverb, letter, adverbs, non-finite clause	Opinion, fact, point of view, persuasion, passion, power of three, repetition, adverbs, conjunctive adverb, letter, adverbs, non-finite clause	Narrative, opening, setting, describe, character, build-up, dilemma, reaction, resolution, speech, inverted comma, reporting clause	Narrative, opening, setting, describe, character, build-up, dilemma, reaction, resolution, conjunctive adverb, sequence, cohesion	Narrative, opening, setting, describe, character, build-up, dilemma, reaction, resolution, subordination, conjunction, main clause, subordinate clause
Greater Depth SC	I can use an range of conjunction in my sentences	I can use a range of conjunctive adverbs to link my sentences together.	I can use well-chosen vocabulary to create an impact on my reader.	I can choose between direct and reported speech according to the context I am writing in	I can compose a narrative with a coda that links to my opening. I can use figurative language	I can compose a narrative with a coda that links to my opening. I can use complex sentences with a range of subordinating conjunctions.
SEND SC	I can use coordinating conjunctions in my sentences.	I can select appropriate conjunctive adverbs form a word bank.	I can use well chosen vocabulary	I can use inverted commas to open and close speech.	I can use conjunctive adverbs from a word bank to sequence my work.	I can use inverted commas to open and close speech.
Handwriting	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling

Rainbow Grammar (where appropriate)				Speech	Speech	Speech
Cross-curricular Writing Opportunities	<p><b>Maths:</b> Instructional writing for fractions  <b>Science:</b> Independent experiment on requirements for a plant to grow  <b>History:</b> James Lind – letters from the crew – Achievement summary  <b>Geography:</b> Fairtrade food investigation  <b>RE:</b> N/A  <b>Art:</b> N/A  <b>Design and Technology:</b> Persuasive adverts – fruity drinks, recipe for a healthy meal  <b>Computing:</b> Instructions for using scratch</p>					
<p><b>Science Objectives</b></p> <p><i>Working Scientifically</i> A2, A4, A5, A7,</p> <p><i>Plants</i> B1, B2, B3</p>		<p>To know the functions of different parts of flowering plants. <i>B1</i></p> <p>To know the requirements for life and growth and how they vary from plant to plant. <i>B2</i></p> <p>To know how to investigate the way in which water is transported within plants. <i>B3</i></p>	<p>To develop the skill of setting up a fair test. A1</p> <p>To develop the skill of gathering, recording and presenting data. A4</p> <p>To develop the skill of recording findings using scientific language. A5</p> <p>To develop the skill of using results to draw simple</p>			



			conclusions and suggest improvements. A7			
<p><b><u>History Objectives</u></b></p> <p><i>Organise, Evaluate and Communicate Information</i> C1, C2</p> <p><i>Historical Understanding</i> D1</p> <p><i>Historical Enquiry</i> E1</p>					<p>To develop the skill of identifying ways in which the past is represented. C1</p> <p>To develop the skill of communicating ideas about the past. C2</p> <p>To understand reasons for the importance of James Lind's discoveries. D1</p> <p>To understand the impact of James Lind's discoveries. D1</p> <p>To develop the skill of using a variety of documents as</p>	



					evidence about the past. <i>E1</i>	
<p><b><u>Geography Objectives</u></b></p> <p><i>Geographical Skills and Fieldwork</i> <i>A1, A3, A4</i></p> <p><i>Locational Knowledge</i> <i>C2, C3</i></p>				<p>To know geographical words to describe a place and the things that happen there <i>A1</i></p> <p>To know how to use maps and atlases appropriately by using contents and indexes <i>A3</i></p> <p>To know how to use digital maps to locate countries <i>A4</i></p> <p>To know the names of a number of countries in Europe <i>C2</i></p> <p>To know the capital cities of neighbouring European cities <i>C3</i></p>		



<p><b>Religious Education objectives</b></p> <p>Personal Resonance <i>A4</i></p> <p>Knowledge and Understanding <i>B4</i></p> <p>Evaluation and Critical thinking <i>C4</i></p>						<p>To understand how a person may rescue or help others. <i>A4</i></p> <p>To understand why Christians, believe Jesus' death was important. <i>B4</i></p> <p>To develop the skill of reflecting on whether I agree with Christian beliefs about Jesus' death. <i>C4</i></p>
<p><b>Art Objectives</b></p> <p><i>2D Art</i> <i>A5, A6</i></p> <p><i>Responding to Art and Artists</i> <i>E1, E2</i></p> <p><i>Exploring and Developing Ideas</i> <i>F1, F2</i></p>	<p>To develop the skill of identifying the techniques used by different artists and make notes in sketchbooks. <i>E1</i></p> <p>To develop the skill of comparing, analysing and evaluating the work of different artists. <i>E2</i></p> <p>To develop the skill of selecting and recording ideas from first hand</p>	<p>To develop the skill of showing my likes and dislikes to make improvements in my artwork. <i>A6</i></p> <p>To develop the skill of using different grades of pencil to shade and to show different tones and textures. <i>A5</i></p>				



	<p>observation, experience and imagination. <i>F1</i></p> <p>To know how to question and make thoughtful observations about starting points and select ideas for different purposes. <i>F2</i></p>					
<p><u>Design and Technology Objectives</u></p> <p><i>Cooking and Nutrition</i> <i>A1, A2, A3</i></p> <p><i>Evaluate</i> <i>D1</i></p>					<p><b>Healthy Meal</b></p> <p>To know how to create a menu that is varied and healthy. put together a step – by – step plan. <i>A1</i></p> <p>To understand how to follow a recipe and use simple cooking techniques. <i>A2</i></p> <p>To develop the skill of describing how my combined ingredients</p>	<p><b>Food Miles</b></p> <p>I can adapt my design criteria as I develop my product to meet a range of requirements. <i>D1</i></p> <p>To know where and how ingredients are grown, reared, caught and processed. <i>A3</i></p>



					come together. A2	
<b><u>PSHE Objectives</u></b>	To understand how illnesses spread	Understand how people are different and demonstrate empathy	To understand income, saving and spending	To know that people earn their income through their jobs	To know some people we have special relationships with	To know some people we have special relationships with
<b><u>Computing Objectives</u></b>  <i>Programming</i> C1, C2, C3	To develop the skill of designing, writing and debugging programs. C1	To develop the skill of designing, writing and debugging programs. C1	To develop the skill of using sequence, selection and repetition in programs. C2	To develop the skill of using sequence, selection and repetition in programs. C2	To develop the skill of detecting and correcting errors in algorithms and programs. C3	To develop the skill of detecting and correcting errors in algorithms and programs. C3
<b><u>Music Objectives</u></b> <b>A5, A6</b> <i>Food and Drink</i> <i>Musical focus:</i> <i>Performance</i> <i>Cross-curricular:</i> <i>Design and Technology.</i>	To know how to explore simple accompaniments using beat and rhythm patterns. A5	To know how to explore simple accompaniments using beat and rhythm patterns. A5	To know how to use a musical score and combine sounds to create different musical textures. A6	To know how to use a musical score and combine sounds to create different musical textures. A6	To understand how to explore different types of accompaniment. A5	To understand how to explore different types of accompaniment. A5