

Medium Term Plan – Summer 1 – Year 3

Core Text: *Butterfly Lion*

Topic: Predators

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Understand and recognise equivalent fractions	Understand and recognise equivalent fractions	<i>Compare and order unit and non – unit fractions</i>	<i>Add and subtract fractions of the same denominator</i>	<i>To know right angles as a point of turn. Recognise angles and their properties (acute, right angles, obtuse, straight angle, reflex)</i>	<i>Recognise angles and their properties (acute, right angles, obtuse, straight angle, reflex) Recognise angles within shapes</i>
Reading Domains	<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 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 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 inference about feelings, thoughts and motives based on a simple point of reference from the text (2d)</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 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 know how to identify some basic features of organisation at sentence or text level (2f)</p>	<p>To know how to identify some basic features of organisation at sentence or text level (2f)</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 comparing features of stories such as characters, settings, openings, endings (2h)</p>
Text Type	Non – Chronological Report	Non – Chronological Report	Non – Chronological Report	Play Script	Play Script	Play Script
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention

Grammar and Punctuation (Active English)						
Spelling	Unit 13	Unit 13	Unit 14	Unit 14	Unit 15	Unit 15
Terminology (technical vocabulary)	Sub heading Rhetorical questions Facts Statistics Title Heading Conjunctive adverb, adverb, feature, descriptive, parenthesis	Non-chronological report, paragraph, conjunction, subordinate, noun, verb, conjunctive adverb, adverb, feature, descriptive, parenthesis	Non-chronological report, paragraph, conjunction, subordinate, noun, verb, conjunctive adverb, adverb, feature, descriptive, parenthesis	Characters scene setting margin formal language, informal language. stage directions, brackets, adverbs, adverbial phrases	Characters scene setting margin formal language, informal language. stage directions, brackets, adverbs, adverbial phrases,	Characters scene setting margin formal language, informal language. stage directions, brackets, adverbs, adverbial phrases
Greater Depth SC	To use subordinating clauses in varying position	To use conjunctive adverbs and prepositions in varied positions in sentences to create cohesion.	To create cohesion between the opening and concluding paragraphs	To create a cohesive dialogue between multiple characters	To use parenthesis for extended stage directions.	To use a mixture of formal and informal language depending on character.
SEND SC	I can join clauses using subordinating conjunctions from a word bank.	I can use prepositions and conjunctive adverbs to start sentences.	I can choose appropriate verbs for a non -chronological report from a word bank	To create dialogue between 2 characters.	To select prepositions from a word bank.	To use a range of sentence types; questions, exclamations and statements.
Handwriting	Linked to spelling					

Rainbow Grammar (where appropriate)						
Cross-curricular Writing Opportunities	<p><b>Maths:</b> Creating problem solving questions  <b>Science:</b> Comparative write between skeleton types.  <b>History:</b> Non – chron report on an extinct predator  <b>Geography:</b> N/A  <b>RE:</b> reflective piece on Hinduism.  <b>Art:</b> critical report on artwork  <b>Design and Technology:</b> Instructional writing  <b>Computing:</b> Non – chron report on an extinct predator</p>					
<p><u>Science Objectives</u></p> <p><i>Working Scientifically</i> A3, A4, A5, A7</p> <p><i>Animals, Including Humans</i> C1, C2</p>		<p>To know that animals, including humans, need the right types of nutrition. C1</p> <p>To understand that animals, including humans cannot make food by themselves and get nutrition from what they eat. C1</p> <p>To know that humans and some other animals have skeletons and muscles. C2</p>	<p>To develop the skill of making accurate measurements. A3 To develop the skill of gathering, classifying and presenting data. A4</p> <p>To develop the skill of recording finding. A5</p> <p>To develop the skill of using results to draw conclusions. A7</p>			



		To understand why humans and some animals have muscles and skeletons. C2				
<u>History Objectives</u>  <i>Organise, Evaluate and Communicate Information</i> C2			To develop the skill of communicating ideas about the past. C2			
<u>Geography Objectives</u>  <i>Geographical Skills and Fieldwork</i> A1, A2	To develop the skill of using geographical vocabulary. A1  To develop the skill of using OS symbols. A2					
<u>Religious Education Objectives</u>  <i>Personal Resonance</i> A5						To know some of the different roles and characteristics that make up an individual. A5  To understand Hindu beliefs about



<p><b>Knowledge and Understanding</b> B5</p> <p><b>Evaluation and Critical thinking</b> C5</p>						<p>gods and Brahman. B5</p> <p>To develop the skill of reflecting and discussing my thoughts about Hindu beliefs about Gods. C5</p>
<p><u>Art Objectives</u></p> <p><b>2D Art</b> A1, A2, A3, A4, A6</p>				<p>To develop the skill of drawing facial features with expression. A1, A2</p> <p>To develop the skill of using a range of brushes. A3</p> <p>To develop the skill of sketching, analysing and improving. A4, A6</p>		
<p><u>Design and Technology Objectives</u></p> <p><b>Make</b> C3</p> <p><b>Technical Knowledge</b> E1, E2</p>					<p>To develop the skill of creating a design with exact measurements. C3</p> <p>To develop the skill of creating a complex structure with electrical and mechanical components. E1, E2</p>	

<b><u>PSHE Objectives</u></b>	To know how to be 'deaf' aware and remove barriers of communication.		To know risk factors in given situations.	To understand and explain some of the reasons people are bullied.	To know the impacts of using gender in advertising.	To know some key risks from smoking and alcohol.
<b><u>Computing Objectives</u></b>  <b><i>Multimedia and Processing</i></b> <i>B1, B2, B3, B4, B5</i>	To know how to cut, copy and paste between applications. <i>B1</i>	To know how to edit, delete, insert and replace text. <i>B2</i>	To understand the difference between electronic media and printed media. <i>B3</i>  To understand the advantages and disadvantages between electronic and printed media. <i>B3</i>	To develop the skill of selecting key features when designing publications. <i>B3</i>	To know how to download and amend images. <i>B4</i>	To know how to sequence still images and videos. <i>B5</i>  To know how to use simple editing techniques. <i>B5</i>
<b><u>Music Objectives</u></b> <b><u>Sounds</u></b> A7, C2, C3, C4, C5, D7. <b><u>Musical focus:</u></b> <b><u>Exploring sounds</u></b> <b><u>Cross-curricular:</u></b> <b><u>Geography</u></b>	To know how sounds are produced and how instruments are classified. C2	To know and understand about aerophones. C3	To understand musical conversational structure. A7	To know and understand about idiophones. C4	To develop an understanding of call and response. D7	To know and understand about chordophones. C5