

Medium Term Plan – Summer 2 – Year 3

Core Text: Spiderwick Chronicles

Topic: Gods and Mortals

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Teaching and Learning	Interpret information from pictograms, bar charts and tallies.	Use bar charts, pictograms and tallies to represent information	Recognise time to the hour, quarter past, half past and quarter to	Recognise the time to 5 minutes	Use AM and PM accurately. Understand the 24-hour clock. Convert from analogue to digital.	Find and compare durations of time	Find and compare durations of time. Consolidation
Reading Domains	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,	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	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	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	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	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	To develop the skill of identifying and comparing themes of fictional stories (2h) To develop the skill of comparing features of stories such as characters, settings, openings, endings (2h)

	thoughts and motives based on a simple point of reference from the text (2d) To develop the skill of explaining simply the effect the word has on the reader (2g)	reference from the text (2d) To develop the skill of using knowledge about root words, prefixes and suffixes to understand the meaning of new vocabulary (2a)	on a simple point of reference from the text (2d) To develop the skill of using knowledge about root words, prefixes and suffixes to understand the meaning of new vocabulary (2a)	reference from the text (2d) To develop the skill of using text before and after an unknown word to make a sensible guess (2a)	reference from the text (2d) To develop the skill of justifying the prediction, when prompted, based on what has happened so far (2e)	reference from the text (2d) To develop the skill of explaining simply the effect the word has on the reader (2g)	To develop the skill of explaining the main idea of a recently read paragraph (2c)
Text Type	Non - Chron	Non - Chron	Non - Chron	Narrative	Narrative	Narrative	Survival Guides
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention	Invention
Grammar and Punctuation (Active English)	Subordinating conjunctions	Conjunctive adverbs	Factual language	Prepositional phrases	Speech	Adverbial phrases	Subordinating conjunctions
Spelling	Re - cap						
Terminology (technical vocabulary)	Sub heading Rhetorical questions Facts Statistics	Non-chronological report,	Non-chronological report,	Prepositional Location Descriptive Show not tell Pronouns	Speaker Direct Coordinating conjunctions Present Perfect	Adverbs Fronted Adverbials Show not tell	Sub heading Rhetorical questions Facts Statistics



	Title Heading Conjunctive adverb,	paragraph, conjunction, subordinate, noun, verb, conjunctive adverb,	paragraph, conjunction, subordinate, noun, verb, conjunctive adverb,		Show not tell	Figurative language Simile Metaphor	Title Heading Conjunctive adverb
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	I can use prepositional phrases in varied spaces within a sentence to create impact.	Develop the use of dialogue to show character, including the choice of the dialogue verb	I can appropriately add in similes to quantify actions.	I can inject humour into a survival guide.
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	I can select appropriate prepositions form a word bank.	I can indicate direct speech by using inverted commas.	I can appropriately add in similes to quantify actions.	I can choose engaging adjectives to make a report exciting.
Handwriting							
Rainbow Grammar (where appropriate)			Adverbial clauses			Speech	Conjunctive adverbs

<p>Cross-curricular Writing Opportunities</p>	<p>Science: Life-cycle of a plant through a narrative. Maths: N/A History: Comparative write of Ancient Greek Olympics vs Modern Day Olympics Geography: Non – Chron on rivers DT: Critical analysis on pots. Art: Critical analysis on pots. Computing: N/A</p>						
<p><u>Science Objectives</u></p> <p><i>Working Scientifically</i> A3, A6, A7, A8</p> <p><i>Plants</i> B4</p> <p><i>Light</i> E4, E5</p>			<p>To develop the skill of identifying similarities and differences in scientific processes. A8</p> <p>To understand the life – cycle of a plant. B4</p>	<p>To know how shadows are formed. A4</p> <p>To understand how the size of shadows can vary. A5</p> <p>To develop the skill of making accurate measurements using a range of equipment. A3</p> <p>To develop the skill of reporting on findings A6</p> <p>To develop the skill of using</p>			



				findings to draw conclusions and suggest improvements. A7			
<p><u>History Objectives</u></p> <p><i>Chronological Awareness</i> A1</p> <p><i>Knowledge and Understanding</i> B1, B2, B3</p> <p><i>Historical Understanding</i> D1</p> <p><i>Historical Enquir4</i> E1</p>	<p>To understand main events and changes in Ancient Greece. B1</p> <p>To develop the skill of identifying similarities between the periods of the past. A1</p>	<p>To develop the skill of giving reasons for and results of the main events and changes. D1</p> <p>To use evidence to describe periods of the past using various resources. B2, B3, E1</p>					
<p><u>Geography Objectives</u></p> <p><i>Geographical skills and fieldwork</i> A5</p>						To develop the skill of presenting the physical features in a locality using sketch maps A5	



<p><i>Human and Geographical Features.</i> B3</p> <p><i>Locational Knowledge</i> C4</p>						<p>To know the parts of a river. B3</p> <p>To know the name and location of many of the world's major rivers on maps C4</p>	
<p><u>Religious Education Objectives</u></p> <p><i>Personal Resonance</i> A6</p> <p><i>Knowledge and Understanding</i> B6</p> <p><i>Evaluation and Critical thinking</i> C6</p>							<p>To know the importance of water to society. A6</p> <p>To understand Hindu rituals at the River Ganges and significance of these to Hindus. B6</p> <p>To develop the skill of Empathising with the feelings a Hindu may experience</p>



							when at the River Ganges. C6
<u>Art Objectives</u> <i>Responding to Art, Artists and Designers</i> E2, E3 <i>3D Art</i> C1	To develop the skill of comparing art from varying historical periods. E2, E3 To develop the skill of using a variety of techniques to create a piece of art. C1						
<u>Design and Technology Objectives</u> <i>Technical Knowledge</i> E1					To develop the skill of creating a complex structure. E1 To use adequate materials and components to		



<p><i>Make C2</i></p>					<p>create an aesthetically pleasing product. C2</p>		
<p><u>PSHE Objectives</u></p>	<p>To understand how people are different and demonstrate empathy</p>	<p>To understand some of the feelings someone may have</p>	<p>To know situations which are safe or unsafe</p>	<p>To explore the differences between males and females and to name the body parts</p> <p>To consider touch and to know that a person has the right to say what they like and dislike</p>	<p>To explore different types of families and who to go to for help and support</p>	<p>To understand what a dare is</p>	
<p><u>Computing Objectives</u></p> <p><i>E-Safety A6</i></p> <p><i>Communication and Collaboration D2</i></p>	<p>To understand how passwords, keep information secure. A6</p>	<p>To understand how the internet can provide multiple services. D2</p>	<p>To know key services that the internet provides. D2</p>	<p>To know how to keep information on internet services secure. A6 D2</p>			



<p><u>Music Objectives</u> <u>A8, C6, C7, D8.</u></p> <p><u>Poetry</u> <u>Musical focus:</u> <u>Performance</u> <u>Cross-curricular link: English.</u></p>	<p>To understand how to enhance a performance using vocal patterns. D8</p>	<p>To know how to create a piece of music using layered vocal patterns as part of the performance. D8</p>	<p>To know how to explore contrasting moods and effects as part of a performance. A8</p>	<p>To understand how to combine rhythmic patterns. C6</p>	<p>To know how to use body percussion and percussion instruments as part of a performance piece. C7</p>	<p>To understand how to combine rhythmic patterns. C6</p>	<p>To know how to use body percussion and percussion instruments as part of a performance piece. C7</p>
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