

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   |
|------------------------------------|--|--|---|--|--|--|--|
| <b>Maths Teaching and Learning</b> | 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  |
| <b>Reading Domains</b>             | To develop the skill of using non-fiction features with minimal prompting to find the answers to questions (2b)<br><br>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)<br><br>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)<br><br>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)<br><br>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)<br><br>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)<br><br>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)<br><br>To develop the skill of comparing features of stories such as characters, settings, openings, endings (2h) |

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



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|  | Title<br>Heading<br>Conjunctive<br>adverb,   | paragraph,<br>conjunction,<br>subordinate,<br>noun,<br>verb,<br>conjunctive<br>adverb,                                   | paragraph,<br>conjunction,<br>subordinate,<br>noun,<br>verb,<br>conjunctive<br>adverb,             |  | Show not tell   | Figurative<br>language<br>Simile<br>Metaphor                        | Title<br>Heading<br>Conjunctive<br>adverb                               |
| <b>Greater Depth<br/>SC</b>                            | To use<br>subordinating<br>clauses in<br>varying<br>position                         | To use<br>conjunctive<br>adverbs and<br>prepositions in<br>varied<br>positions in<br>sentences to<br>create<br>cohesion. | To create<br>cohesion<br>between the<br>opening and<br>concluding<br>paragraphs                    | I can use<br>prepositional<br>phrases in<br>varied spaces<br>within a<br>sentence to<br>create impact. | Develop the use<br>of dialogue to<br>show character,<br>including the<br>choice of the<br>dialogue verb | I can<br>appropriately<br>add in similes to<br>quantify<br>actions. | I can inject<br>humour into a<br>survival guide.                        |
| <b>SEND SC</b>   | I can join<br>clauses using<br>subordinating<br>conjunctions<br>from a word<br>bank. | I can use<br>prepositions<br>and<br>conjunctive<br>adverbs to<br>start<br>sentences.                                     | I can choose<br>appropriate<br>verbs for a<br>non -<br>chronological<br>report from a<br>word bank | I can select<br>appropriate<br>prepositions<br>form a word<br>bank.                                    | I can indicate<br>direct speck by<br>using inverted<br>commas.  | I can<br>appropriately<br>add in similes to<br>quantify<br>actions. | I can choose<br>engaging<br>adjectives to<br>make a report<br>exciting. |
| <b>Handwriting</b>                                     |  |  |  |  |   |   |   |
| <b>Rainbow<br/>Grammar<br/>(where<br/>appropriate)</b> |  |  | Adverbial<br>clauses   |  |   | Speech  | Conjunctive<br>adverbs  |



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| <p><b>Cross-curricular Writing Opportunities</b></p>  | <p><b>Science:</b> Life-cycle of a plant through a narrative.<br/> <b>Maths:</b> N/A<br/> <b>History:</b> Comparative write of Ancient Greek Olympics vs Modern Day Olympics<br/> <b>Geography:</b> Non – Chron on rivers<br/> <b>DT:</b> Critical analysis on pots.<br/> <b>Art:</b> Critical analysis on pots.<br/> <b>Computing:</b> N/A</p> |  |  |   |  |  |  |
| <p><u>Science Objectives</u></p> <p><i>Working Scientifically</i><br/>A3, A6, A7, A8</p> <p><i>Plants</i><br/>B4</p> <p><i>Light</i><br/>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> |  |  |  |



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|   |  |   |  | findings to draw conclusions and suggest improvements.<br>A7 |  |   |  |
| <p><b><u>History Objectives</u></b></p> <p><i>Chronological Awareness</i><br/>A1</p> <p><i>Knowledge and Understanding</i><br/>B1, B2, B3</p> <p><i>Historical Understanding</i><br/>D1</p> <p><i>Historical Enquir4</i><br/>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><b><u>Geography Objectives</u></b></p> <p><i>Geographical skills and fieldwork</i><br/>A5</p>  |  |   |  |  |  | To develop the skill of presenting the physical features in a locality using sketch maps A5 |  |



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| <p><i>Human and Geographical Features.</i><br/>B3</p> <p><i>Locational Knowledge</i><br/>C4</p>   |  |  |  |  |  | <p>To know the parts of a river.<br/>B3</p> <p>To know the name and location of many of the world's major rivers on maps<br/>C4</p> |  |
| <p><u>Religious Education Objectives</u></p> <p><i>Personal Resonance</i><br/>A6</p> <p><i>Knowledge and Understanding</i><br/>B6</p> <p><i>Evaluation and Critical thinking</i><br/>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> |



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



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| <p><i>Make</i><br/><i>C2</i></p>  |  |  |   |   | <p>create an aesthetically pleasing product. <i>C2</i></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</i><br/><i>A6</i></p> <p><i>Communication and Collaboration</i><br/><i>D2</i></p> | <p>To understand how passwords, keep information secure. <i>A6</i></p> | <p>To understand how the internet can provide multiple services. <i>D2</i></p> | <p>To know key services that the internet provides. <i>D2</i></p> | <p>To know how to keep information on internet services secure. <i>A6 D2</i></p>  |   |                                     |  |





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