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| **Overdale Community Primary School - Medium Term Planning Year – Spring 1 2025**  **(YEAR 3)** | | | | | | | | | | | | | | | | | | | | | | |
| **Subject:** | **Week 1** | **Week 2** | | | | **Week 3** | | | | **Week 4** | | | | **Week 5** | | | | **Week 6** | | | | **Week 7** |
| **Literacy** | **Nail Soup – Fiction**  **(Defeating the Monster tale)** | | | | | | | | | | | | **How to Make Soup - Non-fiction**  **Instructions** | | | | | | | | | |
| **Cold task**  Imitation | Imitation | | | | Innovation | | | | Hot task  Edit | | | | **Cold task**  Imitation | | | | Innovation | | | | Independent application  Hot task |
|  | * Cold task – write a cumulative tale. * Hook – soup tasting. * Learning the text/story map * Clarifying vocabulary | * Structure of text (Box it up) * Grammar – Different sentence types – short sentences for emphasis * Grammar – Powerful verbs * Grammar – Prepositions | | | | * Grammar - Dialogue * Shared writing * Innovation of key text – focus on suspense | | | | * Plan of hot task * Writing of hot task * Editing/independent application | | | | * Cold task * Learning the text * Story map * Structure of text (Box it up) * Understanding typical non-fiction text features – highlighting and identifying | | | | * Grammar – Imperative verbs * Grammar – Prepositions | | | | * Plan of hot task * Writing hot task * Editing |
| **Whole class Reading**  **The Abominables – Pie Corbett reading spine (Fiction)**  **Forces and Magnets (Moving up with Science) Paperback –**  **by Peter Riley (Non – fiction)**  **Winter Wonderland** | Reading strands covered –  Prediction – Use relevant prior knowledge to make predictions and justify them.  Use details from the text to form further predictions.  Fiction – The Abominables | Reading strands covered –  Retrieval - learn the skill of ‘skim and scan’  Vocabulary - use dictionaries to check the meaning of words that they have read  Fiction – The Abominables  Non-fiction – Forces and Magnets | | | | Reading strands covered –  Retrieval - retrieve and record information from a fiction text.  Retrieval - retrieve information from a non-fiction text  Fiction – The Abominables  Non-fiction – Forces and Magnets | | | | Reading strands covered –  Vocabulary - identify how language choices help build meaning  Inference - make inferences about actions or events  Poetry – Winter Wonderland | | | | Reading strands covered –  Summarising - identifying main ideas drawn from a key paragraph or page and summarising these  Fiction – The Abominables | | | | Reading strands covered –  Prediction- use relevant prior knowledge to make predictions and justify them  Fiction – The Abominables | | | | Reading strands covered –  Inference - children can infer characters’ feelings, thoughts and motives from their stated  actions.  Justify inferences by referencing a specific point in the text  Fiction – The Abominables |
| **Maths** | **Multiplication and Division** | | | | |  | | | | | | | | | | | | | | | | |
| * **Multiply by 8 –** Know how the 4 times table can help them multiply by 8 by doubling its equivalent multiply of 4. * **Divide by 8 -** Know that dividing by 8 means sharing into 8 equal groups and grouping into 8s. | * **The 8 times tables -** Understand the structure of the 8x table and derive unknown facts from known facts. * **The 2, 4 and 8 times tables –** Know the connections between the 2, 4 and 8 times tables. | | | | * **Multiples of 10 -**   Reinforce their earlier work on place value and use a range of representations, such as ten frames, Gattegno charts and place value charts.  **Recognise that multiples of 10 end in a zero** and use this fact to solve basic multiplication and division problems beyond the 10 times-table. | | | | * **Related Calculations**   Explore scaling facts by 10, for example using 3 × 4 = 12 to derive 3 × 40 = 120 and 30 × 4 = 120.  A range of representations are used to expose the link between multiples of 1 and multiples of 10.  Begin by using base ten, before moving on to the slightly more abstract representation of place value counters.  **Explore this relationship with division**, for example using 12 ÷ 3 = 4 to derive 120 ÷ 3 = 40. | | | | * **Reasoning about multiplications**   Recap what multiplication looks like with objects, and gradually use more abstract representations - cubes, base 10, arrays and number sentences.  **Use the symbols <, > and = to compare groups** using multiplication and division structures, both in context and within number sentences.  **Realise that, for example, 6 × 3 > 6 × 2 without doing any calculatio**n, but by recognising the relationship between the calculations and that the first must give an answer greater than the second because the same number is being multiplied by 3 and 2 | | | | * **Multiply 2 digit by 1 digit number, no exchange**   Apply understanding of partitioning to represent and solve calculations using the expanded method.  The 2-digit number is partitioned into tens and ones, both are multiplied by the 1-digit number and then the partial products are added to find the total product.  This is explored through a progression of representations from base 10 to place value counters and part-whole models, alongside number sentences. The expanded method allows children to gain a deep understanding of the structure of the calculation before progressing to formal short multiplication in Year 4 | | | | * **Multiply 2 digit by 1 digit number, with an exchange**   Apply understanding of partitioning to represent and solve calculations using the expanded method.  This involves partitioning the 2-digit number into tens and ones, multiplying separately, then adding the partial products together.  Children use the same representations as in the previous steps to provide familiarity and focus their attention on the new aspect of making an exchange. |
| **Science** | **Forces** | | | | | | | | | | | | | | | | | | | | | |
| Skill - Gathering recording classifying and presenting data in a variety of ways.  NC - Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify  some magnetic materials.  Implementation – complete a mind map to show what they already knew about forces and magnets and to generate some  questions.  Vocabulary – force, magnets, magnetic | Skill - Gathering recording classifying and presenting data in a variety of ways.  Ask relevant questions and using different types of science enquiry to find to the answer to them.  NC - Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Implementation –classifying pushing and pulling activities in a Venn diagram  Vocabulary – push, pull, force | | | | Skill - Gathering recording classifying and presenting data in a variety of ways.  Setting up simple and comparative fair test. Only changing one factor.  NC - Compare how things move on different surfaces.  Implementation – experiment of the car travelling down different surfaces and recording the distances travelled. Create a bar graph from these results.  Vocabulary – push, pull, force | | | | Skill - Gathering recording classifying and presenting data in a variety of ways.  NC - Observe how magnets attract or repel each other and attract some materials and not others.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing.  Implementation – Testing magnets and materials and writing a short description of what happens when magnets attract and repel - poles  Vocabulary – attract, repel, magnetic, poles | | | | Skill - Gathering recording classifying and presenting data in a variety of ways.  NC - Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Implementation –Table of non-contact and contact forces in everyday life.  Vocabulary – magnetic, non-magnetic | | | | Skill - Ask relevant questions and using different types of science enquiry to find to the answer to them.  NC - Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify  some magnetic materials.  Implementation – Finding items in sand using a magnetic and classifying the metals.  Vocabulary – materials, copper, steel, metal, iron, copper, aluminum, steel, brass | | | | Skill - Gathering recording classifying and presenting data in a variety of ways.  NC - Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify  some magnetic materials.  Implementation – Paper clip activity – how strong magnets are  Vocabulary – attract |
| **History**  **(Tudors)** A study or aspect of British History post 1066 | Skill – Who were the Tudors?  NC ref - Identify the difference between fact and opinion.  Implementation – place main events of the Tudor period on a timeline.  Vocabulary – Monarchs, kingdom, colonisation, population, reign, privies, veal, venison, falconry, jousting | | Skill – Henry VIII  NC - Use a range of source material including visits to collate information about the past.  Implementation – Complete a fact check sheet using information given about Henry VIII.  Vocabulary – Monarchs, dynasty, legacy, infancy, divorce, annulment, treason, execution, | | | | Skill – Lifestyle comparison  NC - Use evidence to describe houses and settlements, culture & the way of life, people's beliefs and attitudes & differences between rich & poor.  Implementation – Life comparison Venn diagram task  Complete a menu for a Tudor feast.  Vocabulary – mutton, venison, contaminated, sewage, wattle, daub, starched, ruff, oak panelling, shutters durable, satin, velvet, | | | | Skill – The impact of Religion  NC - Present findings about past using speaking, writing, ICT and drawing skills.  Implementation – Complete the Tudor religion timeline complete with accompanying images.  Vocabulary – annul, annulment, Catholicism, Catholics, Protestants, Protestantism, convert, stake, dissolution, monasteries, influence tolerant | | | | | Skill – Differences in clothing.  NC - Use evidence to describe the way of life attitudes and differences between rich and poor.  Implementation – look at and discuss images showing the outfits of rich and poor people. Design outfits for:  a rich person  a poor person  Vocabulary – lavish, doublet, quilted, breeches, bodice, kirtle | | | | Skill – Jobs  .  NC - Use evidence to describe the way of life and differences between rich and poor: present findings  Implementation – Create an information page complete with images and captions to describe the work that was being carried out in Tudor times  Vocabulary – merchant, weavers, willow, spinners, dyers, milk maid, churning, servants, labourers, gardeners, falconers,executioner nobleman commodities, surplus, inventory, noble, feudal system, possessions | | |
| **ART** | **Focus:** *Working with Shape and Colour* **Artist: Henri Mattisse**, **Romare Bearden**  **NC ref:**   * To create sketch books to record their observations and use them to review and revisit ideas * To improve their mastery of art and design techniques, including **drawing**, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * Learn about great **artists**, architects and designers in history.   **Key Knowledge and Skills to be developed:**   1. Explore an artwork to focus on exploration   -Egyptian Painting  -Bayeux Tapestry  -Google arts and culture   1. Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. 2. Explore and introduce painting with scissors focusing on Henri Matisse cut outs and Romare Bearden. Use the Drawing by scissors resource to see how to explore a historic painting through printing. 3. Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. 4. Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. 5. Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well… I would have liked… next time I might...). Talk about intention.   **Key Vocabulary:** Response, Sketch, Line, Capture, Cut, Try, Explore, Shape, negative, positive, Shape, Lighting, Focus, present, Share, Reflect, Respond, Feedback | | | | | | | | | | | | | | | | | | | | | |
| Knowledge – T  NC - s  Implementation – F  Vocabulary – l | | Knowledge – T  NC - s  Implementation – F  Vocabulary – l | | | | Knowledge – T  NC - s  Implementation – F  Vocabulary – l | | | | Knowledge – T  NC - s  Implementation – F  Vocabulary – l | | | | | Knowledge – T  NC - s  Implementation – F  Vocabulary – l | | | | Knowledge – T  NC - s  Implementation – F  Vocabulary – l | | |
| **Music** | **MUSIC SPECIALIST TEACHER** **Focus: Developing singing technique - Tudors**  NC ref-  - improvise and compose music for a range of purposes using the inter-related dimensions of music  -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Listen with attention to detail and recall sounds with increasing aural memory  -Use and understand staff and other musical notation  -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Skills:   * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Composing a piece of music in a given style with voices and instruments. * Combining melodies and rhythms to compose a multi-layered composition in a given style. * Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. * Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. * Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.   Key knowledge:   * To know that the group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. * To know that different notes have different durations, and that crotchets are worth one whole beat. * To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play. * To know that written music tells you how long to play a note for.   Key Vocabulary: composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined | | | | | | | | | | | | | | | | | | | | | |
| **PE –**  **Gymnastics** | Skill – Create a sequence using different spins on patches  Perform with smooth transitions  Implementation –  Different ways of spinning on patches. | | | Skill - Create a sequence of spins on points at different levels and with smooth transitions  Implementation – show different ways of spinning on points. | | | | Skill - Spin symmetrically and asymmetrically on points and patches  Work at different levels  Implementation – a sequence involving 2 spins on points with 2 on patches so that they are performing at all different levels, high, medium and low. | | | | Skill - Forward roll  Perform a series of symmetrical and asymmetrical rolls with a partner  Implementation – to try different variations of forward rolls: 2 feet to 1, one handed roll, no handed roll, roll to straddle etc. | | | | | Skill - Work in different formations  Perform in unison with others  Implementation – working in pairs and holding a variety of symmetrical and asymmetrical balances whilst adjacent (side to side) formation or mirroring one another. | | | | Skill – Alternate between performing symmetrically and asymmetrically  How to listen to peer assessment and use the comments to up level my work  Implementation – Performance | |
| **PE -**  **Hockey** | Skill – Dribble a ball confidently  Stop a ball  How to hold the stick  Implementation – Hockey coach | | | Skill – Develop my dribbling technique  Change direction easily  Implementation – Hockey coach | | | | Skill – Pass a ball accurately  Control a ball sent to me  The technique of push passing  Not to raise the stick above waist height  Implementation – Hockey coach | | | | Skill – Pass in a variety of ways using good technique  Receive a pass on the run  Implementation – Hockey coach | | | | | Skill – Perform a jab tackle  Play advantage appropriately  Implementation – Hockey coach | | | | Skill – Compete in a hockey tournament  Work effectively as part of a team  Implementation – Hockey coach | |
| **RE**  First 2 weeks: What difference does it make to life if you believe there is no God?  Next 4 weeks:  Why do people pray? | Skill - Finding out about Humanism  Implementation - Rank Rules of Humanism, read PPT, complete True or False activity  Vocabulary – Humanism  exists/ existence, faith, belief, Trinity, Trimurti, Allah | | Skill - What are the similarities and differences between different ideas about God?  Implementation – Sorting task... sort the statements about beliefs into the correct place in the table (Humanism, Hinduism, Islam, Christianity)  Vocabulary Humanism  exists/ existence, faith, belief, Trinity, Trimurti, Allah  Omnipotent, omniscient | | | | Skill - What is prayer? Is prayer helpful?  What is similar and different in the words of three prayers (Muslim, Christian, Hindu)  Implementation – Discuss if talking to others similar is or different to praying or talking to God? How does talking to others help you with your worries and problems? Can it make you feel better?  Vocabulary Believers, atheists, impact,  Lord’s Prayer (Christian) First Surah (Muslim Qur’an)  Gayatri Mantra (Hindu) | | | | Skill - How and why do Christians like to pray?  Implementation - Compare different prayers and identify their purpose... asking for help / God’s intercession, saying sorry / forgiveness, confession, thanks, praise, help, acceptance, etc  Vocabulary – Christians, Christianity, intercession, acceptance, confession, rosary beads | | | | | Skill - What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?  Implementation – Watch programme, listen to the call to prayer  Vocabulary – Islam, Islamic, Arabic, Allah, wudu, surah, Qu’ran, subbah beads,  Al Faitihah (the Opening) wrath. | | | | Skill- How do Hindus pray and worship at home and in the mandir?  Implementation Watch PPT and video clip. Read extract from the Rig Vedas.  Vocabulary – mandir, temple Hindus, Hinduism, upanishads  Worship, Rig Vedas | | |
| **Computing** | Skill – Communicating with technology.  Implementation – watch PPT, look at devices, discuss resource cards  Vocabulary – communicate, email, inbox, phone call, recipient, text message, unplugged, video call | | | | Skill – Sending an email  Implementation – demonstrate how to send emails.  Vocabulary – domain, email / email address log on / off, password, responsible digital citizen, settings, theme, Wi-Fi, subject bar, username | | | | Skill – adding attachments.  Implementation – add attachments to composed and saved draft email  Vocabulary – attachment, content, copyright, document, emoji, icons, font, inbox, spam | | | | | | Skill – Be kind online . Implementation – send an appropriate e-mail. Use Cc and Bcc  Vocabulary – Cc, Bcc, emotions, negative / positive language, tone of voice, body language | | | | Skill – Fake emails.  Implementation – look atexamples of fake emails and identify clues to show they are fake  Vocabulary – attachment, download, email, genuine, install, spam, hacker, fake, link, personal information phishing, scammer, virus | | | |
| **French** | Skill - To count from 1-6 in french.  Implementation – ecoute et repetez  Vocabulary –   * Un / Une * Deux * Trois * Quatre * cinq | | | | Skill – To count beyond 6 in french  Implementation – ecoute et repetez  Vocabulary –   * Six * Sept * Huit * Neuf * dix | | | | Skill – How old are you?.  Implementation – use number words to give info about ourselves  Vocabulary –   * Tu as quelle age? * J’ai ... ans | | | | | | Skill – Reading French numbers  Implementation – reading french numbers 1-12  Vocabulary –   * Un /Une * Deux * Trois * Quatre * Cinq * Six * Sept * Huit * Neuf * dix * Onze * Douze * combien | | | | Skill – To use number words in French outdoor games using  Implementation – point a point,  La loup est-il passe?  Petit chaperone rough  Vocabulary   * A moi * A toi * Manque * Gagne * La marelle | | | |
| **PSHE RSE** Safety and the changing body | Skill – First Aid: Emergencies and calling for help  Implementation – Making an emergency first aid call  Vocabulary –   * Emergency * hazard * 999 / 112 * Emergency services * Emergency operator * Location * injuries | Skill – First aid: Bites and stings  Implementation – list 5 things that could bite and 5 things that can sting you. Discuss allergic reactions and what action to take (St John’s ambulance materials and PPT)  Vocabulary –   * Anaphylaxis * allergic * Airways * Breathing * Reddening * Puncture * Swelling * Infection * Venom * Reaction * Auto injector | | | | Skill – Be kind online  Implementation – Write an email to a classmate explaining how to be kind online  Vocabulary –   * positive * E-mail * Kind * identity | | | | Skill - Cyberbullying  Implementation – watch the video and complete the ‘Decision- making tree’ resources from ThinkUKnow  Vocabulary –   * Password * Intended * Cyberbullying * Content * Report * Influencer * gaming | | | | Skill – Fake emails  Implementation – Fake email reminder activity  Vocabulary –   * Phishing * Fake * real | | | | Skill – Making choices.  Implementation – Discuss choices made  By and For the children  Children to draw what they would choose if there were no limits  Vocabulary –   * Decision * Rather * choice | | | | Skill – Influences.  Implementation – Using role play scenarios to consider  -Who influences our choices and  -Discuss how we can make good choices  Vocabulary –   * Influence * Choice * Decision   Keeping safe out and about  Implementation – Recap road safety  Vocabulary –   * Distraction * Rules * safety |
| **Circle times** | What my class needs  Listening skills | What my class needs  Listening skills | | | | What my class needs  Self-confidence | | | | What my class needs  Friendships – kind words  Self-confidence | | | | What my class needs  Self-confidence | | | | What my class needs  Listening skills – keeping hands to ourselves | | | | What my class needs  Listening skills |