Medium Term Plan - Spring 2 Year 3

|  | Week 1 24/2/20 | Week 2 29/2/20 | Week 3 2/3/20 | Week 4 9/3/20 | Week 5 16/3/20 | $\begin{aligned} & \hline \text { Week } 6 \\ & 23 / 3 / 20 \\ & \hline \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | Guided Groups focus on speech <br> Comprehension From Baba Yaga | Let's think in English <br> Sam and Dave Dig a Hole | Guided Groups focus on paragraphs <br> Assessment Twinkl | Guided Groups focus on paragraphs <br> Comprehension Argument text | Guided Groups focus on information retrieval <br> Comprehension Argument Text | Let's think in English <br> The Tunnel |  |
| Writing | RWI Unit 6 Folk Stories <br> Baba Yaga <br> Focus on Plot <br> $A$ and $A n$ <br> Time and cause conjunctions | RWI Unit 6 <br> Folk Stories <br> The <br> Enchantress of the Sands <br> Focus on Plot <br> Verbs and Starting with a Verb sentences | RWI Unit 6 <br> Folk Stories <br> The <br> Enchantress of the Sands <br> Focus on Plot <br> Verbs and Starting with a Verb sentences | Balanced Argument <br> Mrs. Green's text <br> Focus on paired editing <br> Adverbs | Balanced Argument <br> Mrs. Green's text <br> Focus on paired editing <br> Fronted adverbials | Balanced Argument <br> Living in a Rural or Urban area <br> Assessed Writing - Folk story. Fronted Adverbials |  |
| Spelling | Unit 15 Contractions | Unit 16 Homophones | Unit 17 Silent letters 0, $h$, and c . | Unit 18 ei, y and other tricky words | Unit 19 ous | Revision and Assessment |  |


| Maths | Statistics <br> - Interpret and present data using bar charts, pictograms and tables. <br> - Solve one-step and twostep questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. |  | Length and Perimeter <br> - Measure, compare, add and subtract: lengths ( $\mathrm{m} / \mathrm{cm} / \mathrm{mm}$ ); mass ( $\mathrm{kg} / \mathrm{g}$ ) volume/capacity (l/ml). <br> - Measure the perimeter of simple shapes. |  | Fractions <br> - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <br> - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <br> - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <br> - Solve problems that involve all of the above. |  |  |
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| Science | Rocks and Soil Describing rocks | Rocks and Soil Testing rocks | Rocks and Soil Mary Anning | Rocks and Soil Fossils | Rocks and Soil Soil Formation | Rocks and Soil Completion and Assessment |  |
| Humanities | Roman Britain <br> The legacy of the Romans | Maps and Mapping <br> Main cities of the UK | Maps and Mapping <br> Comparing contrasting areas | Maps and Mapping <br> Comparing contrasting areas | Maps and Mapping Europe | RE <br> Easter |  |
| PSHE | Growth Mindset Thinking positively and developing resilience. |  |  | Smoking <br> The effects on our bodies and the dangers of smoking. |  |  |  |
| Art | Drawing and painting A map of London |  |  |  |  |  |  |
| Computing | Using PowerPoint |  |  |  |  |  |  |
| French | Greetings - basic Body parts Colours |  |  |  |  |  |  |

Days of the Week

Music
I can respond to music through art and discussion.
I can reflect on music that I listen to and discuss my personal response to it.
I can demonstrate getting louder/quieter, getting faster/slower
I can compose my own music for a range of purposes, when given a starting point

