



**Cramlington Village Primary School**

**Medium Term Planning – Year 3 - Summer Term 1 2016/17**

**Topic: Where in the world?**

**Key texts/films:** David Almond books, 'Around the world in 80 days', 'Going Solo' by Roald Dahl, non-fiction geography books and 'Good night stories for rebel girls' book.

I will also be following the interests of individual children and planning their next steps, including individual targets and interventions.

<b>Year 3</b>		
<b>Literacy</b>	<b>Writing focus</b>	<b>Numeracy</b>
<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>- Hot seating activities</li> </ul> <p><b>Speaking and Listening</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary</li> <li>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- speak audibly and fluently with an increasing command of Standard English</li> <li>- participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>- gain, maintain and monitor the interest of the listener(s)</li> <li>- consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>- read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Comprehension</b></p> <p>Children will develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction non-fiction and reference books.</li> <li>- read books that are structured in different ways and reading for a range of purposes</li> <li>- discuss words and phrases that capture the reader's interest and imagination</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- identifying themes and conventions in a wide range of books</li> </ul> <p>Understand what they read, in books they can read independently, by</p> <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and</li> </ul>	<p><b>Pie Corbett</b></p> <p>Informative text</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Diary entries</li> <li>- Letters and postcards home</li> <li>- Information texts</li> <li>- Websites</li> </ul> <p><b>Explorers:</b></p> <ul style="list-style-type: none"> <li>- Shackleton (Antarctica)</li> <li>- David Livingstone (Africa)</li> <li>- Marco Polo (Asia/China)</li> <li>- Christopher Columbus (America)</li> <li>- Captain Cook (Australia)</li> </ul> <ul style="list-style-type: none"> <li>- Amelia Earhart (Flying solo)</li> <li>- Ellen MacArthur (Sailing around the World)</li> <li>- Ben Fogle (explorer and presenter)</li> <li>- Bear Grylls (explorer)</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <p><b>Handwriting</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting.</li> </ul> <p><b>Writing composition</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- discuss writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discuss and record ideas</li> <li>- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- organise paragraphs around a theme</li> <li>- in non-narrative material, use simple organisational devices</li> <li>- assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- proofread for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation</b></p> <p>Children will:</p>	<p>All lessons and numeracy activities where possible, will be centered around real life practical examples to give children context to their maths skills.</p> <p><b>Fractions</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>- recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>- add and subtract fractions with the same denominator within one whole</li> <li>- compare and order unit fractions, and fractions with the same denominators</li> <li>- solve problems that involve all of the above.</li> </ul> <p><b>Number: Multiplication and division</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><b>Measurement</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>- measure the perimeter of simple 2-D shapes</li> <li>- add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock,</li> </ul>

<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>- ask questions to improve their understanding of a text</li> <li>- draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predict what might happen from details stated and implied</li> <li>- identify the main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- use the present perfect form of verbs in contrast to the past tense</li> <li>- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</li> <li>- use commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech</li> <li>- use and punctuate direct speech.</li> </ul> <p><b>Spellings:</b> Children will:</p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them</li> <li>- spell further homophones</li> <li>- spell words that are often misspelt</li> <li>- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>- use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>RWI spelling programme.</p>	<p>a.m./p.m., morning, afternoon, noon and midnight</p> <ul style="list-style-type: none"> <li>- know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul> <p><b>Shape</b> Children will:</p> <ul style="list-style-type: none"> <li>- draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>- recognise 3-D shapes in different orientations and describe them</li> <li>- recognise angles as a property of shape or a description of a turn</li> <li>- identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn</li> <li>- identify whether angles are greater than or less than a right angle</li> <li>- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>Statistics</b> Children will:</p> <ul style="list-style-type: none"> <li>- interpret and present data using bar charts, pictograms and tables</li> <li>- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Mental maths</b> Children will:</p> <ul style="list-style-type: none"> <li>- explore strategies to complete mental calculations and problems</li> </ul>	
<p><b>Physical Education and Forest School</b></p>	<p><b>PSHE, RE, ICT</b></p>	<p><b>Science, History and Geography</b></p>	<p><b>Art, Music, DT and Cookery</b></p>
<p><b>PE Sport &amp; Games</b> Children will:</p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- play competitive games, including attacking and defending</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and water safety</b> Children will:</p> <ul style="list-style-type: none"> <li>- swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively</li> <li>- perform safe self-rescue in different water-based situations</li> </ul> <p><b>Forest School</b></p> <p>Project based activities</p> <p>Map trails, use a compass correctly to navigate themselves around the forest school, team building - building rafts to travel on.</p>	<p><b>PSHE Community boundaries</b> Rules, why we need them in home and school, similarities/ Differences What being a part of community is? Community groups What community do we belong to?</p> <p><b>The local community</b> Impact on us How we affect it, who lives in it, who supports it, who do we support?</p> <p><b>What have I achieved/ Transitions</b> Review of learning, personal goals and transition to next year. Learn from experiences, celebrate achievements</p> <p><b>Women's rights</b> - Amelia Earhart - Ellen MacArthur</p> <p>'Good night stories for rebel girls' book</p> <p><b>RE Buddhism</b> What is Buddhism? What are the traditions in this religion?</p> <p><b>ICT</b> Adobe Spark videos -</p>	<p><b>Science Animals including humans</b> Children will:</p> <ul style="list-style-type: none"> <li>- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p>What do animals need to stay healthy? What is a balanced diet? Why do we have a skeleton? How do we move?</p> <p><b>Geography</b> Children will:</p> <ul style="list-style-type: none"> <li>- Investigate famous explorers and where they travelled to. Looking at countries, continents and seas.</li> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> </ul> <p><b>Place knowledge</b></p>	<p><b>Art / Design</b></p> <ul style="list-style-type: none"> <li>- Landscape drawings</li> <li>- Famous artists around the world</li> <li>- Flag designs</li> <li>- Creating a treasure scroll</li> </ul> <p><b>Music</b> Children will:</p> <ul style="list-style-type: none"> <li>- Composition and music theory</li> <li>- Recorder</li> <li>- Keyboard</li> </ul> <p><b>Cookery</b> Children will:</p> <ul style="list-style-type: none"> <li>- Test food from various cultures/ countries around the world. Create a review.</li> </ul>

	<p>information videos.</p>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> <li style="padding-left: 20px;"><b>Human and physical geography</b></li> <li>- describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li style="padding-left: 20px;">- use maps, atlases and globes and to locate countries and describe features studied</li> <li style="padding-left: 20px;">- use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world</li> </ul>	
<p><b>Role play area/display</b> Campervan role play area</p>			
<p>PE - Please ensure PE kit is in school on Monday and Friday Forest school - Wednesday afternoon</p> <p>Learning expedition: David Almond Book launch - Thursday 18th May.</p> <p>All literacy and numeracy homework will be given out on a Friday and to be submitted the following Wednesday.</p>			

Thank you for your continued support.