



Cramlington Village Primary School

Medium Term Planning – Year 3 - Autumn term 2 2016/17
Topic: Art can inspire...

- Week 1 - What inspires you?
- Week 2 - Who is Vincent Van Gogh and what did he do?
- Week 3 - Can you write a persuasive letter? What should it include?
- Week 4 - Who is Pablo Picasso and what was his art?
- Week 5 - Have you seen a flying mouse?
- Week 6 - What would make a good sculpture for CVPS?
- Week 7 - Reflection week

Key texts/films: 'The tale of the flying mouse' by Toben Kuhlmann

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

Year 3		
Literacy	Writing focus	Mathematics
<p>Speaking and Listening</p> <p>Children will:</p> <ul style="list-style-type: none"> - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, roleplay/improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Comprehension</p> <p>Children will develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of nonfiction and reference books. - reading books that are structured in different ways and reading for a range of purposes - discussing words and phrases that capture the reader's interest and imagination - using dictionaries to check the meaning of words that they have read - identifying themes and conventions in a wide range of books <p>Understand what they read, in books they can read independently, by</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring 	<p>Pie Corbett</p> <p>A persuasive text to join CVPS.</p> <p>Writing:</p> <ul style="list-style-type: none"> - Persuasive writing - a persuasive text to promote our art exhibition - Letter writing - a formal letter to invite family and friends to our art exhibition - Instruction texts - linking to model making <hr/> <p style="text-align: center;">Writing</p> <hr/> <p>Handwriting</p> <p>Children will:</p> <ul style="list-style-type: none"> - 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 - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Writing - composition</p> <p>Children will:</p> <ul style="list-style-type: none"> - discuss writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - organise paragraphs around a theme using simple organisational devices - assess the effectiveness of their own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proofread for spelling and punctuation errors - 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. 	<p>Number and place value</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) - Compare and order numbers up to 1000 - Identify, represent and estimate numbers using different representations. - Read and write numbers up to 1000 in numerals and in words. - Solve number problems and practical problems involving these ideas. <p>Number: Addition and Subtraction</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - Add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds - Add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. <p>Number: Multiplication and division</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - 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. - 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. <p>Statistics</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - interpret and present data using bar charts, pictograms and tables

<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - predicting what might happen from details stated and implied - identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction books <p>Vocabulary, grammar & punctuation Children will:</p> <ul style="list-style-type: none"> - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials - use commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech <p>Spellings:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them - spell further homophones - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>RWI spelling programme.</p>		<p>- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p> <p>Mental maths Pupils will:</p> <ul style="list-style-type: none"> - use strategies to complete mental calculations
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Physical Education and Forest School	PSHE, RE, ICT	Geography, History, Science	Art, Music, DT
<p>PE Dance</p> <ul style="list-style-type: none"> - explore movement and balances - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - Improvise freely individually and with a partner, translating ideas from a stimulus into movement. - Create and link dance phrases using a simple dance structure or motif. - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. <p>Gymnastics</p> <ul style="list-style-type: none"> - To consolidate and improve the quality of actions, body shapes and balances, and ability to link movements. - Improve ability to select appropriate actions and 	<p>PSHE/ICT</p> <ul style="list-style-type: none"> - Team building - Keeping myself safe - Our community <p>Anti-bullying month (31st Oct - 30th Nov) Bullying and E-Safety</p> <p>RE Christianity</p> <ul style="list-style-type: none"> - celebrations - Make links between beliefs, stories and practices - Identify the impacts of beliefs and practices on people's lives - Identify similarities and differences between religions and beliefs - Investigate and connect features of religions and beliefs - Ask significant questions about religions and beliefs - Describe and suggest meanings for symbols and other forms of religious expression - Describe some religious beliefs and teachings of religions studied, and their importance 	<p>Science Rocks and fossils</p> <ul style="list-style-type: none"> - Types of rock, uses for rocks, how fossils are made and soil. <p>Working scientifically</p> <ul style="list-style-type: none"> - Ask relevant questions and use different types of scientific questions to answer them. - Set up simple practical enquiries, comparative and fair tests. - Make systematic and careful observations, and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Gather, record, classify and present data in a variety of ways to help in answering questions. - Record findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Use results to draw simple conclusions, make predictions for new values, suggest 	<p>ART/DT</p> <ul style="list-style-type: none"> - Vincent Van Gogh (scenery) - Picasso (portraits) - Pointillism - Collages - Clay sculptures - Observational drawings (fruit, flowers) - Use a variety of tools, inc. Pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media and begin to explore the use of line, shape and colour. - Printing - Make marks in print with a variety of objects including natural and made objects. Use different printing techniques. Build a repeating pattern and recognise pattern in the environment. - 3D form - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycles, natural and manmade materials. - Design a sculpture for our local area/CVPS in relation to local history.

<p>use simple compositional ideas.</p> <p>Analysis and evaluation</p> <ul style="list-style-type: none"> - To describe and evaluate the effectiveness and quality of a performance. - To recognise how their own performance has improved <p>Forest School</p> <p>Numeracy - Shape, space and measure</p> <p>Science - Rock investigation, classification and experiments</p> <p>Art - Make paintbrushes and paint from natural materials</p> <p>Create a sculpture from clay and natural materials</p>		<p>improvements and raise further questions.</p> <ul style="list-style-type: none"> - Identify differences, similarities or changes related to simple scientific ideas and processes. - Use straightforward scientific evidence to answer questions or to support my findings. <p>History</p> <p>Local history study about Newcastle and Northumberland</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visit to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p> <p>Geography</p> <p>Research sculptures in different countries</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Create a giant Angel of the North for our classroom</p> <p>Music</p> <ul style="list-style-type: none"> - Traditional music from the North East - Geordie songs <p>(Water of Tyne, Dance to your Daddy, Bobby Shafto, Lambton Worm)</p> <ul style="list-style-type: none"> - Sing songs from memory with accurate pitch and in tune. - Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. - Play notes on instruments clearly and including steps/ leaps in pitch. -Improvise (including call and response) within a group using 1 or 2 notes. - Compose and perform melodies using two or three notes. - Use sound to create abstract effects (including using ICT). - Create/ improvise repeated patterns (ostinati) with a range of instruments. - Effectively choose, order, combine and control sounds (texture/ structure). <p>Nativity rehearsals</p>
<p style="text-align: center;">Role play area/display</p> <p>All children will be involved in creating their own learning environment and displays. Children will help to create an Angel of the North.</p>			
<p style="text-align: center;">PE - Please ensure PE kit is in school Monday - Friday Forest school - Wednesday afternoon</p> <p style="text-align: center;">Local artists and sculptors will visit school Children will produce artwork based on famous artists and create a final exhibition/gallery.</p> <p style="text-align: center;">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.