



**Cramlington Village Primary School**

**Medium Term Planning – Year 3 - Spring Term 1 2016/17**  
**Topic: Destination: Outer Space**

- Week 1 - What makes a spectacular narrative?
- Week 2 - Can you evaluate your design to create an extraordinary rocket?
- Week 3 - What is in our solar system?
- Week 4 - Who made history in space?
- Week 5 - What is a constellation? Can you represent one?
- Week 6 - Is there life in space?

**Key texts/films:** The Little Prince by Antoine De-Saint Exupery, Hello, is this planet Earth?: My View from the International Space Station by Tim Peake and Star Wars.

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	Numeracy
<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>- A news report from first man on the moon or discovery of a new planet.</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, poetry, plays, 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</li> </ul>	<p>Pie Corbett A Space adventure story</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Narratives</li> <li>- Character descriptions (astronauts and aliens)</li> <li>- Letters from space or to space</li> <li>- Instructions</li> <li>- Biography of a famous astronaut.</li> <li>- Information texts about planets.</li> <li>- Poetry</li> </ul>	<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>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>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>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> </ul>

<p>words that they have read</p> <ul style="list-style-type: none"> <li>- identifying themes and conventions in a wide range of books</li> <li>- recognise some different forms of poetry</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 explaining the meaning of words in context</li> <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>	<ul style="list-style-type: none"> <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, a.m./p.m., morning, afternoon, noon and midnight</li> <li>- know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>- making a solar system and measuring distance. Adapting our models to fit to scale.</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>
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<b>Physical Education and Forest School</b>	<b>PSHE, RE, ICT</b>	<b>Geography, History, Science</b>	<b>Art, Music, DT</b>
<p><b>PE</b> Training to be an astronaut - Boot camp style</p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- To learn and improve the quality of actions, body shapes and balances, and ability to link movements.</li> <li>- Improve ability to select appropriate actions and use simple compositional ideas.</li> </ul> <p><b>Analysis and evaluation</b></p> <ul style="list-style-type: none"> <li>- To describe and evaluate the effectiveness and quality of a performance.</li> <li>- To recognise how their own performance has improved</li> </ul> <p><b>Forest School</b> Project based activities</p> <p>Shape, space and measure Analysing asteroids Taking photographs from a bird's eye view Creating nebulae Gravity experiments</p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Being away from home.</li> <li>- Fears/loneliness. Going for gold - looking at astronauts.</li> <li>- Determination/resilience.</li> </ul> <p><b>RE</b> Christianity - celebrations</p> <ul style="list-style-type: none"> <li>- Make links between beliefs, stories and practices</li> <li>- Identify the impacts of beliefs and practices on people's lives</li> <li>- Identify similarities and differences between religions and beliefs</li> <li>- Investigate and connect features of religions and beliefs</li> <li>- Ask significant questions about religions and beliefs</li> <li>- Describe and suggest meanings for symbols and other forms of religious expression</li> <li>- Describe some religious beliefs and teachings of religions studied, and their importance</li> </ul> <p><b>ICT</b> Adobe Spark videos - information videos. Augmented reality apps. Final piece for KS2 information video.</p>	<p><b>Science Forces</b> Children will:</p> <ul style="list-style-type: none"> <li>- compare how things move on different surfaces</li> <li>- notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- 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 describe magnets as having two poles</li> <li>- predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognise that we need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>- find patterns in the way that the size of shadows change.</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>- create solar system scenes using paint and coloured chalks</li> <li>- Constellation drawings</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>-Design, create and evaluate a model rocket.</li> <li>-Use evaluations to create a large rocket for the classrooms.</li> <li>- Design and create an alien with a moving part</li> </ul> <p><b>Music</b> Children will:</p> <ul style="list-style-type: none"> <li>- read music</li> <li>- play instruments</li> <li>- explore Holst's 'Mars' music</li> <li>-explore music from Star Wars</li> </ul> <p><b>Other ideas</b></p> <ul style="list-style-type: none"> <li>- Skype call with astronaut.</li> <li>- Naming a star</li> <li>- Camping outside with the stars - sponsored stargaze/walk</li> </ul>

		<p style="text-align: center;"><b>History</b></p> <p>- Use timelines to place events in order. (Significant events in space travel and First man on the moon) Knowledge and understanding of past events, people and changes in the past.</p> <p style="text-align: center;"><b>Geography</b></p> <p>- Famous explorers and where they travelled to. Looking at countries, continents and seas.</p>	
<p><b>Role play area/display</b> A rocket designed and built by the children.</p>			
<p>PE - Please ensure PE kit is in school Monday - Friday Forest school - Wednesday afternoon</p> <p>Learning expedition: Camping experience</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.