



Cramlington Village Primary School

Medium Term Planning – Year 3 - Spring Term 2 2016/17
Topic: Destination: Outer Space

- Week 1 - Boom, Pop, Whizz.
- Week 2 - Acrostic, limerick and shape. What can you write?
- Week 3 - What is a constellation? Can you represent one?
- Week 4 - Dear diary...
- Week 5 - Who made history in space?
- Week 6 - Reflection week

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.
 A range of poetry by various authors.

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

| Year 3 | | |
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| Literacy | Writing focus | Numeracy |
| <p>Drama</p> <ul style="list-style-type: none"> - A news report from first man on the moon or discovery of a new planet. <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 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - 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>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 fiction, poetry, plays, non-fiction and reference books. - read books that are structured in different ways and reading for a range of purposes - discuss words and phrases that capture the reader's interest and imagination | <p>Pie Corbett</p> <p>A space poem</p> <p>Writing:</p> <ul style="list-style-type: none"> - Poetry -Letters from space or to space -Instructions - Biography of a famous astronaut. - Information texts about planets. <hr/> <p style="text-align: center;">Writing</p> <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. <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 - in narratives, create settings, characters and plot - in non-narrative material, use 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 <p>Vocabulary, grammar & punctuation</p> <p>Children will:</p> <ul style="list-style-type: none"> - extend the range of sentences with more than one clause by using a wider | <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>Number: Multiplication and division</p> <p>Children 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>Fractions</p> <p>Children will:</p> <ul style="list-style-type: none"> - 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 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole - compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above. <p>Measurement</p> <p>Children will:</p> <ul style="list-style-type: none"> - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes -add and subtract amounts of money to give change, using both £ and p in practical contexts |

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| <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - identifying themes and conventions in a wide range of books - recognise some different forms of poetry <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 - ask questions to improve their understanding of a text - draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predict what might happen from details stated and implied - identify the 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>range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> - use the present perfect form of verbs in contrast to the past tense - 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 - use and punctuate direct speech. <p>Spellings: Children will:</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> | <ul style="list-style-type: none"> - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - 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 - know the number of seconds in a minute and the number of days in each month, year and leap year <p>- making a solar system and measuring distance. Adapting our models to fit to scale.</p> <p>Mental maths Children will:</p> <ul style="list-style-type: none"> - explore strategies to complete mental calculations and problems |
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| Physical Education and Forest School | PSHE, RE, ICT | Geography, History, Science | Art, Music, DT |
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| <p>PE Training to be an astronaut - Boot camp style</p> <p>Rugby</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - To learn and improve the quality of actions, body shapes and balances, and ability to link movements. - Improve ability to select appropriate actions and use simple compositional ideas. <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 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>PSHE</p> <ul style="list-style-type: none"> - Being away from home. - Fears/loneliness. Going for gold - looking at astronauts. - Determination/resilience. <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>ICT Adobe Spark videos - information videos. Augmented reality apps. Final piece for KS2 information video.</p> | <p>Science Forces Children will:</p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - 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 - predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Light</p> <ul style="list-style-type: none"> - recognise that we need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change. | <p>Art</p> <ul style="list-style-type: none"> - create solar system scenes using paint and coloured chalks - Constellation drawings <p>Design</p> <ul style="list-style-type: none"> -Design, create and evaluate a model rocket. -Use evaluations to create a large rocket for the classrooms. - Design and create an alien with a moving part <p>Music Children will:</p> <ul style="list-style-type: none"> - read music - play instruments - explore Holst's 'Mars' music -explore music from Star Wars <p>Other ideas</p> <ul style="list-style-type: none"> - Skype call with astronaut. - Naming a star - Stargazing experience |

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| | | <p style="text-align: center;">History</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;">Geography</p> <p>- Famous explorers and where they travelled to. Looking at countries, continents and seas.</p> | |
| <p>Role play area/display To develop the 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: Stargazing 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.