



## Year 3 Medium Term Plan Summer 1 – Natural Disasters

	Week 1 W/B 15 <sup>th</sup> April	Week 2 W/B 22 <sup>nd</sup> April	Week 3 W/B 29 <sup>th</sup> April	Week 4 W/B 6 <sup>th</sup> May	Week 5 W/B 13 <sup>th</sup> May	Week 6 W/B 20 <sup>th</sup> May
<b>Events / Info</b>		<b>24.4.24:</b> Volcano VR Workshops <b>3LA:</b> 10:00 - 10:45am <b>3MS:</b> 11:00 - 11:45am <b>3NL:</b> 1:15 - 2:00pm <b>3SM:</b> 2:15 - 3:00pm		<b>6.5.24:</b> Bank holiday		
<b>English</b> <i>Song of the River by Gill Lewis</i>	<b>Descriptive writing</b>  <b>WALT:</b> explore vocabulary linked to our new focus text  <b>WALT:</b> Explore vocabulary to describe a character and write a character description  <b>WALT:</b> Explore vocabulary to describe a setting and write a setting description	<b>Persuasive writing</b>  <b>WALT:</b> Understand and identify the key features of persuasive writing  <b>WALT:</b> Explore features of a persuasive texts  <b>WALT:</b> Up-level a piece of persuasive writing  <b>WALT:</b> Use persuasive language to explain why they should take a trip to London	<b>Persuasive writing</b>  <b>WALT:</b> read and provide constructive feedback on a peer's piece of writing  <b>WALT:</b> Identify key features of persuasive writing in a persuasive letter  <b>WALT:</b> Plan a persuasive letter  <b>WALT:</b> Write a persuasive letter (optional extended write)  <b>WALT:</b> Edit and up-level a persuasive letter	<b>Descriptive writing</b>  <b>WALT:</b> explore features of a setting description  <b>WALT:</b> Explore vocabulary linked to a setting using our senses  <b>WALT:</b> Write a setting description (on a storm)  <b>WALT:</b> Up-level and assess a piece of writing	<b>Descriptive writing/ diary entry writing</b>  <b>WALT:</b> Explore the emotional and physical characteristics of a fictional character  <b>WALT:</b> Identify features of a character description  <b>WALT:</b> Identify features of a diary entry  <b>WALT:</b> Write a simple diary entry about their week	<b>Diary entry writing</b>  <b>WALT:</b> Plan a diary entry  <b>WALT:</b> Write a diary entry (extended writing).  <b>WALT:</b> Up-level and assess a piece of writing

<b>Grammar</b>	Place/ time prepositions Fronted Adverbials Expanded noun phrases	Sentence Types: Questions (Rhetorical) and Exclamations	Sentence Types: Questions (Rhetorical) and Exclamations	Place/ time prepositions Fronted Adverbials Expanded noun phrases	Time Prepositions Co-ordinating/ subordinating conjunctions	Time Prepositions Co-ordinating/ subordinating conjunctions
<b>Reciprocal Reading</b>	<b>Focus Skill: Prediction</b> Discussion of the opening chapter The Song of the River	<b>Focus Skill: Retrieval and Sequencing</b> The Song of the River	<b>Focus Skill: Summarising</b> The Song of the River	<b>Focus Skill: Inference</b> The Song of the River	<b>Focus Skill: Inference</b> The Song of the River	<b>Bug Club Assessments and reviewing book band levels.</b>
<b>Maths Fractions</b>	Equivalent fractions Compare and order fractions Add and subtract fractions within a whole.	Fractions of a set of objects. To relate unit fractions to division. Reasoning with fractions of amounts.	Count in tenths Tenths in relation to measures. Mass and Capacity	Tenths in relation to money. Adding and subtracting money. Giving change.	2D shapes Properties of 2D shapes. Angles. Horizontal and Vertical lines Parallel and Perpendicular lines.	3D shapes Recognise and describe different 3D shapes.
<b>Science Rocks and soils</b>	<b>WALT:</b> observe rocks closely and discover that they have different qualities and features	<b>WALT:</b> research how rocks are formed in 3 different ways	<b>WALT:</b> investigate whether rocks let water pass through them <b>Home Learning – take pictures of various rocks around them and label what they can.</b>	<b>WALT:</b> analyse the process of fossil formation	<b>WALT:</b> investigate, discover and classify the different components of soil	<b>WALT:</b> work collaboratively to research rocks and soils
<b>Computing We are who we are</b>	<b>WALT:</b> Create and save a powerpoint presentation. Context: early memories. Computing Skills: Adding Text, Adding a slide.	<b>WALT:</b> add images to our presentation. Context: Hobbies and interests Adding images. Saving images from the web.	<b>WALT: add animations to our presentation.</b>  <b>Add animations to images, text boxes and transitions between slides.</b>	No computing lesson – short week.	<b>WALT:</b> create an audio narration for the presentations created in Session 3	<b>WALT:</b> reflect on who media can be shared safely with. Review online safety.
<b>Geography Volcanos and Earthquakes</b>	Create a model of the earth.	VR Workshop - Volcanoes	<b>WALT:</b> Understand what causes an earthquake.  label the Earth's plates and plate boundaries. I can describe what an earthquake is.	No lesson – short week	<b>WALT:</b> Identify where earthquakes will be found.  locate where famous earthquakes have occurred.  I can explain why and where earthquakes occur.	<b>WALT:</b> Understand how volcanoes are formed.  explain why and where volcanic eruptions occur.  I can reflect on how volcanoes and earthquakes are linked.
<b>R.E. What can we learn from the Holy books and</b>	How do we know that the holy books are important to Hindus?	What can we learn about happiness from the stories of the Mahabharata? What is Karma?	What can we learn about reincarnation from a story from the Upanishad? How does this belief influence the way Hindus live?	Is it possible to live without hurting or harming other living things?	To generate questions about Hinduism.  Home learning	Reflect on the big question. What can we learn from the Holy books and stories of Hinduism?

<i>stories of Hinduism?</i>					To research answers – either by asking relatives or via a website.	
<b>PSHE Relationships</b>	<p><b>WALT:</b> the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p><b>S&amp;ED Learning Intention:</b> I can describe how taking some responsibility in my family makes me feel.</p>	<p><b>WALT:</b> know and use some strategies for keeping myself safe (exploring physical contact)</p> <p><b>S&amp;ED Learning Intention:</b> I know who to ask for help if I am worried or concerned about anything.</p>	<p><b>WALT:</b> understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret</p> <p><b>S&amp;ED Learning Intention:</b> I know who to ask for help if I am worried or concerned about anything online.</p>	<p><b>WALT:</b> know and use some strategies for keeping myself safe online.</p> <p><b>S&amp;ED Learning Intention:</b> I know who to ask for help if I am worried or concerned about anything online.</p>	<p><b>WALT:</b> explain how some of the actions and work of people around the world help and influence my life.</p> <p><b>S&amp;ED Learning Intention:</b> I can show an awareness of how this could affect my choices.</p>	<p><b>WALT:</b> understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p><b>S&amp;ED Learning Intention:</b> I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p>
<b>Art Rock painting Fossil Printing</b>	<p><b>Rock painting: WALT:</b> create a design for our rock paintings – linked to the theme of Summer</p>	<p><b>Rock painting: WALT:</b> use acrylic paint to paint our rocks following our chosen Summer theme designs.</p>	<p><b>Fossil printing: WALT:</b> look closely at examples of ammonites and use a range of art materials to sketch these into our books.</p>	<p><b>Fossil printing: WALT:</b> use one of our ammonite sketches to create a printing block using layers of card board.</p>	<p><b>Fossil printing: WALT:</b> use our card board printing blocks to and a range of coloured inks to press our designs onto a class montage.</p>	<p><b>Fossil printing: WALT:</b> evaluate our final fossil printing designs.</p>
<b>P.E. Indoor Athletics</b>	<p><b>WALT:</b> develop the sprinting technique and improve on your personal best. <b>Outdoor</b></p>	<p><b>WALT:</b> develop changeover in relay.</p>	<p><b>WALT:</b> develop jumping technique in a range of approaches and take off positions.</p>	<p><b>WALT:</b> develop throwing for distance and accuracy.</p>	<p><b>WALT:</b> develop throwing for distance in a pull throw.</p>	<p><b>WALT:</b> develop officiating and performing skills.</p>
<b>P.E. Outdoor Rounders</b>	<p><b>WALT:</b> play different roles in a game and begin to think tactically about each role.</p>	<p><b>WALT:</b> develop the bowling action and learn the rules of bowling.</p>	<p><b>WALT:</b> run around the outside of the bases and make decisions about when to stop and when to run.</p>	<p><b>WALT:</b> field a ball using two handed pick up and short barrier.</p>	<p><b>WALT:</b> develop batting technique and an understanding of where to hit the ball.</p>	<p><b>WALT:</b> apply skills and rules learnt to play rounders.</p>
<b>Music Recorder</b>	<p><b>WALT:</b> Learn the basics about recorders (structure, sound, technique)</p>	<p><b>WALT:</b> Learn how to play the note B</p>	<p><b>WALT:</b> Learn how to play B and A notes</p>	<p><b>WALT:</b> Learn how to play B, A and G notes</p>	<p><b>WALT:</b> Learn how to play pieces with B, A and G quaver notes</p>	<p><b>WALT:</b> Learn an eight-bar piece on the recorder</p>
<b>French</b>	<p>Revision of everything we have learnt so far this year.</p>	<p>Introduce the vocab about wild animals</p>	<p>Learn how to describe their physical features.</p>	<p>learn how to describe them using adjectives : small, big, tall, thin, fat , long, large.</p>	<p>learn to talk about their habitat</p>	<p>learn to talk about their eating habits: carnivores, herbivores</p>