

Year 3 – Medium Plan Term 6

Term 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>One Planet, Our World Geography</p>				<p>Geography</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries, seas and oceans. Locate countries and major cities in Europe (including Russia) on a world map. Classify, compare and contrast different types of geographical feature. Use four-figure grid references to describe the location of objects and places on a simple map. Use the eight points of a compass to locate a geographical feature or place on a map.</p>	<p>Transition</p>	<p>Geography</p> <p>Name and describe properties of the Earth’s four layers. Locate significant places using latitude and longitude. Identify the five major climate zones on Earth. Name, locate and describe some major counties and cities in the UK. Describe the meaning of the term ‘carbon footprint’ and explain some of the ways this can be reduced to protect the environment. Explain how the weather affects the use of urban and rural environments. Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. Describe the type and characteristics of settlement or land use in an area or region.</p>	
<p>Plant Nutrition and Reproduction Science</p>			<p>Science</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Draw and label the life cycle of a flowering plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explain the four methods of seed dispersal for a flowering plant.</p>				

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<p>Greenhouse DT</p>	<p style="text-align: center;"><u>DT</u></p> <p>Investigate and analyse a range of existing products. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>						
<p>English</p>	<p><u>Talk 4 Writing - Big Write</u> Poetry – The Sound Collector</p>	<p style="text-align: center;"><u>Talk 4 Writing - Big Write</u> Setting Description – The Tin Forest</p>				<p style="text-align: center;"><u>R.E</u> Why is the bible so important for Christians today?</p>	
<p>WCR</p>	<p>Little Wandle Guided Reading/Fluency</p>						
<p>SPAG</p>	<p>What is a paragraph?</p>	<p>Paragraphs in narratives</p>	<p>Paragraphs in Reports</p>	<p>Paragraphs in Biographies</p>	<p>Root words, Prefixes and Suffixes</p>	<p>Identifying Word Families</p>	
<p>Spanish</p>	<p>I like... Recap</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> • I can find Spain on a map of the world if an adult directs me to some of the surrounding countries. • I can repeat all my personal details in Spanish and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise. • I can recognise some numbers from 1-10 in Spanish. • I can recognise some of the key 10 colours in Spanish. <p><u>Level 2</u></p> <ul style="list-style-type: none"> • I can find Spain on a map of the world if I am shown Europe first. • I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class. • I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly. • I can say some of the 10 colours in Spanish without any help and can attempt to spell some of these correctly. 						

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	<p><u>Level 3</u></p> <ul style="list-style-type: none"> • I can find Spain on a map of the world. • I can repeat all my personal details in Spanish, and ask for the same information back, without help in any shape or form. • I can say numbers 1-10 clearly in Spanish and I can now spell some of these numbers. • I can say ten key colours in Spanish, and I can now spell some of these colours.
PE	<p>Tennis</p> <p>NC Link- Master basic movements including hitting, returning, moving to return</p> <p>Work collaboratively to use basic tactics</p> <p>Play in competitive games developing simple tactics</p> <p>Literacy Links – Identify rules and describe how to implement them into games</p> <p>Numeracy Links- estimate distances to hit to get the ball within the boundaries</p> <p>Progression Yr 4 - Play in competitive games developing stamina and endurance</p> <p>Practice and use running, sprinting and dynamic balance in games</p> <p>Work collaboratively to use basic tactics</p>
RE	<p>Why is the bible so important for Christians today?</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation(A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3).</p>
Music	Bringing Us Together