



Medium Term Plan – Flow

Year Three Spring Term 2

Intended Outcome of Topic River Walk to support geography work.	SMSC Links <u>Science</u> - See the need to draw conclusions using observation and evidence rather than preconception or prejudice - Reflect on and wonder at the order, regularity and pattern in the natural and physical world, the incomprehensible vastness of the universe and the variety of life forms within - Recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence <u>Geography</u> - appreciate how the subject of Geography embodies aspects of the human spirit: our drive to find out about and learn from people and places both near and far - find out about contrasting localities in Britain and the wider world <u>Art and Design</u> - appreciate how the same work of art can be interpreted in different ways by different people <u>P.E.</u> - gain a sense of achievement and develop positive attitudes towards themselves - gain a sense of fair play based on rules and the conventions of activities - develop social skills in activities involving co-operation and collaboration <u>R.E.</u> - learn about the spiritual practices of Christianity and other religious traditions (e.g. prayer and meditation) - develop understanding of how religion can be the glue that binds people together, and also a source of social tensions and divisions <u>Jigsaw – Healthy Me</u>
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Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English	Genre: Adventure Stories Text: Wind in the willows Focus: - character and setting descriptions Objectives: - Collecting rich and varied vocabulary - Identify and use figurative language - Identify and use prepositions	Genre: Adventure Stories Text: Wind in the willows Focus: - Recount Objectives: - Empathise with a character - Plan writing - Use a range of techniques to engage reader - To write in the first person - To use a range of connectives and conjunctions	Genre: Adventure Stories - dialogue Text: Wind in the willows Focus: - Persuasive arguments Objectives: - Present arguments for and against - Discuss pros and cons AND ASSESSMENT WEEK	Genre: balanced argument Objectives: - Present for and against arguments - Understand what modal verbs are and use them in our writing - Use an introduction and conclusion - To expand on ideas turning them into a paragraph	Genre: balanced argument Objectives: - Present for and against arguments - Understand what modal verbs are and use them in our writing - Use an introduction and conclusion - To expand on ideas turning them into a paragraph
Handwriting Penpals	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Spelling	Spelling rule: Adding the suffix - y.	Spelling Rule: Spelling adding er or est	Spelling Rule: We are learning to develop knowledge of prefixes to generate new words from root words.	Spelling Rule: We are learning to develop knowledge of prefixes to generate new words from root words.	Spelling Rule: We are learning to develop knowledge of prefixes to generate new words from root words.

Reading	Whole Class Reading: Wind in the Willows – Usborne version. <u>Objectives:</u> Understand what he/she reads by discussing his/her understanding. <u>Key skills:</u> • Understanding vocabulary • Skimming and scanning • Fluency • Comprehension • summarising	Whole Class Reading: Wind in the Willows - Usborne version <u>Objectives:</u> Understand what he\she reads by drawing inferences such as inferring characters' feelings, thoughts and motives, and justifying inferences with evidence. <u>Key skills:</u> • Understanding vocabulary • Skimming and scanning • Fluency • Comprehension - inference	Reading paper	Whole Class Reading: Wind in the Willows - Usborne version <u>Objectives:</u> Understand what he\she reads by drawing inferences such as inferring characters' feelings, thoughts and motives, and justifying inferences with evidence. <u>Key skills:</u> • Understanding vocabulary • Skimming and scanning • Fluency • Comprehension • sequencing	Whole Class Reading: Flotsam <u>Objectives:</u> To articulate and justify opinions when making inferences Use questioning to make inferences Understand what he\she reads by drawing inferences such as inferring characters' feelings, thoughts and motives, and justifying inferences with evidence. <u>Key skills:</u> • Generalising • Activating prior knowledge • Scanning • Skimming • Reading for meaning • Understanding vocabulary <u>Task:</u> Using pictures to answer questions, providing evidence.
Maths Ark	Calculating with multiplication and division	Calculating with multiplication and division	Time	Time	Time
Science Developing Experts	We are learning to explore how important good nutrition is for humans	We are learning to discuss how to keep healthy by what we eat in our diet.	We are learning to to understand the difference between voluntary and involuntary muscles.	We are learning to discuss the function of the skeleton.	We are learning to describe the functions of tendons and ligaments.
Geography	• What countries and cities are located in the UK.	• How can we identify features on an OS map.	• What physical geographical features are located near rivers.	• What can we learn about our local river system.	• How can we use our findings to answer and ask geographical questions.
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PE	Cricket with sports coach Swimming	Cricket with sports coach Swimming	Cricket with sports coach Swimming	Cricket with sports coach Swimming	Cricket with sports coach Swimming

CPSHE Jigsaw and Amazing Me	We are learning to understand how exercise affects my body and know why my heart and lungs are such important organs	We are learning to know that the amount of calories, fat and sugar I put into my body will affect my health	We are learning to share my knowledge and attitude towards drugs	We are learning to keep ourselves safe	We are learning to identify when something feels safe or unsafe
Spanish	Introduction to Spain and other Spanish-speaking countries along with key features of the countries and the culture.	To learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in Spanish.	To consolidate language from last week and to learn how to ask and answer the question ‘¿Cómo te llamas?’ (What is your name?) in Spanish.	To learn numbers 1-10 in Spanish.	To learn 10 key colours in Spanish.
Art - Drawing	Different types of line making – using pencils and charcoal.	Continuous line drawings.	Observation drawing using line making.	Shading techniques.	Observational drawing using shading techniques.
Extras			Assessment Week		River Walk