Spring 2 Medium Term Planning Year 3

Mapping

Anchored in the community; a place to belong a world to explore

Subject	Objectives Covered
English	Jemmy Button *by Valerio Vidali* Outcome 1 (non-fiction) Build on previous unit & focus on: • I can choose between "a" or "an" depending on whether the next word starts with a consonant or vowel. • I can use prepositions like before, after, during, in, and because of to show time, place, or cause. • I can use adverbs like then, next, soon, and therefore to show time, place, or cause. • I can use a wider range of conjunctions like when, if, because, and although to join my ideas. • I can use paragraphs to group related ideas in my writing. • I can use the present perfect tense (e.g. has gone, have eaten) and understand how it is different from the simple past (e.g. went, ate).
Outcomes	Outcome 1 • Children will write a letter that recounts an experience, using adverbs, conjunctions and prepositions.
Maths	Fractions • I can recognise and show equivalent fractions using pictures and diagrams. Measure

	• I can measure and compare length, mass and capacity, and add and subtract them using the correct units (m, cm, mm, kg, g, l, ml).
	• I can measure the perimeter of simple 2-D shapes.
	
	Geometry
	• I can draw 2-D shapes (regular and irregular) and make 3-D shapes using modelling materials.
	• I can recognise and describe 3-D shapes, even when they are turned in different ways.
	• I can sort, group and talk about shapes by looking at their properties.
	• I can recognise angles as part of a shape or as a turn.
	• I can find right angles and know that:
	  ○ two right angles make a half turn
	  ○ three right angles make three-quarters of a turn
	  ○ four right angles make a full turn
	• I can tell if an angle is bigger or smaller than a right angle.
	• I can identify horizontal and vertical lines, and recognise parallel and perpendicular lines.
	• I can describe positions on a grid using letters and numbers.

Science	Forces & Magnets • I can say that forces can make things move or change how they move. • I can explain that friction is a force that slows things down when surfaces rub together. • I can tell that some forces need touching, but magnets can work without touching. • I can name the two poles of a magnet and say that opposite poles stick together and like poles push away. • I can identify materials that magnets attract, like iron, and know that not all materials are magnetic.
Outcome	Write a fact page called Forces and Magnets Around Us. Explain how forces make things move, how friction works, and how magnets behave, to share with another class.
Personal Social Emotional	What makes a community? • I can explain what a community is and give examples of communities I belong to. • I can describe different roles people have in a community, at home and in local services. • I can recognise that communities are made up of different people and explain why kindness and respect are important.

	• I can explain how I can help make my community safe, fair, and welcoming. • I can describe how working together and helping others makes a community stronger and helps people feel they belong.
Geography	Mapwork: Coordinates and reading maps • I can find Wells-next-the-Sea on different maps and describe it as a coastal town with a beach and harbour. • I can use grid lines and simple four-figure grid references to locate places on a map. • I can use the eight points of a compass to describe where features are (for example, north or south). • I can recognise and use map symbols and a key to understand maps, including coastal features. • I can create and read a simple sketch map of the beach or local area using symbols, coordinates, and compass directions.
Outcome	Design a map, with coordinates and a key for Sheringham Park, so people don't get lost.
DT	Paper Helicopters • I can explain how objects move through the air, including gravity, air resistance, and lift. • I can describe why some objects spin or fall more slowly than others. • I can test how changing the design of a helicopter (blade length, weight, material) affects how it falls. • I can use paper to create a lightweight model and change its properties by folding, cutting, or adding weight. • I can plan, make, test, evaluate, and improve my own paper helicopter design.
Outcome	Design, create and test a paper helicopter.
Music	Charanga - Glockenspiel stage 1 Instrumental
Outcomes	To learn a range of songs and perform these to an audience (my peers)

R.E.	Islam - What difference does being a Muslim make to daily life? What does it mean to be a Muslim? • I can say that Muslims follow the teachings of Islam and the Qur'an in their daily life. • I can describe key Muslim practices like praying five times a day and fasting during Ramadan. • I can explain that Muslims try to live by values like kindness and honesty. • I can talk about how being part of the Muslim community can give a sense of belonging. • I can recognise that Eid celebrations are important times for Muslims and their families.
Computing	Branching Databases • I can create yes/no (binary) questions to help classify data. • I can use branching database software (such as J2Data). • I can sort items into logical groups based on their attributes. • I can interpret branching databases made by other people. • I can use logical reasoning to explain the path taken in a classification tree.
PE	**Fitness** • I can show balance and move my body safely in different directions. • I can try activities that challenge my balance and coordination. • I can practise moving quickly and improving my sprinting technique. • I can explore ways to build strength in different parts of my body. • I can use my breathing to help me keep going for longer. **Basketball** • I can send and receive the ball while following the rules of the game. • I can dribble the ball under some pressure while following the rules. • I can use space effectively as part of a team. • I can move to get past defenders and try different ways to shoot or score. • I can track opponents to help stop them from scoring.
Spanish	Family Members • I can say and recognise family-related vocabulary with correct pronunciation. • I can respond to and ask simple questions about family.

	• I can build short spoken and written sentences using familiar sentence structures. • I can identify gender and number agreement in nouns. • I can use visual clues and context to aid understanding of family-related texts.

Links to: Anchored in the community; a place to belong a world to explore

Visit - Sheringham Park

Wells Library Visit