

### Art/DI

Topic: **Mini Greenhouses**

#### **NC Skills: Design and Building structures**

To learn about what a greenhouse is and how the structure is built and used to help grow plants and flowers.

### Computing

Topic: **Touch Typing**

#### **National Curriculum:**

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

#### **Skills:**

To introduce typing terminology.

To understand the correct way to sit at the keyboard.

To learn how to use the home, top and bottom row keys.

To practice typing with the left and right hand.

### Humanities (Geography)

Topic: **United Kingdom**

#### **Skills:**

Name and locate countries and cities of UK, geographical regions and human and physical features.

key topographical features including hills mountains coasts and rivers and land use patterns.

Understand how some of these aspects have changed over time.

Use maps, atlases and globes to identify the United Kingdom and its surrounding countries.

Use simple compass direction .

### Science

Topic: **Animals including humans**

#### **National Curriculum:**

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### **Skills:**

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Asking relevant questions and using different types of scientific enquiries to answer them.

### Music

**NC objective:** provide an opportunity to learn to play a musical instrument – Recorder Program

**Key skills:** play and perform in solo and ensemble contexts; play musical instruments with increasing accuracy and fluency; use and understand staff and other musical notations.

### **Spring 2 Medium Term Plan**

**Year 3**

**2020**

### PE

Topic: **Net and Racket Games**

#### **Skills:**

Tennis/Badminton/Volleyball/Lacrosse

### Maths

**Topics:** **Statistics, length and perimeter and fractions Skills:**

Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2D shapes.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

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

Children to use bar graphs, pictograms and tables to display information.

Children to be able to measure and compare lengths.

Children to add and subtract lengths

### PSHE and FBV

**Topic:** **Health/Healthy Lifestyle/ Changing Growing Skills:**

Know and understand the difference between the terms physical, emotional and mental . Work independently and in groups, taking on different roles and collaborating towards common goals.

Understand why setting goals is important.

Know the recommended guidelines for physical activity and understand the reasons for these Recognise the need to take responsibility for actions Understand that the rate at which we grow differs from person to person

### **Literacy**

**Book:** Firebird

#### **Skills:**

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what he/she reads independently by predicting what might happen from details stated

Plan his/her writing by discussing and recording ideas within a given structure

Draft and write in narratives, creating settings, characters and plot

Evaluate and edit by assessing the effectiveness of his/her own writing

Ivrit

**Topic:** In the Classroom.

#### **National Curriculum:**

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Read carefully and show understanding of words, phrases and simple writing.

#### **Key Skills:**

- Repeat sentences heard and make simple adaptations to them.
- Follow simple instructions and link pictures to language.
- Write some simple words from memory.
- Recognise some familiar words and phrases in written form.

Write a few phrases and short sentences with support or to a model, using familiar language and expression.

Ask and answer simple questions and give basic information including simple descriptions and likes and dislikes.