

Medium Term Plan – Year 3/4 Spring 1- 2019

| | Week 1 Week Beginning | Week 2 Week Beginning | Week 3 Week Beginning | Week 4 Week Beginning | Week 5 Week Beginning | Week 6 Week Beginning | Week 7 Week Beginning |
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| English Reading | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump |
| Writing | <p>LO- To write a fairy tale based in a different geographical location.</p> <p>Fairy Tale</p> <p>S2S</p> <ol style="list-style-type: none"> 1. Begin with once upon a time. 2. Use adjectives and expanded noun phrases to reimagine a fairy tale character. 3. Create a beginning, middle and an end using paragraphs. 4. Write in past tense. 5. Include fronted adverbials | <p>LO- To write a fairy tale based in a different geographical location.</p> <p>Fairy Tale</p> <p>S2S</p> <ol style="list-style-type: none"> 1. Begin with once upon a time. 2. Use adjectives and expanded noun phrases to reimagine a fairy tale character. 3. Create a beginning, middle and an end using paragraphs. 4. Write in past tense. 5. Include fronted adverbials | <p>LO- To write a play to promote the idea of recycling</p> <p>Play Script</p> <p>S2s</p> <ol style="list-style-type: none"> 1. Create a cast list. 2. Write stage directions in brackets. 3. Use standardised format when writing lines. 4. Include direct speech. | <p>LO- To write a play that promotes the idea of recycling</p> <p>Play Script</p> <p>S2s</p> <ol style="list-style-type: none"> 1. Create a cast list. 2. Write stage directions in brackets. 3. Use standardised format when writing lines. 4. Include direct speech. | <p>LO- To write an explanation about the erosion of Whitby Bay</p> <p>Explanation</p> <p>S2s-</p> <ol style="list-style-type: none"> 1. Use past tense. 2. Use formal/technical language. 3. Headings and sub-headings 4. Include technical diagrams. | <p>LO- To write an explanation about the erosion</p> <p>Explanation</p> <p>S2s</p> <ol style="list-style-type: none"> 5. Use past tense. 6. Use formal/technical language. 7. Headings and sub-headings 8. Include technical diagrams. | |
| Spelling This half term recap 3/4 SPELLING SOUNDS | Poisonous, dangerous, envious, religious, mountainous, famous, various, tremendous, Enormous, jealous | Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the | The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, | The suffix –ly sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically | Words ending in –sure, –ture, –cher measure, treasure, pleasure, enclosure creature, happily, angrily, gently, simply, humbly, nobly, basically, frantically, | poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, |

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| | | <p>most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.</p> | | <p>main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s</p> | | dramatically | <p>vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p> |
| <p>Key words of the week (whole class and THROUGH handwriting on a Friday)</p> | <p>myth, gym, Egypt, pyramid, mystery</p> | <p>young, touch, double, trouble, country</p> | <p>division, invasion, confusion, decision, collision, television</p> | <p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p> | <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece,</p> | <p>angrily, gently, simply, humbly, nobly, basically, frantically, dramatically</p> | <p>invasion, confusion, decision, collision, television</p> |
| <p>SPAG through Literacy</p> | <p>Writing in past tense Fronted adverbials Chronological order Paragraphs Varied sentence openers</p> | <p>Writing in past tense Fronted adverbials Chronological order Paragraphs Varied sentence openers</p> | <p>Direct speech Colons Paragraphs Commas Time connectives</p> | <p>Direct speech Colons Paragraphs Commas Time connectives</p> | <p>Formal language Fronted adverbials Present tense Colons</p> | <p>Formal language Fronted adverbials Present tense Colons</p> | |
| <p>GRAMMAR/P UNCUATION LESSON-</p> | <p>Use fronted adverbials to diversify your fairy tale paragraphs.</p> | <p>Change the tense of the fairy tale into past, present and future.</p> | <p>To use colons to form list</p> | <p>Punctuate the direct speech from the book using the correct punctuation which has been removed.</p> | <p>To change an informal speech into one of formal speech.</p> | <p>To create a formal language text in past tense.</p> | |

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| <p>Maths</p> | <p>Multiplication and division Comparing statements</p> <p>Related calculations Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit Multiply 2-digits by 1-digit (2) Multiply 3-digits by 1-digit</p> <p>11 and 12 times-table Multiply 3 numbers Factor pairs</p> | <p>Multiplication and division</p> <p>Multiply 2-digits by 1-digit (2) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2)</p> <p>Efficient multiplication Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit</p> | <p>Multiplication and division Measurement</p> <p>Divide 2-digits by 1-digit (3) Scaling</p> <p>Measure length Equivalent lengths – m and cm Kilometres Equivalent lengths – cm and mm Comparing lengths Adding lengths Subtracting lengths</p> <p>Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) Correspondence problems</p> | <p>Money Measurement Fraction</p> <p>Pounds and pence Converting pounds and pence</p> <p>Unit and non-unit fractions What is a fraction? Making the whole Equivalent fractions (1) Equivalent fractions (1) Fractions on a number line Count in fractions Add fractions Add 2 or more fractions Subtract fractions</p> | <p>Money Fractions</p> <p>Adding money Subtracting money Giving change</p> <p>Equivalent fractions (2) Equivalent fractions (2) Equivalent fractions (3) Fractions greater than 1</p> <p>What is area? Counting squares Making shapes Comparing area What is a fraction? Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1</p> | <p>Measurement Fractions</p> <p>Measure length Equivalent lengths – m & cm Equivalent lengths – mm & cm</p> <p>Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects (1) Calculate fractions of a quantity</p> <p>Count in fractions Add 2 or more fractions Subtract 2 fractions</p> | <p>Measurement Fractions</p> <p>Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter</p> <p>Fractions of a set of objects (2) Problem solving – calculate quantities Fractions of a set of objects (3)</p> <p>Subtract from whole amounts Calculate fractions of a quantity Problem solving – calculate quantities</p> |
| <p>Maths Arithmetic – once per week</p> | <p>Weekly revisit of working with the 4 operations Addition</p> | <p>Assertive mentoring tests revisit</p> | <p>Assertive mentoring tests</p> | <p>Assertive mentoring tests revisit</p> | <p>Assertive mentoring tests</p> | <p>Assertive mentoring tests revisit</p> | <p>Assertive mentoring tests</p> |
| <p>Science</p> | | | | | | | |
| <p>LO: To explore different kinds of rocks and their properties.</p> | <p>LO: To explore different types of rock families. To recognise that soil comes from rock.</p> | <p>LO: To test rocks.</p> | <p>LO: To find out how fossils are formed. To use results to draw conclusions and suggest improvements or new questions.</p> | <p>LO: Is it a fossil</p> <p><small>Quick challenges</small> • Write a challenge to test if the rock is made of fossils and measure the results. • With a friend, make a fossil out of rock and use the results to test if the rock is made of fossils.</p> <p>Scientific language</p> | <p>LO: To assess learning so far.</p> <p><i>Assess the topic</i></p> <p><small>Assess the learning so far at the end of the topic. Use the statements below to assess your learning. Answer the questions for each week. Use the statements below to assess your learning.</small></p> <p>Compare and group</p> | <p><u>Assessment week</u></p> | |

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| | <p>Learning objectives</p> <ul style="list-style-type: none"> To explore different kinds of rocks and their properties. To collect and record data from observations and tests. <p>Success criteria</p> <ul style="list-style-type: none"> I can compare and group rocks. I can decide the best way to record and present my results. I can test for and describe some properties of rocks. <p>Scientific language: Mineral: a natural substance that makes up rock. Rock: made from one or more minerals. Permeable: allows water to pass through. Impermeable: doesn't allow water to pass through. Crystals: minerals that join together to make igneous rock. Ore: rock or mineral that contains metal.</p> | <p>Learning objectives</p> <ul style="list-style-type: none"> To describe different types of rocks. To compare the different textures. To describe and explain the different textures and for tests. <p>Success criteria</p> <ul style="list-style-type: none"> I can describe how rocks are made. I can explain what soil is and why it is part of the same. I can compare how rocks are made. I can explain what soil is and why it is part of the same. <p>Scientific language: Igneous: rock formed from magma. Magma: hot liquid rock. Sediment: small bits of rock. Sedimentary: rock made from sediment. Names of some rocks, e.g. granite, marble, sand, clay, limestone. Humus: part of soil made from dead plants and animals – gives soil a dark colour.</p> | <p>Testing rocks</p> <p>Quick challenges</p> <ul style="list-style-type: none"> Children discuss where they think rocks are found and what they look like. Walk around the school and identify where rocks have been used. Encourage the children to note that stones and pebbles are small pieces of rock. Set up different groups of rocks around the room according to different criteria (e.g. colour, shape, containing fossils, texture, types of particles, crystals, and layers). Include different sizes of the same rock. Ask the children to group the rocks and decide the criteria for grouping. Some children may need to be given the criteria to which to group. <p>Scientific language: Igneous: rock formed from magma. Magma: hot liquid rock. Sediment: small bits of rock. Sedimentary: rock made from sediment. Names of some rocks, e.g. granite, marble, sand, clay, limestone. Humus: part of soil made from dead plants and animals – gives soil a dark colour.</p> | <p>Learning objectives</p> <ul style="list-style-type: none"> To describe how some fossils are formed. To use results to draw conclusions and suggest improvements or new questions. <p>Success criteria</p> <ul style="list-style-type: none"> I can describe how some fossils are formed. I can identify patterns, similarities and differences in my results. I can explain how I could improve my experiments and state further questions they have made me think about. <p>Scientific language Fossil: the remains or impression of a prehistoric plant or animal. Extinct: means the plant or animal is no longer alive on the Earth or hasn't been seen for over 50 years. Palaeontologist: a fossil scientist.</p> | <p>Fossil: the remains or impression of a prehistoric plant or animal. Extinct: means the plant or animal is no longer alive on the Earth or hasn't been seen for over 50 years. Palaeontologist: a fossil scientist.</p> | <p>rocks. test for and describe some properties of rocks. decide the best way to record and present their results. describe some ways that rocks are made.</p> | |
| History /Geography | | | | | | | |
| <p>LO: The world that we live on.</p> <p>Explore the world and what it is made up of. Explore that some places are made up of different rocks and surfaces.</p> <p>Explore the terrain of deserts, rainforests, arctic etc.</p> | <p>LO Why are pots made in the potteries?</p> <p>Children explore the region of the Potteries and explore the use of clay in the industry.</p> | <p>LO: What do we know about Whitby?</p> <p>Children learn about Whitby and the surrounding environment. Discuss soil erosion and the formation of fossils.</p> | <p>LO: Plastic planet</p> <p>Discuss the impact plastic is having on the earth and the damage it is having to the environment</p> <p>Awareness of the damage to wildlife and what could be done to improve the problem. Children develop ways of packaging without using plastic.</p> | <p>LO: Caves and shelters</p> <p>Investigate caves and where they are. Discuss what lives in caves and how they are formed.</p> <p>Discuss houses in The Canary islands who have built into old caves. What would you need? What would you not have?</p> | <p>LO: Who lives in a house like this.</p> <p>Through the keyhole. Share with the children a range of different houses native to countries and explore why they are built the way they are.</p> <p>Explore climate, terrain and building materials.</p> | <p>LO:</p> | |

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| Art | | | | | | | |
| | Cave paintings Share with children that the cavemen recorded events and animals on cave walls. Ask the children to draw a range of sketches in their sketch books. What events could they draw in a simplified form? | Cave paintings Prepare paper with sand and paint ready for cave paintings to be complete with charcoal and paint in following week. | | | | Charcoal and painting Children complete their paintings with brown, white and black. Using charcoal and paints and simple patterns. | |
| DT | | | | | | | |
| | Children collect materials for den building at the end of the term. | | | LO: Shelter building Children explore current shelters available and the materials used and their properties. Explore a range of characteristics and the difference between natural and manmade. | LO: To explore the properties of natural materials. Children record and investigate the properties of natural materials and how they could be used to build a shelter. | LO: Children build a scale model of their shelter and explain the use of the materials. Children bring in recycled materials | |
| RE | | | | | | | |
| | LO: To explore Muslims beliefs about God. | LO: To explore how Christians think of God as Trinity – Father, Son and Holy Spirit | LO: To explore Sikh beliefs about God. | LO: To explore Hindu beliefs about God. | LO: Draw similarities and differences between concepts of God (Assessment) | LO: Explore concept of Faith | |

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| SEAL/PSHCE | Say No to bullying | | | | | | |
| | <p>LO: Kindness like confetti</p> <p>Throw kindness like confetti. Start a kindness box with a range of different colour papers. Children can write kind things on the paper and this is put up on a display. The name of the person it is about must be clear.</p> <p>Children write in their books what it feels like when people tell them they are doing well. Why is it important to feel good?</p> | <p>LO: Bullying scenarios</p> <p>Children discuss a range of different bullying scenarios and what could be done to prevent it.</p> <p>Children write a short script about a bullying story and conclude with a resolution</p> | <p>LO: Quiz - Bullying</p> <p>Children complete a quiz and answer questions about bullying.</p> <p>To include: Physical Verbal Cyber social</p> | <p>LO: Cyber bullying</p> <p>Children complete work on Cyber bullying. They design an app which children could use if they think they are being bullied.</p> <p>To have the feature to screen shot, take pictures, alert buttons if they see things or are feeling upset by someone.</p> | <p>LO: Describing a bully</p> <p>Show children a range of pictures of people and ask them if they think they are bullies. Explain to the children that bullies come in all different shapes and sizes and they don't always look like scary people.</p> <p>Children describe what bullies do and how they cannot always be identified by looks alone.</p> | <p>LO:</p> | <p>LO:</p> |
| P.E. | | | | | | | |
| | <p>Week 1 – Focus – Explore movements and balances in a symmetrical way.</p> | <p>Week 2 - Focus – Explore movements and balances in a symmetrical and asymmetrical way.</p> | <p>Week 3 - Focus –Re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> | <p>Week 4 – Focus – Developing a sequence</p> | <p>Week 5 – Focus – complete sequence. Pupils will start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus/space creating an asymmetrical balance to end the sequence.</p> | <p>Week 6 – Focus – Pupils' to perform their completed sequences.</p> | |
| Music | <p style="text-align: center;">Year 3 recorders Year 3 recorders Percussion and rhythm</p> <ul style="list-style-type: none"> <li style="text-align: center;">• Jacob's Ladder/My Dancing Day 2:30. <li style="text-align: center;">• Children to use natural, local materials to create percussion instruments and perform an assembly/7 <p style="text-align: center;">Link to DT, Geography, writing. (Recycled materials)</p> | | | | | | |

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| ICT | | | | | | | |
| | Create an information leaflet about volcanoes and earthquakes | | Create a poster online to encourage people to discard their plastics carefully to avoid polluting the seas | | Cyber bullying – children create an information leaflet warning children of the dangers of online bullying | | |