Year 3 Medium Term Plan
Spring 1 – The Romans

	Week 1 W/B 8.1.24	Week 2 W/B 15.1.24	Week 3 W/B 22.1.24	Week 4 W/B 29.1.24	Week 5 W/B 5.2.24
Events / Info		**Pupil progress meetings**	**Tottenham Hotspur Football Training** **3NL:** 09:00-9.45 **3LA:** 09:45-10:30 **3MS:** 10.45-11.30 **3SM:** 11.30-12.15		**SEN Review Week** **6.2.24:** Safer Internet Day **8.2.24** Roman Day. **9.2.24:** Staff Inset
English *Non-chronological reports*	**Stage 1: Reading and analysing** To begin to explore, identify and compile a list of key features of non-chronological reports (activity: fact hunt) Reading/ comparing examples of WAGOLL/ WABOLL non-chronological reports	**Stage 2: Sentence Level Work** • Organising information into paragraphs • Writing in the correct tense (Focus on past tense) • Headings and sub-headings • Introductory paragraphs • Fact boxes and bullet points Images and captions	**Stage 3: Research** Practice note taking, bullet pointing and answering comprehension questions to compile information based on our chosen topic 'The Romans' (key activity: Market stalls/ presenting information)	**Stage 4: Planning and drafting** To use a planning template to organise information and plan out their paragraphs, including headings and sub-headings. To use their plan to write their non-chronological reports that include paragraphs, headings, sub-headings, images and captions. (WILF)	**Stage 5: Editing and Evaluation** To be able to use editing stations to review, edit and up-level their non-chronological reports. To self/ peer assess and provide constructive feedback against their WILF on each other's non-chronological reports.

Grammar	Grammar focus: Fronted adverbials (an adverb or an adverbial phrase that comes at the front of a sentence)	Grammar focus: identifying and using the correct tense (focus on past tense)	Grammar focus: Using simple devices to structure writing – headings and sub-headings	Grammar focus: Add prefixes (un-, in-, dis- and mis-) and understand how this can change the meaning of words	Grammar focus: Add suffixes (-ment, -ly, -ful and -ly-) and understand how this can change the meaning of words
Reciprocal Reading *The Captive Celt*	Focus Skill: Prediction The Captive Celt – Chapter 1	Focus Skill: Inference The Captive Celt – Chapter 2	Focus Skill: Clarifying (vocabulary) The Captive Celt – Chapter 3	Focus Skill: Summarising The Captive Celt – Chapter 4	Focus Skill: Inference The Captive Celt – Chapter 5
Maths *Multiplication and Division*	Division & Multiplication Count in multiples of 10 beyond 100. Revision of grid method for multiplication. Division recap – sharing and making equal groups. Division with remainders Divide by 3	Division & Multiplication Multiplication: Using known facts for related calculations and reasoning. Inverse Division using a place value grid.	Division Different methods for division – flexible partitioning, place value grid, number lines. Scaling	Multiplication Scaling Review of 2, 4 and 8 times tables	Measurement Measuring in metres, centimetres and millimetres
Science *Plants Observing Over Time*	WALT: Identify and describe the functions of roots.	WALT: Identify and describe the functions of stem/trunk.	WALT: Identify and describe the functions of leaves.	WALT: To investigate the different parts of a flower	WALT: Identify and describe the functions of flowers, and learn about pollination.
Computing *We are programmers*	Character and Dialogue To create characters and dialogue for the animation		Starting the Animate the Character To begin animating characters by planning and programming movement	Costumes and Backdrops To add costumes and backdrops to animation	Adding Sound and Reviewing Animations To add sound before reviewing, debugging and improving the animations
History *The Romans*	The origins of the Roman Empire To understand the origins of the Roman Empire and evaluate stories on the founding of Rome	Julius Caesar's Failed Invasions To understand why the Roman's wanted to invade Britain and explain Caesar's failed invasions	The Roman Empire To understand where the Roman Empire expanded over time and to understand the importance of the Roman Army.	British Resistance Investigate what was life like in Roman Britain for the Celts.	The Romanisation of British Culture To evaluate the impact of the Roman Empire on British Culture

					(8.2.23) Roman Day To understand what the Roman Empire was and how it affected Britain
R.E. Christianity *Is it important to believe in miracles?*	What is a miracle? Discuss miracles in different religions.	To explore the bible story about the Healing of the Blind man using art representations. To compare the art representations to children's version of the text.	To explore the bible story about the Healing of the paralysed man. To compare the art representations to children's version of the text.	Why do Christians believe that Jesus is able to perform miracles? Does this help them to be better Christians?	Topic Review: With reference to miracles in all religions. Do we have miracles in the present day? Is it important to believe in miracles to be true to your religion?
PSHE *Dreams and Goals*	**Dreams and Goals** **WALT:** tell you about a person who has faced difficult challenges and achieved success. **S&E Learning Intention:** I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).	**Our Dreams and Ambitions** **WALT:** identify a dream/ambition that is important to me. **S&E Learning Intention:** I can imagine how I will feel when I achieve my dream/ambition.	**A New Challenge** **WALT:** enjoy facing new learning challenges and working out the best ways for us to achieve them. **S&E Learning Intention:** I can break down a goal into a number of steps and know how others could help me to achieve it.	**Our New Challenge** **WALT:** be motivated and enthusiastic about achieving our new challenge. **S&E Learning Intention:** I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.	**Our new challenge** **WALT:** to understand what makes someone resilient and the importance of resilience. **S&E Learning Intention:** I can manage the feelings of frustration that may arise when obstacles occur.
Art *Roman Busts*	**WALT:** explore how Romans were busts made and how they were used to create realistic portraits of people from bronze or marble. **WALT:** experiment using various sketching techniques including shading, cross hatching, stippling and scumbling	**WALT:** Use various sketching techniques to draw our roman busts, focusing on proportion and placement.	**WALT:** Use different pencils and sketching techniques to add elements of shading to our portraits.	**WALT:** to shape and form malleable materials (clay) to create a pedestal for our busts. **WALT:** To use clay tools to and taught techniques to create textured effects and patterns.	**WALT:** to shape and form clay using various tools and taught techniques to create a realistic portrait of ourselves. **WALT:** to be able to evaluate a finished piece of art work.

P.E. Indoor Dance	THEME: **Country and Western** WALT - use straight pathways and clear changes in direction in a line dance.	THEME: **Country and Western** WALT - use canon and unison to make our line dance look interesting.	THEME: **Country and Western** WALT - use formations, canon and unison to make our line dance look interesting.	THEME: **Superpowers** WALT - remember, repeat and create actions around a theme.	THEME: **Superpowers** WALT - understand and use formations.
P.E. Outdoor *Football*	**WALT -** develop controlling the ball and dribbling under pressure.	**WALT** - develop passing to a teammate.	**WALT -** be able to control the ball with different parts of the body.	**WALT** - develop changing direction with the ball using an inside and outside hook.	**WALT** - jockey / track an opponent. **WALT -** be able to apply the rules and tactics you have learnt to play in a football tournament.
Music *Descriptive Music*	To understand how music can be used descriptively	To play the melody of a descriptive song	To understand how the musical elements can be used to describe different animals	To create music patterns to represent a sequence of animal movements	To compose a descriptive melody
French	Revise how to describe ourselves physically using the verb 'to have'.	Learn how to describe ourselves and others using the verb 'to be' and start learning about adjective agreement	Revise the verb to have and to be when describing people and reinforce the grammar rule about adjective agreement	Learn how to describe personality using the verb to be and revising adjective agreement with noun	Learn to talk about our favourite teacher, expressing opinions and use what we've learnt to describe them.