

**Medium Term Planning Year 3 Term 2 Ancient Civilisations**

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| **English** | **Maths** | **Science** | **History** |
| **How can I write an effective myth and legend?**  **Narrative - myths and legends (Secret of the Black Rock)**  **1** To understand texts (I can make predictions)  **2** To understand texts (I can draw inferences from reading and justify with evidence)  **3** To understand texts (I can identify how language, structure and presentation contribute to meaning)  **4** To use imaginative description (I can use noun phrases)  **5** To understand texts and use imaginative description (I can draw inferences from reading and use similes effectively)  **6** To punctuate accurately (I can use and punctuate direct speech)  **7** To understand texts and to use imaginative description (I can draw inferences from reading and create plots)  **8** To use imaginative description (I can write noun phrases with modifying prepositions)  **9** To write with purpose (I can use techniques used by authors – 3 part sentences)  **10** To write with purpose (I can plan)  **11/12** To write with purpose (I can draft)  **13** To write with purpose (I can edit and improve)  **14** To write with purpose and present neatly (I can transcribe, make handwriting legible and join letters deciding which letters are best left un-joined)  **How can I write an effective piece of persuasion?**  **Persuasive writing (Grandad’s Island)**  **1** To understand texts (I can make predictions)  **2** To understand texts (I can identify how language, structure and presentation contribute to meaning)  **3** To use sentences appropriately (I can write sentences that include adverbial phrases)  **4** To understand texts (I can draw inferences from reading and justify with evidence)  **5** To write with purpose (I can use techniques used by authors – rule of 3)  **6** To use imaginative description (I can use alliteration effectively)  **7** To write with purpose (I can plan)  **8/9** To write with purpose (I can draft)  **10** To write with purpose (I can edit and improve)  **11** To write with purpose and present neatly (I can transcribe, make handwriting legible and join letters deciding which letters are best left un-joined)  **How can I write an effective rhyming poem?**  **Poetry (The Wind by James Reeves)**  **1** To understand texts (I can identify how language, structure and presentation contribute to meaning and I can identify different forms of poetry)  **2** To write with purpose (I can use the main features of a type of writing – rhyming couplets)  **3** To use imaginative description (I can use personification)  **4** To write with purpose (I can plan)  **5** To write with purpose (I can draft)  **6** To write with purpose (I can edit and improve) & To write with purpose and present neatly (I can transcribe, make handwriting legible and join letters deciding which letters are best left un-joined)  **How can I write an effective haiku?**  **Poetry (Acorn Haiku by Kit Wright)**  **1** To understand texts (I can identify how language, structure and presentation contribute to meaning and I can identify different forms of poetry)  **2** To write with purpose (I can use the main features of a type of writing – syllables (almost haikus))  **3** To develop a wide and interesting vocabulary (I can use vocabulary that is appropriate to the topic)  **4** To write with purpose (I can plan)  **5** To write with purpose (I can draft) To write with purpose (I can edit and improve)  **6** To write with purpose and present neatly (I can transcribe, make handwriting legible and join letters deciding which letters are best left un-joined) & To understand texts (I can prepare poems to read aloud with expression, volume, tone and intonation)  **How can I write an effective non-chronological report?**  **Information text (The Tin Forest)**  **1** To understand texts (I can make predictions)  **2** To understand texts (I can identify how language, structure and presentation contribute to meaning)  **3** To understand texts (I can draw inferences from reading – character’s feelings, thoughts and motives) To use imaginative description(I can create plots)  **4** To organise writing appropriately (I can use the perfect form of verbs to make relationships of time and cause)  **5** To use sentences appropriately (I can use sentences that include conjunctions (when, if, because, although))  **6** To understand texts (I can recall and summarise main ideas and draw inferences from reading)  **7** To use paragraphs (I can organise paragraphs around a theme)  **8** To write with purpose (I can plan)  **9/10** To write with purpose (I can draft)  **11** To write with purpose (I can edit and improve)  **12** To write with purpose and present neatly (I can transcribe, make handwriting legible and join letters deciding which letters are best left un-joined)  **How can I write an effective fantasy story?**  **Narrative writing – fantasy/science fiction (Where the Wild Things Are)**  **1** To understand texts (I can make predictions)  **2** To understand texts (I can identify how language, structure and presentation contribute to meaning)  **3** To understand texts (I can draw inferences from reading such as characters’ feelings, thoughts and motives) To use imaginative description (I can create plots)  **4** To use sentences appropriately (I can write sentences that include direct speech punctuated correctly)  **5** To punctuate accurately (I can use commas after fronted adverbials)  **6** To use imaginative description (I can create characters)  **7** To write with purpose (I can plan)  **8/9/10** To write with purpose (I can draft)  **11** To write with purpose (I can edit and improve)  **12** To write with purpose and present neatly (I can transcribe, make handwriting legible and join letters deciding which letters are best left un-joined) | **How can I multiply and divide?**  **Multiplying and dividing**  **1** To multiply and divide (I can use equal grouping)  **2** To multiply and divide (I can multiply by 3)  **3** To multiply and divide (I can divide by 3)  **4** To multiply and divide (I can show I know the 3 times table)  **5** To multiply and divide (I can multiply by 4)  **6** To multiply and divide (I can divide by 4)  **7** To multiply and divide (I can show I know the 4 times table)  **8** To multiply and divide (I can multiply by 8)  **9** To multiply and divide (I can divide by 8)  **10** To multiply and divide (I can show I know the 8 times table)  **11/12** To multiply and divide (I can understand divisibility)  **13** To multiply and divide (I can show I know related facts)  **14** To multiply and divide (I can compare multiplication and division statements)  **15** To multiply and divide (I can show I know related multiplication calculations)  **16/17** To multiply and divide (I can show I know related multiplication and division calculations)  **18/19** To multiply and divide (I can multiply a 2-digit number by a 1-digit number)  **20/21/22** To multiply and divide (I can divide a 2-digit number by a 1-digit number)  **23** To multiply and divide (I can show how many ways)  **24** To multiply and divide (I can revise the unit)  **How can I use fractions?**  **Fractions**  **1** To use fractions (I can recognise unit and non-unit fractions)  **2** To use fractions (I can make a whole)  **3/4** To use fractions (I can recognise tenths)  **5/6/7** To use fractions (I can recognise and use fractions as numbers)  **8/9/10** To use fractions (I can find fractions of a set of objects)  **11/12** To use fractions (I can recognise and use equivalent fractions)  **13** To use fractions (I can compare fractions)  **14** To use fractions (I can compare and order fractions)  **15** To use fractions (I can add fractions)  **16** To use fractions (I can subtract fractions)  **17** To use fractions (I can problem solve adding and subtracting fractions)  **18** To use fractions (I can problem solve finding fractions of measures)  **19** To use fractions (I can revise the unit) | **Why do animals need nutrition?**  **Animals and Humans**  **1/2**  To understand animals and humans (I can identify that animals, including humans, need the right types of nutrition)  **What is the purpose of a skeleton?**  **Animals and Humans**  **3**  To understand animals and humans (I can identify that some humans and animals have skeletons for support, protection and movement)  **What is the purpose of muscles?**  **Animals and Humans**  **4**  To understand animals and humans (I can identify that some humans and animals have muscles for support, protection and movement)  **Why do humans need a digestive system?**  **Animals and Humans**  **5**  To understand animals and humans (I can describe the simple functions of the basic parts of the digestive system in humans)  **What is the function of teeth?**  **Animals and Humans**  **6**  To understand animals and humans (I can identify the different types of teeth in humans and their simple functions)  **How do we show animals’ prey and predators?**  **Animals and Humans**  **7/8**  To understand animals and humans (I can construct and interpret a variety of food chains identifying producers, predators and prey)  **How can we group animals?**  **Investigate living things**  **1**  To investigate living things (I can recognise that living things can be grouped in a variety of ways and ask relevant questions)  **How can we classify animals?**  **Investigate living things**  **2/3**  To investigate living things (I can explore and use classification keys and gather, record, classify and present data in a variety of ways)  **Why are environments important?**  **Investigate living things**  **4**  To investigate living things (I can recognise that environments can change and that this can pose dangers to habitats) | **What were the greatest achievements of the Ancient Civilisations and why? (Mind map pre)**  **Ancient Sumer, Indus Valley, Shang Dynasty**  **1**  To investigate and interpret the past (I can use evidence to ask questions and find answers to questions about the past)  **What is the Ancient Sumer and what was its greatest achievements?**  **Ancient Sumer**  **2**  To investigate and interpret the past (I can suggest suitable sources of evidence for history enquiries to gain an accurate understanding of history)  To build an overview of world history (I can describe the social, cultural, ethnic or religious diversity of the past)  **What is the Indus Valley and what was its greatest achievements?**  **Indus Valley**  **3**  To investigate and interpret the past (I can suggest suitable sources of evidence for history enquiries to gain an accurate understanding of history)  To build an overview of world history (I can describe the social, cultural, ethnic or religious diversity of the past)  **What is the Shang Dynasty and what was its greatest achievements?**  **Shang Dynasty**  **4**  To investigate and interpret the past (I can suggest suitable sources of evidence for history enquiries to gain an accurate understanding of history)  To build an overview of world history (I can describe the social, cultural, ethnic or religious diversity of the past)  **How did the Ancient Civilisations communicate?**  **Ancient Sumer, Indus Valley, Shang Dynasty**  **5**  To investigate and interpret the past (I can suggest causes and consequences of some of the main events and changes in history)  **What would the Ancient Civilisations need to function as a city?**  **Ancient Sumer, Indus Valley, Shang Dynasty**  **6**  To build an overview of world history (I can describe the characteristic features of the past including beliefs, attitudes and experiences of men, women and children)  **Did the Ancient Civilisations believe in the afterlife?**  **Ancient Sumer, Indus Valley, Shang Dynasty**  **7**  To build an overview of world history (I can describe the characteristic features of the past including beliefs, attitudes and experiences of men, women and children)  **What were the greatest achievements of the Ancient Civilisations and why? (Mind map post)**  **Ancient Sumer, Indus Valley, Shang Dynasty**  **8**  To investigate and interpret the past (I can use evidence to ask questions and find answers to questions about the past) |

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| Geography | Art | Design and Technology | Computing | MFL | RE | PSHE | Music |
| **Where were the Ancient Civilisations located?**  **Locational knowledge**  **1**  To investigate places (I can use maps, atlases, globes and digital computer mapping to locate countries and describe features, I can ask and answer geographical questions about the physical and human characteristics of a location)  **Why is the location of the Ancient Civilisations important?**  **Climate zones**  **2**  To investigate patterns (I can name and locate the equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle and date times zones)  **What is similar and different about where the Ancient Civilisations are located?**  **Climate zones**  **3**  To investigate patterns (I can describe geographical similarities and difference of countries)  **How were the settlements of the Ancient Civilisations similar or different?**  **Settlements**  **4**  To communicate geographically (I can describe key aspects of human features (settlements and land use))  **How are mountains formed?**  **Mountains**  **5**  To communicate geographically (I can describe key aspects of physical features (mountains))  **What are the human and physical characteristics of the UK and how have they changed over time?**  **Location knowledge of the world**  **6**  To investigate places (I can name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including hills, mountains and cities and understand how some of these aspects have changed over time) | **How can I create a striking print?**  **Print**  **1**  To develop ideas (I can collect information, sketches and resources and comment on artworks using visual language)  **2**  To master techniques (I can replicate patterns observed in natural or built environments (planning stage))  **3**  To master techniques (I can make printing blocks)  **4**  To master techniques (I can make precise repeating patterns and use layers of two or more colours) To take inspiration from the greats (I can create original pieces that are influenced by the studies of others) | **How can I prepare and food accurately and safely?**  **Food – Fortune cookies**  **1**  To take inspiration from design throughout history (I can disassemble products to understand how they work and improve upon existing designs giving reasons for choice)  To design, make, evaluate and improve (I can design and make products by working efficiently (carefully selecting materials))  **2/3/4**  To master practical skills (I can prepare ingredients hygienically using appropriately utensils, measure ingredients to the nearest gram accurately, follow a recipe and assemble or cook ingredients)  To design, make, evaluate and improve (I can refine work and techniques as work progresses, continually evaluating the product design)  **Why was the wheel such an important design?**  **Materials – Wheels**  **1/2**  To take inspiration from design throughout history (I can disassemble products to understand how they work and improve upon existing designs giving reasons for choice)  To design, make, evaluate and improve (I can design and make products by working efficiently (carefully selecting materials))  **3/4/5**  To master practical skills (I can cut materials accurately and safely by selecting appropriate tools, measure and mark to the nearest mm, apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material and select appropriate joining techniques)  **6/7**  To master practical skills (I can choose suitable techniques to construct products or repair them and strengthen materials using suitable techniques)  To design, make, evaluate and improve (I can refine work and techniques as work progresses continually evaluating the product design) | **What is a database?**  **Databases**  **1**  To collect (I can devise and construct databases)  **How can we collect information?**  **Databases**  **2**  To collect (I can devise and construct databases)  **How can we input information?**  **Databases**  **3/4**  To collect (I can devise and construct databases)  **How can we analyse information?**  **Databases**  **5/6**  To collect (I can devise and construct databases) | **How can we greet each other?**  **Getting to know you**  **1**  To speak confidently (I can ask and answer simple questions)  **How can we introduce ourselves?**  **Getting to know you**  **2**  To write imaginatively (I can express personal experiences and responses)  **How can we say how we are feeling?**  **Getting to know you**  **3**  To speak confidently (I can demonstrate a growing vocabulary)  **How do we end our conversations?**  **Getting to know you**  **4**  To write imaginatively (I can write short phrases from memory with spelling that is readily understandable)  **How do we count to ten?**  **Getting to know you**  **5**  To read fluently (I can use a translation dictionary or glossary to look up new words)  **How do say our ages?**  **Getting to know you**  **6**  To speak confidently (I can understand the main points from spoken passages) | **How do know about the nature of Allah using the Five Pillars?**  **Islam**  **1**  To understand Islam (I can learn and understand what the main concepts in Islam reveal about the nature of Allah)  **How do know about the nature of Allah from the Prophet Mohammed?**  **Islam**  **2**  To understand Islam (I can learn and understand what the main concepts in Islam reveal about the nature of Allah)  **How do know about the nature of Allah from the Qu’ran?**  **Islam**  **3**  To understand Islam (I can learn and understand what the main concepts in Islam reveal about the nature of Allah)  **How do know about the nature of Allah from the Islamic creation story?**  **Islam**  **4**  To understand Islam (I can learn and understand what the main concepts in Islam reveal about the nature of Allah)  **What are the visual symbols in a mosque?**  **Islam**  **5**  To understand Islam (I can learn about the visual symbols in a mosque)  **Why are the visuals symbols in a mosque important?**  **Islam**  **6/7**  To understand Islam (I can understand the purpose of the visual symbols in a mosque)  **What do the objects in a synagogue symbolise?**  **Judaism**  **1**  To understand Judaism (I can learn and understand the journeys carried out by religious people and key beliefs expressed by the journey)  **Why is the synagogue so important to Jews?**  **Judaism**  **2**  To understand Judaism (I can learn and understand the journeys carried out by religious people and key beliefs expressed by the journey)  **Why do Jews visit Jerusalem?**  **Judaism**  **3**  To understand Judaism (I can learn and understand the journeys carried out by religious people and key beliefs expressed by the journey) | **How do people overcome challenges?**  **Dreams and goals**  **1**  To explain my dreams and goals (I can tell you about a person who has faced difficult challenges and achieved success)  **What ambition is important to me?**  **Dreams and goals**  **2**  To explain my dreams and goals (I can identify a dream/ambition that is important to me)  **What is the best way for me to achieve?**  **Dreams and goals**  **3**  To explain my dreams and goals (I can enjoy facing new learning challenges and working out the best ways for me to achieve them)  **How can I achieve my new challenge?**  **Dreams and goals**  **4**  To explain my dreams and goals (I can be motivated and enthusiastic about achieving a new challenge)  **How can I overcome obstacles?**  **Dreams and goals**  **5**  To explain my dreams and goals (I can recognise obstacles which might hinder my achievement and can take steps to overcome them)  **How can my learning process be better next time?**  **Dreams and goals**  **6**  To explain my dreams and goals (I can evaluate my own learning process and identify how it can be better next time)  **How does exercise affect my body?**  **Healthy me**  **1**  To understand how to be healthy (I can understand how exercise affects my body and know why my heart and lungs are such important organs)  **What do I know about drugs?**  **Healthy me**  **2**  To understand how to be healthy (I can tell you my knowledge and attitude towards drugs)  **How can I stay safe?**  **Healthy me**  **3**  To understand how to be healthy (I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help)  **How can I safely use household substances?**  **Healthy me**  **4**  To understand how to be healthy (I can understand that, like medicines, some household substances can be harmful if not used correctly)  **Why is it important to take care of my body?**  **Healthy me**  **5**  To understand how to be healthy (I can understand how complex my body is and how important it is to take care of it) | **How do we evaluate music?**  **Describe**  **1**  To describe music (I can evaluate music using musical vocabulary to identify areas of likes and dislikes)  **How does music affect our moods and feelings?**  **Describe music**  **2**  To describe music (I can understand layers of sound and discuss their effect on mood and feelings)  **How do we perform well as part of a group?**  **Perform**  **3**  To perform (I can play notes on an instrument with care and perform with control and awareness of others)  **How can we develop, change and improve tunes and melodies?**  **Perform**  **4**  To perform (I can create accompaniments for tunes)  **How do we compose our own music?**  **Compose**  **5/6**  To compose (I can compose and perform melodic songs)  **How do we transcribe our own music?**  **Transcribe**  **7**  To transcribe (I can devise non-standard symbols to indicate when to play and rest)  **How do we evaluate our own music?**  **Describe**  **8**  To describe music (I can evaluate music using musical vocabulary to identify areas of likes and dislikes) |