

**Medium Term Planning: Year 3 – Spring Term 1 and 2 – Ancient Civilisations**

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| **English** | **Maths** | **Science** | **History** |
| **Spring 1**  **Fiction (The Pied Piper of Hamelin) *Own version of Myth/Legend***  **1**. To discuss, question and justify - I can identify recurring themes and elements of different stories  **2.** To comprehend - I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions)  **3.** To organise my writing - I can use present and past tense correctly and consistently including progressive and perfect forms.  **4.** To organise my writing - I can use paragraphs and begin to organise them around a theme.  **5.** To write for effect **-** I can use conjunctions to express cause and effect.  **6.** To organise my writing - I can use the correct structure and features for my purpose and text type.  **7.** To write for effect **-** I can use statements, questions, exclamations and commands effectively.  **8.** To vary sentence structure - I can vary the way sentences begin.  **9.** To write for a purpose - I can write purposefully  **10.** To discuss, question and justify - I can justify inferences with evidence.  **11.** To write for a purpose - I can plan, write, edit and improve  **12.** To write for a purpose - I can plan, write, edit and improve  **13.** To write for a purpose - I can plan, write, edit and improve  **14.** To write for a purpose - I can plan, write, edit and improve  **15**. To write for a purpose - I can plan, write, edit and improve  **16.** To write for a purpose - I can write purposefully  **Fiction (Escape from Pompeii) *Newspaper report***  **1**. To comprehend - I can ask questions to improve my understanding  **2.** To use word classes accurately - I can identify and use verbs including imperatives and modals.  **3.** To write for effect- I can describe characters, settings and plots to engage the reader.  **4.** To comprehend - I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions)  **5.** To punctuate accurately -I can use apostrophes for possession  **6.** To use word classes accurately - I can identify and use verbs including imperatives and modals.  **7.** To discuss, question and justify - I can justify inferences with evidence.  **8.** To write for effect **-** I can use noun phrases and adverbial phrases  **9.** To write for effect- I can use noun phrases and adverbial phrases.  **10.** To organise my writing - I can use the correct structure and features for my purpose and text type.  **11.** To comprehend - I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions)  **12.** To punctuate accurately - I can punctuate direct speech. To write for effect - I can begin to use direct speech.  **13.** To comprehend - I can recall and summarise main ideas  **14.** To write for a purpose - I can plan, write, edit and improve  **15.** To write for a purpose - I can plan, write, edit and improve  **16.** To write for a purpose - I can plan, write, edit and improve  **17.** To write for a purpose - I can write purposefully  **Spring 2**  **Fiction (Cloud Tea Monkeys) *Non-chronological report***  **1**. To use word classes accurately - I can use the forms of a or an according to whether the next word begins with a consonant or a vowel.  **2.** To use word classes accurately - I can use prepositions to mark place or time.  **3.** To write for effect - I can use conjunctions that signal time, shift attention, inject suspense and shift the setting, I can use conjunctions to express cause and effect.  **4.** To discuss, question and justify – I can predict. To use word classes accurately - I can identify and use verbs including imperatives and modals  **5.** To use word classes accurately - **I** can use the perfect form of verbs to mark relationships of time and cause.  **6.** To write for effect - I can use statements, questions, exclamations and commands effectively  **7.** To use word classes accurately - **I** can use prepositions to mark place or time.  **8.** To write for effect - I can use statements, questions, exclamations and commands effectively. To punctuate accurately - I can punctuate direct speech.  **9.** To discuss, question and justify - **I** can distinguish between fact and opinion.  **10.** To spell correctly– I can spell homophones correctly.  **11.** To write for a purpose - I can plan, write, edit and improve  **12.** To write for a purpose - I can write purposefully  **13.** To write for a purpose - I can write purposefully  **14.** To write for a purpose - I can write purposefully  **15.** To write for a purpose - I can plan, write, edit and improve  **16**. To write for a purpose - I can write purposefully  **Fiction (Cinderella of the Nile) *Own version of traditional tale***  **1.** To organise my writing - I can use present and past tense correctly and consistently including progressive and perfect forms.  **2.** To comprehend - I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions) To write for effect - I can use conjunctions to express cause and effect.  **3.** To write for effect - I can begin to identify and use figurative language e.g. alliteration, similes, metaphors, personification.  **4.** To use word classes accurately - **I** can identify and use nouns. To spell correctly – I can use prefixes and suffixes and understand how to add them.  **5.** To comprehend - I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions)  **6.** To use word classes accurately - I can identify and use verbs including imperatives and modals.  **7.** To discuss, question and justify - I can identify recurring themes and elements of different stories.  **8.** To write for effect **-** I can use conjunctions to express cause and effect. I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.  **9.** To comprehend - I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions.  **10.** To write for effect **-** I can use statements, questions, exclamations and commands effectively.  **11.** To write for a purpose - I can plan, write, edit and improve.  **12.** To write for a purpose - I can write purposefully  **13.** To write for a purpose - I can write purposefully  **14.** To write for a purpose - I can write purposefully  **15.** To write for a purpose - I can plan, write, edit and improve  **16**. To write for a purpose - I can write purposefully | **Multiplication and Division**  To know and use numbers  Counting –  I can count in multiples of 2 to 9.  To multiply and divide  Complexity –  I can solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).  Methods –  I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.  I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  I can recognise and use factor pairs and commutativity in mental calculations.  Checking –  I can recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.  Using multiplication and division facts –  I can recall multiplication and division facts for multiplication tables up to 12 x 12.  **Measurement (Money)**  To use measures  I can add and subtract amounts of money to give change. (£ and p)  I can estimate, compare and calculate different measures, including money in pounds and pence.  **Statistics**  To use statistics  I can interpret and present data using bar charts, pictograms and tables.  I can solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts, pictograms and tables.  I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  **Measurement (Length and perimeter)**  To use measures  I can measure, compare, add and subtract: lengths (m/cm/mm)  I can measure the perimeter of simple 2-D shapes.  I can convert between different units of measure. (for example, kilometre to metre)  I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.  I can find the area of rectilinear shapes by counting squares  **Fractions**  To recognise fractions  I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  I can round decimals with one decimal place to the nearest whole number.  I can compare numbers with the same number of decimal places up to two decimal places.  I can 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.  I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  I can compare and order unit fractions and fractions with the same denominators.  To understand equivalent fractions  I can recognise and show, using diagrams, families of common equivalent fractions.  I can recognise and write decimal equivalents of any number of tenths or hundredths.  I can recognise and write decimal equivalents to 1/4, 1/2, 3/4.  To solve problems using fractions  I can add and subtract fractions with the same denominator within one whole.  I can solve problems involving increasingly harder fractions.  I can calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number).  I can add and subtract fractions with the same denominator.  I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  I can solve simple measure and money problems involving fractions and decimals to two decimal places. | ***What animals were there in Ancient Sumer/Indus Valley/Shang Dynasty? How are they different to the animals you would find in the UK?***  ***How can you group and sort animals? Why can’t we find some types of animals in the UK anymore?***  **Biology –**  To investigate living things  I recognise that living things can be grouped in a variety of ways.  I can explore and use classification keys.  I can recognise that environments change and this can sometimes pose dangers to specific habitats.  ***What fossils were found in Ancient Sumer/Indus Valley/Shang Dynasty?***  **Chemistry –**  To investigate materials  I can describe how fossils are formed when things that have lived are trapped within sedimentary rock.  ***What discoveries were made in Ancient Sumer/Indus Valley/Shang Dynasty? How does this support our understanding of the Earth’s movements and stars/constellations?***  **Physics –**  To understand the Earth’s movement in space  I can describe the Earth’s movement around the sun and the moon relative to Earth.  I understand what the stars are. | **Ancient Sumer**  ***When was the Ancient Sumerian civilisation?***  To understand chronology  I can place events, artefacts and historical figures on a timeline using dates  I can understand the concept of change over time  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I can use English, Maths and ICT skills to communicate information about the past  ***What was it like living in Ancient Sumer?***   * ***Where did they live?*** * ***How did they get food?*** * ***Did they follow a religion?*** * ***What evidence is there of Ancient Sumerian civilisation?*** * ***What important discoveries were made during this time?***   To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I can suggest suitable sources of evidence for historical enquiries  I can describe different accounts of a historic event and explain why the accounts might differ  To build an overview of world history  I can describe the social, ethnic, cultural or religious diversity of past society  **The Indus Valley**  ***When was the Indus Valley civilisation?***  To understand chronology  I can place events, artefacts and historical figures on a timeline using dates  I can understand the concept of change over time  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I can use English, Maths and ICT skills to communicate information about the past  ***What was it like living in the Indus Valley?***   * ***Where did they live?*** * ***How did they get food?*** * ***Did they follow a religion?*** * ***What evidence is there of Indus Valley civilisation?*** * ***What important discoveries were made during this time?***   To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I can suggest suitable sources of evidence for historical enquiries  I can describe different accounts of a historic event and explain why the accounts might differ  To build an overview of world history  I can describe the social, ethnic, cultural or religious diversity of past society  **The Shang Dynasty**  ***When was the Shang Dynasty?***  To understand chronology  I can place events, artefacts and historical figures on a timeline using dates  I can understand the concept of change over time  To communicate historically  I can use appropriate historical vocabulary including dates, time periods, era, change and chronology  I can use English, Maths and ICT skills to communicate information about the past  ***What was it like living in the Shang Dynasty?***   * ***Where did they live?*** * ***Who was in charge? Was there a hierarchy?*** * ***Did they follow a religion?*** * ***What evidence is there of the Shang Dynasty?*** * ***What were the greatest achievements of the Shang Dynasty?***   To investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past  I can suggest suitable sources of evidence for historical enquiries  I can describe different accounts of a historic event and explain why the accounts might differ  To build an overview of world history  I can describe the social, ethnic, cultural or religious diversity of past society  **What are the similarities and differences between Ancient Sumer, The Indus Valley and the Shang Dynasty?**  To understand chronology  I can understand the concept of change over time  investigate and interpret the past  I can use evidence to ask questions and find answers to those questions about the past |

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| Geography | Art | Design | Computing | MFL | RE | PSHE | Music |
| ***Where in the world was the Ancient Sumer/Indus Valley/Shang Dynasty civilisation? What are those countries called now?***  To investigate places  I can ask and answer geographical questions about the physical and human characteristics of a location  I can use maps, atlases, globes and digital computer mapping to locate countries and describe features  To investigate patterns  I can name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date and time zones as well as describe some physical characteristics of these geographical areas  I can describe geographical similarities and differences between countries  To communicate geographically  I can use the eight points of a compass to communicate knowledge of the UK and the wider world  ***Why did civilisation develop in Ancient Sumer/Indus Valley/Shang?***  To communicate geographically  I can describe key physical features  Rivers, mountains, volcanoes, earthquakes and water cycle  I can describe key human features  Settlements and land use | ***Explore drawing skills linked to ancient civilisations.***  To draw  I can use different hardness of pencils to show line, tone and texture  I can annotate sketches  I can sketch lightly and use shading to show light and shadow  I can use hatching and cross hatching to show tone and texture  ***Can you create Terracotta army sculptures based on the Shang Dynasty?***  To sculpt  I can create and combine shapes to create recognisable forms  I can include texture that conveys feelings, expression or movement  I can use clay and other mouldable materials  I can add materials to provide interesting detail  . | ***Create a food dish from ancient civilisations.***  ***Can you improve them with ingredients and methods from the UK?***  To master practical skills with food  I can prepare ingredients hygienically using appropriate utensils  I can measure ingredients to the nearest gram accurately  I can follow a recipe  I can assemble or cook ingredients  To take inspiration from design throughout history  I can improve upon existing designs giving reasons for my choice  I can disassemble products to understand how they work | ***Can you create a maths calculator based on ancient maths knowledge?***  To code  I can use the reporter operators to perform calculations  I can use variables to store a value  I can create and edit sounds  ***Create databases to record constellations.***  To collect  I can devise and construct databases  ***Do you understand the importance of e-safety?***  ***Can you safely communicate your learning on the school website?***  To connect  I can use features of applications to communicate messages professionally | **French**  To listen attentively to spoken language and show understanding by joining in and responding  I can repeat modelled words  I can listen and show understanding of single words through physical response  I can repeat modelled short phrases  I can listen and show understanding of short phrases through physical response  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  I can listen and identify specific words in songs and rhymes and demonstrate understanding  I can listen and identify specific phrases in songs and rhymes and demonstrate understanding  To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  I can recognise a familiar question and respond with a simple rehearsed response  I can ask and answer a simple and familiar question with a response  I can express simple opinions such as likes, dislikes and preferences  I can ask and answer at least two simple and familiar questions with a response  To speak in sentences using familiar vocabulary, phrases and basic language structures  I can name objects and actions and link words with a simple connective  I can use familiar vocabulary to say a short sentence using a language scaffold  I can speak about everyday activities and interests  I can refer to recent experiences or future plans  To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  I can identify individual sounds in words and pronounce accurately when modelled  I can start to recognise the sound of some letter strings in familiar words and pronounce when modelled  I can adapt intonation to ask questions or give instructions  I can show awareness of accents, elisions and silent letters  To present ideas and information orally to a range of audiences  I can name nouns and present a simple rehearsed statement to a partner  I can present simple rehearsed statements about myself, objects or people to a partner  I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people  To appreciate stories, songs, poems and rhymes in the language  I can join in with actions to accompany familiar songs, stories and rhymes  I can join in with words of a song or storytelling  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  I can use strategies for memorisation of vocabulary  I can make links with English or known language to work out the meaning of new words  I can use context to predict the meaning of new words  I can begin to use a bilingual dictionary to find the meaning of individual words in French and English  To write phrases from memory and adapt these to create new sentences to express ideas clearly  I can write single familiar words from memory with understandable accuracy  I can write familiar short phrases from memory with understandable accuracy  I can replace familiar vocabulary in short phrases written from memory to create new short phrases  To read carefully and show understanding of words, phrases and simple writing  I can read and show understanding of familiar single words  I can read and show understanding of simple phrases and sentences containing familiar words  To describe people, places, things and actions orally and in writing  I can say or write simple familiar words to describe people, places, things and actions using a model  I can say or write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold  I can say or write one or two short sentences that may contain an adjective to describe people, places, things and actions  To understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English. | To explore what Muslims believe about God  I know what the main concepts of Islam reveal about the nature of Allah  I understand the purpose of visual symbols in a mosque  To explore what Hindus believe about God  I know how Hindu deities are described in sacred texts and stories  I can discuss visual symbols in the mandir | Dreams and goals  I can tell you about a person who has faced difficult challenges and achieved success  I can identify a dream/ambition that is important to me  I enjoy facing new learning challenges and working out the best ways for me to achieve them  I am motivated and enthusiastic about achieving our new challenge  I can recognise obstacles which might hinder my achievement and can take steps to overcome them  I can evaluate my own learning process and identify how it can be better next time  Healthy me  I understand how exercise affects my body and know why my heart and lungs are such important organs  I understand how exercise affects my body and know why my heart and lungs are such important organs  I can tell you my knowledge and attitude towards drugs  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  I understand that, like medicines, some household substances can be harmful if not used correctly  I understand how complex my body is and how important it is to take care of it | **1. Three Little Birds**  **2. The Dragon Song**  To listen and Appraise  I know 5 songs from memory and who sang/wrote them.  I know the style of 5 songs.  I can choose one song and am able to talk about: Lyrics and what the song is about; the musical dimensions and where they are used- texture, dynamics, tempo, rhythm and pitch; identify the main sections of the song and name some of the instruments used.  To play musical games  I know how to find and demonstrate the pulse.  I can explain the difference between pulse and rhythm.  I understand how pulse, rhythm and pitch work together to create a song.  I know that every piece of music has a pulse and a steady beat  I know the difference between a musical question and an answer  To sing  I know and am able to talk about:  I know that singing in a group can be called a choir;  I know that the leader or conductor is a person that the choir group follow;  I know that songs can make you feel different things  I know why you must warm up your voice.  To play.  I know and am able to talk about the instruments used in class.  To improvise.  I know and can talk about improvisation:  I can make up my own tunes on the spot;  I can create tunes that have never been heard before;  I understand that using one or two notes confidently is better than using five  I understand that if I improvise using the notes I am given, I cannot make a mistake.  To compose  I know and am able to talk about:  I know that a composition is music that is created by me and kept in some way.  I know that it’s like writing a story.  I know that a composition can be played or performed again to my friends.  To perform  I understand that performing is sharing music with other people- an audience  I understand a performance doesn’t have to be a drama. It can be to one person or to each other.  I can sing and rap words clearly and play with confidence.  I know that a performance involves communicating feelings, thoughts and ideas about the song/music. |