

Spring Term 2018

Medium Term Planning

Class 3 – Year 3

Class 3– Year 3	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.01.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 5.2.18
Mathematics	<p><i>Geometric Reasoning</i></p> <ul style="list-style-type: none"> - Draw 2D shapes, and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe them. - Recognise that angles are a property of shape or a description of a turn. - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four complete a turn; identify whether angles are greater than or less than a right angle. 		<p><i>Additive Reasoning</i></p> <ul style="list-style-type: none"> - Add and subtract numbers mentally, including: A three-digit number and ones A three-digit number and tens A three-digit number and hundreds - Add and subtract with up to three digits. - Estimate the answer to a calculation and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 		<p><i>Measurement:</i></p> <ul style="list-style-type: none"> - Measure, compare, add and subtract: lengths, mass, volume, capacity. - Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<p><i>Statistics:</i></p> <ul style="list-style-type: none"> - 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, pictograms and tables.

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Medium Term Planning

Class 3 – Year 4

Class 3– Year 4	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.01.18	Week 4 22.01.18	Week 5 29.1.18	Week 6 5.2.18
Mathematics	<p><i>Geometric Reasoning</i></p> <ul style="list-style-type: none"> - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. - Identify acute and obtuse angles and compare and order angles up to two right angles by size. - Identify lines of symmetry in 2D shapes presented in different orientations. 		<p><i>Additive Reasoning</i> Addition and subtraction-</p> <ul style="list-style-type: none"> - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. - Estimate and use inverse operations to check answers to a calculation. - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 		<p><i>Measurement:</i></p> <ul style="list-style-type: none"> - Estimate, compare and calculate different measures, including money in pounds and pence. 	<p><i>Statistics:</i></p> <ul style="list-style-type: none"> - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - Solve comparison, sum and difference problems using information presented in bar

				charts, pictograms, tables and other graphs.
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Spring Term 2018

Medium Term Planning

Class 3 – Year 3/4

Class 3– Years 3/4	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.1.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 5.2.18
Literacy Overview	<p>Spoken language *Listen and respond appropriately to adults and their peers *Ask relevant questions to extend their understanding and knowledge *Use relevant strategies to build their vocabulary</p> <p>Reading - Words *Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Reading - Comprehension Maintain positive attitudes to reading and understanding of what they read by: *Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and references books or textbooks. *Reading books that are structured in different ways and reading for a range of purposes. *Identifying themes and conventions in a wide range of books. *Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. *Discussing words and phrases that capture the reader's interest and imagination. *Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Understand what they read, in books they can read independently, by: *Checking that the text makes sense to them, discussing their understanding, and explaining the meanings of words in context. *Asking questions to improve their understanding of a text. *Drawing inferences of a characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *Identifying main ideas drawn from more than 1 paragraph and summarising these. *Identifying how language, structure, and presentation contribute to meaning. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Spelling *Use further prefixes and suffixes and understand how to add them. *Spell further homophones. *Spell words that are often misspelt. *Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. *Use the first 2 or 3 letters of a word to check its spelling in a dictionary. *Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting *Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. *Increase the legibility, consistency and quality of their handwriting.</p> <p>Writing - Composition</p>					

	<p>Plan their writing by:</p> <ul style="list-style-type: none"> *Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. *Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> *Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. *Organising paragraphs around a theme. *In non-narrative material, using simple organisational devices. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> *Assessing the effectiveness of their own and others' writing and suggesting improvements. *Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Proofread for spelling and punctuation errors.</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Writing – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> *Extend the range of sentences with more than one clause by using a wider range of conjunctions. *Using the present perfect form of verbs in contrast to the past tense. *Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. *Using conjunctions, adverbs and prepositions to express time and cause. *Using fronted adverbials. *Learning the grammar for years 3 and 4. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> *Using commas after fronted adverbials. *Indicating possession by using the possessive apostrophe with plural nouns. *Using and punctuating direct speech. 	
Literacy	<p style="text-align: center;">Explanation texts (3 weeks)</p> <p>Spoken Language Peer assessment, talk partners, class discussion, evaluation of texts, asking and responding to questions.</p> <p>Writing – Composition</p> <ul style="list-style-type: none"> *Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. *Discussing and recording ideas. *Write explanatory texts independently using the conventions modelled in shared writing and class discussion. <p>Writing – Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - To have a structure including an introduction, followed by sequential explanation, organised into paragraphs. - To use the present tense - Use connectives of time, cause and effect - Use the passive voice 	<p style="text-align: center;">Play scripts (3 weeks)</p> <p>Spoken Language Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.</p> <p>Writing – Composition</p> <ul style="list-style-type: none"> *Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. *Discussing and recording ideas. <p>Writing – Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> -Establish settings and characters using varying tone and intonation. - Use the correct format of a play script. - To sequence events clearly, - Identify the use of figurative and expressive language
Computing	<p>We are presenters Film and edit effectively and adapt video in review. Understand the importance of quality video.</p>	
IPC – Science Technology International	<p>“How Humans Work” In Science, we will learn to:</p> <ul style="list-style-type: none"> - Understand the importance of collecting scientific evidence - Understand some of the effects of what they learn on people's lives 	

	<ul style="list-style-type: none"> - Know about the function and care of teeth in humans and other animals - Know about the function and actions of the heart in humans and other animals - Know about the functions of skeletons and muscles in humans and other animals - Know about the effect of exercise on the human body - Know about the effect of diet on the human body - Know that light travels from a source - Know that objects form shadows when they block the passage of light from a source - Know that sounds are made when objects vibrate - Be able to create sounds with a variety of objects - Be able to change sounds by altering variables <p>In Technology, we will learn to:</p> <ul style="list-style-type: none"> - Design and make products to meet specific needs - To identify the ways in which products in everyday use meet specific needs <p>Through International learning, we will learn:</p> <ul style="list-style-type: none"> - To identify ways in which similarities and differences in life choices affects the lives of people.
RE	<p>Devon Agreed Syllabus. Unit 2A.3: Incarnation/God.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship, and in the way they live. - Make links between some bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <p>Focus on the Christian value of 'Justice'.</p>