

Autumn Term 2018

Medium Term Planning

Class 3 – Year 3

Class 3– Year 3	Week 1 10.09.18	Week 2 17.09.18	Week 3 24.09.18	Week 4 01.10.18	Week 5 08.10.18	Week 6 15.10.18
Mathematics	Place Value -Identify, represent and estimate numbers using different representations. <ul style="list-style-type: none"> - Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones). - Compare and order numbers up to 1000. - Read and write numbers up to 1000 in numerals and words. - Count from 0 in multiples of 50 and 100. 		Number - Addition and Subtraction <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 numbers with up to three digits, using formal written methods of columnar addition and subtraction. - 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. 		Number - Multiplication and Division <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <ul style="list-style-type: none"> - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	

Spring Term 2018

Medium Term Planning

Class 3 – Year 4

Class 3– Year 4	Week 1 10.09.18	Week 2 17.09.18	Week 3 24.09.18	Week 4 01.10.18	Week 5 08.10.18	Week 6 15.10.18
Mathematics	Place Value <ul style="list-style-type: none"> - Count in multiples of 6, 7, 9, 25 and 1000. - Find 1000 more or less than a given number. - Count backwards through zero to include negative numbers. - Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). - Order and compare numbers beyond 1000. - Round any number to the nearest 10, 100 or 1000. 		Number - Addition and Subtraction <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. 		Number - Multiplication and Division <ul style="list-style-type: none"> - Recall and use multiplication and division facts for multiplication tables up to 12 x 12. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. - Recognise and use factor pairs and commutatively in mental calculations. - Multiply two digit and three digit numbers by a one digit number using formal written layout. - Solve problems including multiplying and adding, 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. 	

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
<p>Literacy Overview</p>	<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 Plan their writing by: *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 Draft and write by:</p>					

	<p>*Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>*Organising paragraphs around a theme.</p> <p>*In non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by:</p> <p>*Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>*Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <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> <p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>*Using the present perfect form of verbs in contrast to the past tense.</p> <p>*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>*Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>*Using fronted adverbials.</p> <p>*Learning the grammar for years 3 and 4.</p> <p>Indicate grammatical and other features by:</p> <p>*Using commas after fronted adverbials.</p> <p>*Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>*Using and punctuating direct speech.</p>	
<p>Literacy</p>	<p style="text-align: center;">Character Descriptions</p> <p>Spoken Language</p> <p>*Listen and responds appropriately to adults and peers.</p> <p>*Ask and respond to relevant questions to build their understanding and knowledge.</p> <p>Writing – Composition</p> <p>*Discuss and record ideas.</p> <p>* Organise paragraphs around a theme.</p> <p>* Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Writing – Vocabulary, grammar and punctuation</p> <p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>*Indicating possession by using the possessive apostrophe with plural nouns.</p>	<p style="text-align: center;">Persuasive Texts</p> <p>Spoken Language</p> <p>*Listen and respond appropriately to adults and peers.</p> <p>*Use relevant strategies to build their vocabulary.</p> <p>Writing – Composition</p> <p>*Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p>*Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>*Proofread for spelling and punctuation errors.</p> <p>Writing – Vocabulary, grammar and punctuation</p> <p>*Using commas after fronted adverbials.</p> <p>*Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
<p>Computing</p>	<p>Computing will be with Mr Arnold.</p>	
<p>IPC – Science Technology International</p>	<p>“Gateways to the World”</p> <p>In Geography, we will learn to:</p> <ul style="list-style-type: none"> - Be able to use geographical terms - Be able to make simple maps and plans of familiar locations - Be able to use maps at a variety of scales to locate the position and geographical features of particular localities - Be able to express views on the features of an environment and the way it is being harmed or improved - Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there - How know particular localities have been affected by natural features and processes <p>In Computing, we will learn to:</p>	

	<ul style="list-style-type: none"> - Be able to search effectively, using and evaluating information from a variety of sources - Be able to make choices to gather information and solve problems <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
RE	<p>Devon Agreed Syllabus. Unit 2A.3: Creation/Fall.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Place the concepts of <i>God and Creation</i> on a timeline of the Bible's 'Big Story' - Make clear links between <i>Genesis 1</i> and what Christians believe about <i>God and Creation</i> - Describe what Christians do because they believe <i>God is Creator</i> - Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians <p>Focus on the Christian value of 'Friendship' embedded throughout the school and within all areas of the curriculum.</p>
PSHE & Citizenship	Covered through whole school and class/key stage collective worship.
PE	PE is led by T14 and the focus this term is on invasion games.