



# Year 3 Medium Term Plan: Spring 2

YEAR 3							
SUBJECT	SPR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week		23/02	02/03	09/03	16/03	23/03	30/03 4 days
<b>Events</b>	Swimming weekly	Parents Evenings 24 <sup>th</sup> and 26 <sup>th</sup>	Thurs 5 <sup>th</sup> World Book Day	10 <sup>th</sup> 9.30 Safer Internet Webinar 12 <sup>th</sup> Choir Mother's Day Service – Crem 13 <sup>th</sup> Online Science Event Curiosity	17 <sup>th</sup> 10.30 Road Safety Workshop		
<b>ENGLISH</b> Reading Canon	<b>Fiction</b> <b>ROMAN MYTHS</b> Geraldine McCaughrean See weekly planning for step <b>Poetry:</b> Silver – Walter De La Mare	See weekly planning and Teacher Booklet					
<b>SPELLING</b> RWI	RWI Spelling Book 3 Units 4 - 9	RWI 2B Unit 4 –spell	RWI 2B Unit 5–spell	RWI 2B Unit 6–spell	RWI 2B Unit 7 –spell	RWI Book 3 Unit 8 –	RWI Book 3 Unit 9 –spell
<b>MATHS</b> White Rose	<b>Length and perimeter</b> Steps 9-12 <b>Fractions A</b> Steps1-10 <b>Mass and capacity</b> Steps 1-11	<b>9</b> Subtract lengths <b>10</b> What is perimeter? Measure perimeter <b>12</b> Calculate perimeter & Assessment <b>Step 1</b> Understand the denominators of unit fractions	<b>2</b> Compare and order unit fractions <b>3</b> Understand the numerators of non-unit fractions <b>4</b> Understand the whole <b>5</b> Compare and order non-unit fractions	<b>6</b> Fractions and scales <b>7</b> Fractions on a number line <b>8</b> Count in fractions on a number line <b>9</b> Equivalent fractions on a number line	<b>Step 10</b> Equivalent fractions as bar models <b>Step 1</b> Use scales <b>Step 2</b> Measure mass in grams <b>Step 3</b> Measure mass in kilograms and grams	<b>Step 4</b> Equivalent masses (kilograms and grams) <b>Step 5</b> Compare mass <b>Step 6</b> Add and subtract mass <b>Step 7</b> Measure capacity and volume in millilitres	<b>8</b> Measure capacity and volume in l and ml <b>9</b> Equivalent capacities and volumes - l and ml <b>10</b> Compare capacity and volume <b>11</b> Add and subtract capacity and volume
<b>PSHE</b> Jigsaw	<b>Healthy Me</b> <i>How can exercise and what we eat affect our bodies, and how can we keep ourselves safe and healthy?</i>	<b>1. Have made a healthy choice</b> - understand how exercise affects my body and know why my heart and lungs are such important organs	<b>2. Have eaten a healthy, balanced diet</b> - know that the amount of calories, fat and sugar I put into my body will affect my health	<b>3. Have been physically active</b> – I can tell you my knowledge and attitude towards drugs	<b>4. Have tried to keep themselves and others safe</b> - I can identify things, people and places that I need to keep safe from and some strategies for keeping myself safe,	<b>5. Know how to be a good friend and enjoy healthy friendships</b> - I can identify when something feels safe or unsafe	<b>6. Know how to keep calm and deal with difficult situations</b> – I understand how complex my body is and how important it is to take care of it.
<b>RE</b> Lincolnshire Agreed Syllabus Understanding Christianity	TBC – Miss Righton to add						

# Year 3 Medium Term Plan: Spring 2

YEAR 3							
SUBJECT	SPR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week		23/02	02/03	09/03	16/03	23/03	30/03 4 days
<b>Events</b>	Swimming weekly	Parents Evenings 24 <sup>th</sup> and 26 <sup>th</sup>	Thurs 5 <sup>th</sup> World Book Day	10 <sup>th</sup> 9.30 Safer Internet Webinar 12 <sup>th</sup> Choir Mother's Day Service – Crem 13 <sup>th</sup> Online Science Event Curiosity	17 <sup>th</sup> 10.30 Road Safety Workshop		
<b>MFL</b> Language Angels	<b>Ancient Britain</b> <i>What was it like in Ancient Britain?</i>	1: Introduce pupils to the six key periods of ancient Britain (in French).	2: Learn how to say I am a stone age, bronze age or iron age man or woman.	3. Use "J'ai..." (I have...) to say which key hunting tools were used in the stone age, the bronze age and the iron age.	4. Introduce the French phrase "J'habite..." (I live...) to examine the different types of dwellingS in each of these three periods of ancient Britain.	5. To consolidate all language covered so far and put it all together - to say which hunting tool they use and where they live.	To revise all language covered so far and complete assessment for the unit.
<b>PE</b> Get Set	Swimming Cricket	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
<b>SCI</b> Kapow	<b>Energy: Light and Shadows</b> <i>How does light help us see, and what happens when there's no light?</i>	<b>L1: Sources of light</b> To explain the role of light sources. <b>WS</b> To plan and draw a results table.	<b>L2: What is reflection?</b> To compare light reflecting on different surfaces.	<b>L3: Where do shadows come from?</b> To recognise which materials cast a shadow. <b>WS</b> To ask testable questions and plan how to answer them.	<b>L4: Shadows throughout the day</b> To summarise how shadows change throughout the day. <b>WS</b> To evaluate a method.	<b>L5: Investigating shadows</b> To investigate how the distance of the light source affects the size of its shadow. <b>WS</b> To find patterns in data and form conclusions.	<b>L6: Using light and shadows</b> To tell a story using shadow puppets. <b>Science in action</b> To recall how different people work with light and shadows.
<b>HIS</b> Kapow	<b>British History: Roman Britain</b> <i>Why did the Romans invade and settle in Britain?</i>	<b>1: What was it like to live in Ancient Rome?</b> To investigate life in Ancient Rome by looking at its buildings.	<b>2: Why did the Romans invade and settle in Britain?</b> To explore the causes of the Roman invasion of Britain.	<b>3: How did Britons respond to the Roman invasion?</b> To investigate the different responses to the Roman invasion using a range of sources.	<b>4: Why was the Roman army so successful?</b> To explore how the Roman army was so successful using a range of sources.	<b>5: What do artefacts suggest about the lives of Roman soldiers in Britain?</b> To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.	<b>6: What was the legacy of the Roman Empire in Britain?</b> To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.
<b>GEO</b> Kapow							



# Year 3 Medium Term Plan: Spring 2

YEAR 3							
SUBJECT	SPR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week		23/02	02/03	09/03	16/03	23/03	30/03 4 days
<b>Events</b>	Swimming weekly	Parents Evenings 24 <sup>th</sup> and 26 <sup>th</sup>	Thurs 5 <sup>th</sup> World Book Day	10 <sup>th</sup> 9.30 Safer Internet Webinar 12 <sup>th</sup> Choir Mother's Day Service – Crem 13 <sup>th</sup> Online Science Event Curiosity	17 <sup>th</sup> 10.30 Road Safety Workshop		
<b>ART</b> Kapow							
<b>DT</b> Kapow	<b>Structure: Roman Settlement</b> <i>What kind of houses did the Romans live in?</i>	1. To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.	2. To recall the features of a roman fort. To add two design points to the design specification To draw the roman fort design using 2D shapes and label	3. To know that a net is what a 3D shape would look like if it were opened out flat. To construct a range of 3D geometric shapes using a net.	4. To construct a Roman fort and meet the requirements of my brief	5. To construct and evaluate my own and others final product.	
<b>COMP</b> Kapow	<b>Computing Systems &amp; Networks 3: Inside a Computer + Online Safety 4</b> <i>What happens inside a computer when we click a button or open a program?</i>	<b>L1: Inputs and Outputs</b> To recognise inputs and outputs	<b>L2: Building a paper laptop</b> To identify the components inside a laptop.	<b>L3: Following Instructions</b> To understand the purpose of computer parts.	<b>L4: Computer Memory</b> To understand the purpose of computer parts.	<b>L5: Dismantling a tablet</b> To decompose a tablet computer.	
<b>MUSIC</b> Kapow	<b>Developing Singing Technique</b> <i>How do you sing like a Viking?</i>	<b>L1: Here come the Vikings</b> To sing in time with others.	<b>L2: Sing like a Viking</b> To sing in time with others.	<b>L1: Viking Notation</b> To sing in time with others.	<b>L1: Viking Battle Song</b> To use simple rhythmic notation to compose a Viking battle song.	<b>L1: Perform like a Viking</b> To perform music with confidence and	