



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Y2 and Y3: Multiplication - Times tables and division facts using x2, x5, x10, x3, x4 and x8. Fractions: Y2: recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$ and of a length, shape, set of objects or quantity Y2: write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	Multiplication and division: Recapping key facts from the 3s, 4s and 8s. Fractions: Can children recognise familiar unit and non-unit fractions in different representations, shapes, amounts etc. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ Can children recognise some basic equivalences, e.g. $\frac{1}{2}$ = $\frac{2}{4}$ and fraction of amounts, e.g. $\frac{1}{2}$ of 6 = 3.	I know this because... I think that ...	To describe part-whole relationships To recognise equal and unequal parts To recognise, identify and describe unit fractions To find a fraction of a given quantity To recognise and describe unit and non-unit fractions To identify, describe and write nonunit fractions To find non-unit fractions of a given quantity To compare fractions with the same denominator To compare unit fractions To recognise equivalent fractions To add and subtract fractions with the same denominator within one whole Consolidation (terms 1 and 2)	equal, unequal, fraction, unit, non-unit, denominator, numerator, vinculum, equivalent, compare, split, divide	Resilience
	Year 3: Portal story, persuasive writing, explanation texts. Year 2: Persuasive writing. In Year 3, children have been given opportunities to read their work aloud with expression and appropriate volume. Additionally, during collaborative activities, the children have spoken and listened to others, whilst using their ideas and appropriate vocabulary to formally discuss their opinions about prehistoric Britain.	How can I write a descriptive diary about The Tempest? How can I write a descriptive poem about The Tempest?	Drama sessions around the book The Tempest. Perform poetry	L1: English: How can I use verbs and metaphors together? (Story Whoosh) L2: English: How can I use prepositions and noun phrases together? (Tableau Vivant Freeze Frames) L3: English: How can I use metaphors to express feelings? (Mind Trap) L4: English: How can I use adverbials of time? (Placing the Prop / Placing the Image) L1: English: How can I use antonyms and conjunctions to contrast characters? L2: English: What is a diary and how do I read one? (Tableau Vivant Freeze Frames) L3: English: What features of a diary can I identify? (Mind Trap) L4: English: How can music inspire my vocabulary? (Live music)	fronted adverbials past tense first person persuasive proofread edit publish inverted commas metaphors and similes conjunctions antonyms	
Reading	Year 2: navigate non-fiction books by using contents, glossary, headings etc. Scan through texts to find key information. Refer back to the text for evidence. Spring 1: children continued to develop their reading skills around the book The Tempest (children's version).	VIPERS. Teacher assessment in small group Guided Reading.	Continue to read with expression. Drama also used to enhance understanding	L1: Guided Reading: Who are the characters? (Intro) L1: Guided Reading (miniature assessment): How can I retrieve, infer the meaning of words and predict independently? (Ch. 3) L2: Guided Reading: How can I infer? (Ch.3) L2: Guided Reading: How can I use events to infer the meaning of words? (Ch.1) L3: Guided Reading: How can I retrieve? (Ch.2) L4: Guided Reading: How can I predict? (Ch.2) L3: Guided Reading: How can I explain? (Ch.4) L4: Guided Reading: How can music inspire my vocabulary? (Ch.4)	vocabulary inference prediction explain retrieval sequencing summary	Resilience
Science	Y2 study of animals; Y3 gymnastics and the body in PE.	Why are bones and muscles	Sing songs around bones and muscles.	Why are bones important? What bones can I identify? How do bones and muscles work together? How are bones and muscles similar in different species?	Radius, ulna, bones, muscles, bicep, tricep, fibula, cranium, contract.	Resilience



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<h1>Geography</h1>	Children understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Pre-learning post it notes 'what we already know about the Mediterranean.' Name some countries of Europe What are the continents of the World? Which European countries (and their capital cities) do you know?	I know this because.... I think that It happens because	L1 Where is Europe? L2 How can I use an atlas to find European countries? L3 How does the climate vary in Europe? L4/5 How does Manchester compare to Athens? L6 Where is Scandinavia? L7 How does Manchester compare to Reykjavik? L8 What is the European Union? L9 and L10 How do I use an Ordnance Survey Map?	Mediterranean Sea Scandinavia Atlantic Ocean Arctic Ocean/Circle Europe Climate Temperate Tundra Longitude Latitude Similarities Differences Ordnance Key Reference Atlas Index	<h2>Creativity</h2>
<h1>History</h1>	Geography focus this half term					<h2>Collaboration</h2>
<h1>DT</h1>					Plan Recipe Grater Mix Bake Combine Hygiene Health Safety Ingredient	<h2>Creativity</h2>
<h1>Art</h1>	Colour theory, spirals in Year 1, drawing characters in year 2	Control of pencil and paintbrushes. Artist studies, how do children talk about artist' work? Use of subject specific vocabulary.	_____ is _____ but _____ is _____ One similarity between _____ is _____. A major difference is _____. A further difference _____. ... and ... are both... ... and... are alike in that... ... and... are similar because... ... and... are different in that...	LQ: How can sound around us influence what we create? LQ: How can music influence how we draw? LQ: How will you paint your own orchestra? LQ: How will you create your own orchestra? LQ: What paints can I use to create a variety of effects? LQ: how can we evaluate and celebrate our work	contrast tone watercolour metronome brushstroke translucent opaque	<h2>Collaboration</h2>



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Computing	This unit progresses learners' knowledge and understanding of the categories of data handling, with a particular focus on implementation. It builds on their knowledge of data and information from Key Stage 1: Grouping data in Year 1 and Pictograms in Year 2. They will continue to develop their understanding of attributes and begin to construct and interrogate branching databases as a means of displaying and retrieving information.	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. Assessment rubric provided by NCCE for the unit Year 3 - Data and information - Branching databases. Summative assessment will also be completed using a copy of the NCCE's digital summative assessment Google form.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Trade.	Data and information - Branching databases I can create questions to use in a branching database I can enter data onto a computer I can use a computer to view data in a different format I can arrange data into groups I can investigate questions with yes/no answers I can test my branching database to see if it works I can explain what the pictogram shows I can create a physical version of a branching database I can explain real-world uses for branching databases I can collect the data I need I can create a pictogram and draw conclusions from it I can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared	pictogram common attribute compare present	Creativity
	In Year 2 children learned about the Jewish Faith and core beliefs Important books for different faiths. Judaism, Islam, Hinduism Places of worship. Important People Important celebrations	Pre assessment : Mind map / Brain dump about different celebrations that happen in different religions. Post assesment : Celebration Collage: children create a collage using various materials (paper, fabric, natural items) they should be able to explain the symbolism of the different elements in their collage. They will produce a piece of art work that will represent the 2,3 or 4 of the celebrations we have been learning about.	A celebration I know about is... This celebration is important because... I learned that this celebration... The meaning behind this celebration is...	LQ: How can i compare different celebrations ? LQ: Why is Divali significant to Hindus? LQ: Why do Jewish people celebrate Pesach (Passover) every year? LQ: Why do Muslims celebrate at the end of Ramadan? LQ:What do Christians celebrate at Easter?	Festival, religious, non-religious, celebrations, Christianity, Islam, Judaism, Hindu, Easter, Pesach/Passover, Diwali	Kindness
RE	RE this half term					Kindness
PSHE	Recognise rhythmic notation by ear and sight. Understanding of dynamics and tempo. To perform and write a ballad.	Performing songs and understanding how they make us feel. Use of standard notation and performing short rhythm.	I like... because...	<u>LQ:- Can I perform songs in unison?</u> <u>LQ:- Can I perform songs in unison and explain how the song makes me</u> <u>LQ: How can a piece of music influence art?</u> <u>LQ:- Can I begin to understand the stave, notes and values?</u> <u>LQ:- Can I begin to use standard notation?</u>	Celebration - To make special or honour with gifts, parties or activities	Creativity
Music	The children should of gained a good understanding of what to do in the three phases of sprinting and understand how to effectively leap over hurdles. They will also be able to incorporate running, jumping & landing correctly.	Ongoing formative assessment	Oral feedback during and after lessons	LQ: When reviewing videos of your sprinting technique, what are you looking for in order to develop your technique? LQ: What are the four phases of the triple jump and which is the most important in relation to distance? LQ: How do we get over the hurdles? LQ: Which part of the body generates the power for an overarm throw?	Sprinting, hurdles, Balance, co-ordination, agility, throw, jump,	Fairness
PE/ Games	What can children remember from Autumn gymnastics work? Patches, balance, coordination and symmetry.	Able to control the body and balance. Demonstrate agility, balance, coordination and precision.	I know that...	LQ: How can you demonstrate agility, balance, coordination and precision? LQ: What ways can you move out a balance? LQ: How can you show different graceful ways of getting from floor to ground? LQ: How can you roll and link it to a balance? LQ: How can you travel on patches close to the ground and show levels?	Balance, co-ordination, agility, movement, roll, graceful, patches, precision.	Collaboration
Dance Gymnastics						



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<p>Spanish</p>	<p>Greetings Numbers Colours Days of the week Months of the year Animals</p>	<p>In class assessments from conversations Puzzle it out assessments</p>	<p>Regular opportunities to talk in Spanish with peers and in groups</p>	<p>LQ: How can learn about Spanish traditions and take part in a carnival celebration? LQ: How do I say and write some numbers between 1 and 15? LQ: How do I say and write some numbers up to 20? LQ: How can I ask and answer "How old are you?" in Spanish? LQ: How can I take part in a simple dialogue about myself, using familiar questions and answers? LQ: How can I use Easter vocabulary?</p>	<p>once - eleven 11 doce - twelve 12 trece - thirteen 13 catorce - fourteen 14 quince - fifteen 15 dieciséis - sixteen 16 diecisiete - seventeen 17 dieciocho - eighteen 18</p>	<p>Resilience</p>