



Year 3 Term Five Planning

2021-2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English: Reading	Vipers	Vipers	Vipers	Vipers	Vipers	Vipers
English: Writing	TBAT write a description Focus – adjectives and adverbs	TBAT write a poem Focus a and an with rhyming poems	TBAT write in role Focus on tenses and subordinating conjunctions	TBAT write a speech Focus on using a variety of openers.	TBAT write a narrative Focus on fronted adverbials and inverted commas	TBAT write a narrative (continued)
English: GPAs	A and an	TBAT identify tense and to form present and past forms of regular and irregular verbs	Variety of openers	Fronted adverbials	TBAT identify and use the present perfect verb form.	Subordinating conjunctions Which, until etc Co ordinating
English: Spelling	(Rule 1) Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	(Rule 1) Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	(Rule 8) Suffix '-ly' with root words ending in 'le' and 'ic'	(Rule 2) Rare GPCs (/I/ sound)	(Rule 25-36) Year 3 / 4 words or revisit past areas	Revision
Maths	TBAT find o'clock and half past TBAT find quarter past and quarter to TBAT recognise hours in a day	TBAT tell the time to 5 minutes TBAT tell the time to the minute TBAT use a.m. and p.m. TBAT use 24-hour clock	TBAT find the duration TBAT compare durations TBAT recognise start and end times TBAT measure time in seconds	TBAT compare mass (1) TBAT measure mass (1) TBAT measure mass (2) TBAT compare mass (2)	TBAT add and subtract mass TBAT compare volume TBAT measure capacity (1) TBAT measure capacity (2)	TBAT compare capacity TBAT add and subtract capacity TBAT read temperature
Science	Pre assessment TBAT identify and sort different light sources	TBAT recognise that they need light in order to see things and that dark is the absence of light	TBAT notice that light is reflected from surfaces	TBAT recognise that light from the sun can be dangerous and that there are ways to protect their eyes	TBAT recognise that shadows are formed when the light from a light source is blocked by an opaque object TBAT find patterns in the way that the size of shadows change	Assessment
Geography	To understand that the food we eat comes from many different places around the world.	To know how land in temperate climate zones is used to produce food. To know how land in tropical climate zones is used to produce food.	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	To explore how food is produced in Mediterranean climate zones.	To explain how land is used to produce food in the United Kingdom.	To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom. Assessment
History						

Art						
D&T						DT day making bread
Computing	Introduction to scratch	Programming sprites	Sequencing	Ordering commands	Looking good	Making an instrument
Music	<p>Introduce the concept of harmony and melody with relation to C Major Scale</p> <p>Introduce the recorder as a member of the woodwind family, and demonstrate how it is held, basic blowing technique and articulation technique.</p>	<p>Introduce Partner Songs and explain how these link to harmony. Introduce A and B on the recorder.</p> <p>Children to be able to play at least two pieces on the recorder.</p>	<p>Sing a round in three parts with children all in discreet places.</p> <p>Introduce notation for A and B, children to be able to play a song accompanied by a simple ostinato.</p>	<p>Sing a round in three parts with children scattered through the room, to teach them the importance of balance and listening in music. Introduce new note G.</p> <p>Children to begin to play a simple duet</p>	<p>Learn to sing a song in two parts.</p> <p>Children to combine knowledge of notation and rhythm to produce and perform a simple composition based on three notes</p>	<p>Add dynamic range to songs in rounds, parts and partner songs.</p> <p>To learn to play a simple round on the recorder based on the three notes learned</p>
Physical Education	THEME: Machines To create actions in response to a stimulus and move in unison with a partner.	LESSON 2THEME: Machines To create actions to move in contact with a partner or interact with a partner.	LESSON 3THEME: Machines To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.	LESSON 4THEME: Forces and Magnets To work with a partner to choose actions that relate to an idea.	LESSON 5THEME: Seasons To remember and repeat actions, using dynamics to clearly show different phrases.	LESSON 6THEME: Seasons To choose actions which relate to the idea, using space and timing to make my work look interesting.
Dance (teacher led)						
Athletics (games)	LESSON 1To develop the sprinting technique and improve on your personal best.	LESSON 2To develop changeover in relay events.	LESSON 3To develop jumping technique in a range of approaches and take off positions.	LESSON 4To develop throwing for distance and accuracy.	LESSON 5To develop throwing for distance in a pull throw.	LESSON 6To develop officiating and performing skills.
PSHE	Pride	Feelings	Express yourself	Know your mind	Media-wise	Making it right
Religious Education	How to Hindus pray and worship at home and in the Mandir?	What is similar and different in the words of three prayers (Muslim, Christian, Hindu)	What more can we discover? Does reflection matter to me?	why do some people pray every day, but others not at all?	What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship?	Concluding activities: ways of recording learning through making up and exploring their own questions
French	Counting 11-31	Days of the week	Months of the year	Mon Anniversaire	What's the date today?	Yesterday, today, tomorrow