



## Year 3, Spring 2- Medium Term Plan

### Why do we love holidays in the Mediterranean?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Y2: Introduced to measuring and estimating with centimetres and metres. Comparing and ordering. Building on longer/shorter knowledge.	Mass: Assessing learning from Y2, understanding on g and Kg (to be done in Spring 1), through explore questions and guided practice	I know this because.... I think that ....	LQ: To be able to read weighing scales to determine mass in grams & kilograms LQ: How can I measure capacity in millilitres? LQ: What is the difference between capacity and volume? LQ: How can I subtract money? LQ: How can I use addition and subtraction to solve word problems involving money?	Chapter consolidation of mass, volume and money. measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)	Resilience
	Y2: Introduced to g and Kg, reading from a scale. Lighter/heavier vocabulary	Volume and Capacity: Assessing learning from Y2, understanding of ml and l, through explore questions and guided practice				
	Y2: Using ml and l to record volumes and capacity, not mixing between the two.	Money: Assessing learning from Y2, understanding of £ and p, through explore questions and guided practice				
	Y2: Combining amounts of money to make totals.					
Writing	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.	Journey story- cold/hot task	Persuasive advertising for holiday brochures. Reading our own writing with expression. Taking part in debates, knowing how to eloquently make an argument and respond to others points.	LQ: How will you write a journey story? LQ: What are the key features of a journey story? LQ: What is the structure and layout of the journey story? LQ: How do I use the past tense and present perfect tense? LQ: How can I edit my writing? LQ: How can I create a holiday brochure? LQ: What information will I gather information about a country near the Mediterranean Sea? LQ: What are imperative verbs? LQ: How will I innovate my own holiday brochure? LQ: How will I write holiday brochure for their chosen country? LQ: How can I proofread and edit my holiday brochure? LQ: How can I publish my work?	fronted adverbials past tense first person persuasive proofread edit publish inverted commas metaphors and similes conjunctions	Creativity
	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 inference skills.	VIPERS. Teacher assessment in small group Guided Reading.	Continue to read with expression.	LQ: How can I answer vocabulary, inference, prediction, explanation, sequencing and retrieval questions?	vocabulary inference prediction explain retrieval sequencing summary	
Reading						Resilience
Science	In Year 1 children should have: • Observed changes across the four seasons • Observed and describe weather associated with the seasons and how day length varies. Children may: • have some knowledge of where light comes from. • have seen their shadows and may know they appear when it is sunny. • Have some understanding of a reflection. • May understand they need light to be able to see things.	Revisit Odd one out and Assessment Quiz		What is a shadow? Year 3, Spring 2- Medium Term Plan Why do we love holidays in the Mediterranean? LQ: Can I identify and classify light sources into natural and artificial? LQ: How does light affect what we see? LQ: Which material is best at protecting our eyes from the sun?	Reflection, shadows, opaque, transparent, translucent, sun, beam, glare, light source, travel	Fairness
Geography	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. Locate, continent, country, city, town, village, seaside, resort, difference, comparison, climate, area, region, coast, inland, physical, human, mountains, rivers, lowland, landmarks, sights, European Union, Brexit.	Pre - learning post it notes 'what we already know about the Mediterranean.' Name some countries of Europe Which are in the Mediterranean? What are the continents of the World? Which continent is the Mediterranean? Which European countries do you know? Post learning challenge: How many European countries can you add to your map? Where is the Mediterranean?	I know this because.... I think that .... It happens because .... The Mediterranean is a region... It's a place where... The Mediterranean Sea is... .... is next to ....	LQ: Where is the Mediterranean? LQ: Which countries are on the Mediterranean coast? LQ: What are the different types of climate? LQ: Why do Mediterranean countries have a warmer climate than we do? LQ: Which fruits and vegetables are produced in the Mediterranean? LQ: What are the advantages and disadvantages of eating fruit and vegetables from the Mediterranean? LQ: What are the advantages and disadvantages of eating fruit and vegetables from the Mediterranean? LQ: What are the geographical similarities and differences between 2 European cities, e.g. Manchester (England) and Athens (Greece).	Mediterranean Europe Greece Italy Climate Longitude Latitude Similarities Differences	Fairness



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History						Collaboration
DT					Plan Recipe Grater Mix Bake Combine Hygiene Health Safety Ingredient	Creativity
Art	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	Creativity
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 Quiz Trade.	<b>Data and information - Branching databases</b> I can record data in a tally chart I can represent a tally count as a total I can compare totals in a tally chart I can enter data onto a computer I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute I can choose a suitable attribute to compare people 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	tally chart pictogram common attribute property compare present more than/less than most/least	Kindness
RE	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 assesment : 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



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PSHE		Discussion based assessment. Why are rules, laws and rights important? Do children have a good understanding of some laws and rules, why they're important and consequences of not following these, in a variety of contexts? Unit Assesment: Create a poster about rules and laws.	I think this because... I know this because...	LQ: To learn about why rules are made and how they keep us safe. LQ: Consequences of not following laws and rules. LQ: Relationship between rights and responsibilities. LQ: To learn about the similarities and differences between my local and global communities. LQ: Why they're important, who makes them, what are the consequences? To learn about the connection between earning money and jobs.		Kindness
Music	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
PE/ Games				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?		Collaboration
Dance Gymnastics	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
Languages	Number to 10 Colours Days Months	Complete Puzzle it out assessment on PLE. Print and stick into books.	Dialogue with peers	LQ: How can I learn about Spanish traditions and take part in carnival celebrations?  LQ: How can I ask and answer 'How old are you?' LQ: How can I read and write dates in Spanish?	Number to 10 Colours Days Months	Resilience