



**YEAR 3**  
**SPRING TERM 2**  
**MEDIUM TERM PLAN**

**MATHEMATICS**

The children will:

- Measure, compare, add and subtract: lengths; mass; volume/capacity
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events

**Continuous objectives**

- Solve number problems and practical problems involving the ideas from number and place value
- Estimate the answer to a calculation and use inverse operations to check answers

**ENGLISH**

**Poems to perform**

- read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration, and the use of oral language based on speech.
- Identify and display features of the genre.
- Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus.
- Plan, draft, edit, perform and review performance poems.

**SPELLING**

The /ʌ/ sound spelt ou

More prefixes – dis, mis, in, il, im and ir.

**Mystery**

The children will:

- Read a mystery story, investigate plot structure and identify typical themes, settings and characters.
  - Explore a moral dilemma faced by a particular character using discussion and drama.
  - Explain reasons why a character has behaved in a particular way.
- Identify how the author engages the reader and maintains interest.
- Identify key features of mystery stories.
  - Analyse language use and connectives to signal time, place or sequence.
  - Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter.
  - Recount an incident from story maintaining a first-person viewpoint.
- Produce a mystery story.

**GRAMMAR AND PUNCTUATION**

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Use of the present perfect form of verbs instead of the simple past
- Introduction to inverted commas to punctuate direct speech

RE

COME AND SEE

**Eucharist – Relating – Listening and Sharing**

- To understand listening and sharing with one another.
- To know and understand listening to the word of God and sharing in Holy Communion.

**Lent/Easter – Giving – giving it all**

Know and understand:

- How people give themselves – Explore
  - Lent, a time to remember Jesus' total giving – Reveal
- Acquire the skills of assimilation, celebration and application of the above – Respond

MUSIC

Three Little Birds

- Listen and appraise the song
- To use and play classroom instruments.

PE

Children will be taught:

- Games – throwing and catching
- Learn a variety of passes
  - defending and tackling
  - dribbling with a ball

**FOUNDATION**  
**SUBJECTS**

SCIENCE

Animals including Humans – Muscles and skeletons

The children will be taught:

Identify that humans and some other animals have skeletons by investigating skeleton types.

Naming bones

To identify and explain the three main functions of a skeleton

To know why we need muscles to move

HISTORY

The Stone Age

- How do we know about the stone age
- cave art
- hunter gatherers
- what food did they eat in the stone age
- stone age tools

ART AND DESIGN

Cooking

Plan main stages of a recipe

Select and use appropriate utensils

Select from a range of ingredients to make appropriate food products

COMPUTING

Coding

- Learn to make things happen in a sequence
- Create simple animations and simulations
- Create own program to make objects do things after a certain amount of time.

GEOGRAPHY

None this half term