

Mid term spring plan Primary 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English (first half of term)	<p><i>Fiction</i></p> <p>Ask children about Mr Fox (read to by Mr James), what can they remember from last term. Inform new students what's going on in detail etc. What do they think of the characters so far, who's bad/good etc.</p> <p>Start reading book again.</p> <p>Asking children to be in the "hot seat" - children ask a certain child questions as if the other is Mr Fox (eg: "what do you think of the farmers").</p> <p>Choose a children to take roles in the book, asking them to read the parts. Recounting in their books what has happened.</p> <p>Give children a text from the book - asking what grammar gives away how the sentence should verbally be pronounced.</p> <p>With the aim that children will write their own dialogue continuing from the dialogue in Mr Fox.</p>	<p><i>Non-fiction</i></p> <p>Read: The Day I Swapped my Dad for Two Goldfish by Neil Gaiman & Dave McKean</p> <p>Diary of a Killer Cat by Anne Fine.</p> <p>Explore The Day I Swapped my Dad for Two Goldfish.</p> <p>Act out swap stories; learn about adverbials & recounts using past tense, 1st person and chronological order. Ask children to rewrite their own account of the specific scenario.</p> <p>Followed by the children writing a new version of The Diary of a Killer Cat using recount features & complex sentences.</p> <p>Using adverbs and adverbials.</p>	<p><i>Poetry</i></p> <p>Read A Child's Garden of Verses by Robert Louis Stevenson.</p> <p>Explore the poems of Robert Louis Stevenson and write a class poem using rhyming couplets. Do this on tea stained paper to put upon a poetry board.</p> <p>Revise verb tenses and learn about prepositions. Explore the poem Windy Nights and learn it by heart.</p>	<p><i>Fiction</i></p> <p>Introduce-Myths and legends - Greek Myths</p> <p>The Orchard Book of Greek Myths by Geraldine McCaughrean</p> <p>Greek Myths by Marcia Williams</p> <p>Become familiar with a range of Greek Myths. Use them to study powerful verbs, verb tenses, use of 1st & 3rd person, paragraphs & ways of showing dialogue.</p> <p>Chn draw story maps to learn a Greek Myth off by heart & to retell another myth in written form.</p> <p>Use powerful verbs/ Begin to recognise the concept of a verb.</p> <p>Understand that writing can be 3rd or 1st person.</p> <p>Use and punctuate direct speech.</p>	<p><i>Non-fiction</i></p> <p>Non-chronological reports</p> <p>Selection of Harry Potter books by J K Rowling</p> <p>Read an online newspaper report about an amazing model of Hogwarts recently opened to the public.</p> <p>Chn design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus.</p> <p>Grammar focus-</p> <ol style="list-style-type: none"> 1. Extend the range of sentences with more than one clause: compound and complex sentences.. Use commas after or before phrases and clauses. 3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion. 	<p><i>Poetry</i></p> <p>Produce a class book containing poems written by the children, containing a poem with verb tenses and prepositions.</p> <p>Writing a sentence in the poem with more than one clause using a wider range of connectives, for example.</p> <p>Performance poems</p> <p>Use various performance poems - provided</p> <p>Listen to a range of performance poems & explore the features that poets use.</p> <p>Chn identify & use conjunctions that indicate time & cause. Children then write their own poems to prove they can apply the knowledge they have just learnt.</p>

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English (second half of term)	<p style="text-align: center;"><i>Poetry</i></p> <p>Investigate negative prefixes, informal language & rhymes. Chn write extra lines to one of poems & then a rap. Create a 'rap battle', were children make their own rap and perform against each other.</p> <p>Grammar focus: 1. Use and recognise nouns, adjectives and adjectival phrases.</p> <p>2. Use conjunctions to express time or cause.</p> <p>3. Use possessive apostrophe with singular and plural nouns.</p>	<p style="text-align: center;"><i>Fiction</i></p> <p>Introduce- Myths and legends - Arthurian legends</p> <p>King Arthur and the Knights of the Round Table retold and illustrated by Marcia Williams</p> <p>Walt Disney DVD of the Sword in the Stone</p> <p>Explore Arthurian legends through Marcia Williams book King Arthur and the Knights of the Round Table.</p> <p>Read about The Sword in the Stone, Excalibur and The Round Table.</p> <p>Write a collaborative story, an imaginative recount and a story in the style of a comic book.</p> <p>Grammar focus: 1. Use and punctuate direct speech.</p> <p>2. Learn the grammar for yrs 3 in Eng Appendix 2.</p> <p>3. Choose nouns or pronouns appropriately.</p>	<p style="text-align: center;"><i>Non-fiction</i></p> <p>Instructions and explanations</p> <p>The Ink Garden of Brother Theophane by CM Millen</p> <p>Purple is Best Hamilton Group Reader</p> <p>Children will be learning about explanations & instructions in a practical way.</p> <p>After looking at the lovely story of The Ink Garden of Brother Theophane, they will make their own natural dyes and decorate illuminated letters, creating instructions along the way.</p> <p>Grammar focus: 1. Indicating possession by using the possessive apostrophe.</p> <p>2. Use prepositions to express time and cause.</p> <p>3. Use commas correctly.</p>	<p style="text-align: center;"><i>Poetry</i></p> <p>Poetry to express emotions</p> <p>Michael Rosen's A to Z</p> <p>Description: Using Michael Rosen's A to Z, chn explore how poetry is used to express emotion. Develop an understanding how poets carefully select adjectives, verbs and adverbs to evoke different emotions in the reader.</p> <p>Grammar focus: 1. Use and understand the grammatical terminology in Appendix 2.</p> <p>2. Punctuate direct speech.</p> <p>3. Use the past tense consistently in contrast to the present.</p> <p>4. Use adverbs to express cause.</p>	<p>Know how to use speech punctuation accurately and understand how to write consistently about the past, present and future. Chn will experience performing poetry and using familiar poems as the model for their own writing.</p> <p>Grammar focus: 1. Use and understand the grammatical terminology in Appendix 2.</p> <p>2. Punctuate direct speech.</p> <p>3. Use the past tense consistently in contrast to the present.</p> <p>4. Use adverbs to express cause.</p>	<p>Do a comprehension quiz, testing children in their</p> <ol style="list-style-type: none"> 1. Poetry 2. Fiction 3. non-fiction <p>Splitting the test's into separate lessons. Focusing the beginning on each area, what we have learnt that term etc.</p> <p>Group reading with the whole class. Of chosen book.</p> <p>Watch film of chosen book to finish off term.</p>

Maths
(First
half of
term)

**Number, place value
and money**

Learning objectives:
-To be able to place a 3 digit number on a number line.
-Order 3 digit numbers using place value.
-Tell the time to the nearest 5 mins.

Placing 3 digit numbers on a number line to 100. Going up in 10's, 5's and 100's.

Playing group activities on a online maths game. Counter place value.

Partition numbers into 100s, 10s and 1s. Understand place value in 3-digit numbers.

Solve a problem using knowledge of place value. Telling them time to the nearest hour, half an hour and 15 mins, 10 and 5 mins.

Mental addition and subtraction

Learning objectives:

-Adding 2- digit numbers using diff strategies.

-subtracting multiples of 10 from 2- digit numbers.

-Subtracting using counting up

Adding up 2 digit numbers, using frog jumping/fingers/multiplication.

Adding up money, using 2 different multiples pence and pounds.

Using money, subtraction (sale worksheets) by counting up using multiples of 10.

Written addition and mental subtraction

Learning objectives

-Adding 3 digit numbers using expanded addition.

-subtracting a 2 digit number from a 3 digit number using counting up.

Add two 3-digit numbers using expanded addition including additions that give a 10 in the 1s column. Extending to 100's in the 10's columns.

Using empty number line on WB do subtraction using counting up. Followed by addition to check answers.

Group activity on maths game- inverse number sentences. Followed by children being able to independently complete an inverse number sentence.

MEASURES/DATA Length, weight, bar charts

Learning objectives:

-measure in M and CM.

-Converting M in CM and vice versa.

-measure KG and G.

-Be able to convert KG in G and vice versa.

Using a ruler, measure (in M) objects around the room/school. Recording each object. Refreshing 3 times table.

Refreshing 4 times table. Introduce how many CM go into a M. Then ask children to convert their recordings into CM. Then again, MM. Establish weight benchmarks (1kg and 100g). Weigh items in room. Placing in weight order. Converting KG in G.

Take recordings of each child's height. Making a bar chart of said weights and heights.

FRACTIONS

Learning objectives:

-Place fractions on a number line (1/4s 1/2s, 1/8s).

-Finding fractions of amounts (1/4s and 1/8s).

-Finding fractions of amounts (1/3s and 1/6s).

-Understanding denominator & numerator and comparing fractions.

-Recognise and find fractions with a total of 1.

Count in halves and quarters. Locate halves and quarters on a 0-10 number line. Understand fraction of shapes.

Begin to understand fraction of number. Understand fraction of shapes.

Begin to understand fraction of number. Understand that fractions are part of a whole.

Understand the larger the denominator the smaller the fraction. Understand that fractions are part of a whole.

Number, place value and money

Learning objectives:

-Place value in 3-digit numbers including money.

-Multiplying and dividing by 10 and 100.

-Multiplying and dividing by 10 and 100 using money.

-Using inverse operations.

Know what each digit represents in a 3-digit amount of money.

Know what each digit represents in a 3-digit number. Using 0 as a placeholder.

Multiply and divide by 10 and 100.

Know how to use place value to help with multiplying and dividing. Multiply and divide amounts of money less than £1 by 10 and 100.

Know that every operation has an inverse.

Perform 2-step operations

<p>Maths (second half of term)</p>	<p>Mental addition and mental subtraction</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Add any pair of 1-digit numbers. -Subtract 1-digit numbers from teens numbers. -Count on in steps of 10 and 100 from 3-digit numbers. -Count back in steps of 10 & 100 from 3-digit numbers. -3 times table, multiplication and division. <p>Use number facts to add a single-digit number to a 3-digit number. Cross the 10s borders when adding.</p> <p>Use number fact to subtract a single-digit from a 3-digit number. Cross the 10s borders when adding.</p> <p>Add multiples of 10 and 100 to 3-digit numbers, crossing the 10s and 100s barriers.</p> <p>Subtract multiples of 10 and 100 to 3-digit numbers, crossing the 10s and 100s barriers.</p> <p>Know what calculation to perform in order to solve a word problem.</p>	<p>Written addition and mental subtraction</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Expanded addition to add two 3-digit numbers. -Find a difference between pairs of numbers within the same century -Find a difference between pairs of numbers, check with addition. -Addition and subtraction word problems. <p>Times table, multiplication and division. Add two 3-digit numbers using expanded addition.</p> <p>Move digits along columns when adding. Begin to use compact addition. Addition facts.</p> <p>Subtract using counting up on the empty number line (Frog). Pairs of 3-digit numbers with a difference of 5.</p> <p>Subtract using counting up on the empty number line (Frog). Use addition to check subtraction. Pairs to 100.</p> <p>Interpret a word problem. Use addition or counting up subtraction to solve a word problem. Round 3-digit numbers to nearest 10.</p>	<p>MEASURES/SHAPE Time, position and direction</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Read and write analogue and digital times. -Match analogue & digital times; read and write these. -Begin to calculate time intervals. -Begin to calculate time intervals. -Understand angles as turn and right angles as $\frac{1}{4}$ turns. <p>Tell the time to the nearest minute, past and to.</p> <p>Read analogue and digital time and convert between the two. Tell the time on analogue and digital clocks and match corresponding times.</p> <p>Convert between reading analogue and digital times. Find a time a number of minutes later some crossing the hour.</p> <p>Calculate time intervals, some crossing the hour. Work out time problems. Understand angles as degrees of turn.</p> <p>Use the language clockwise and anticlockwise. Know that a right angle is a quarter turn and four a complete turn.</p>	<p>Mental multiplication and division</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Double the 4 times table to get the 8 times table. -Varied multiplications for the 2, 3, 4, 5, 8, 10 times tables. -Division within tables with remainders. -Division within tables with remainders. -Multiplication and division word problems. <p>Know the 4 times table. Use the 4 times table to learn the 8 times table.</p> <p>Know the 2, 3, 4, 5, 8, 10 times tables off by heart. Understand that multiplication can be done in any order. Divide whole numbers by 2, 3, 4, 5, 8 or 10, using times tables.</p> <p>Know which calculation to perform (multiplication or division) in order to solve a word problem. Use multiplication or division to solve a word problem.</p>	<p>Mental multiplication and division</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Multiply by 4 by doubling twice. -Divide by 4 by halving twice. -Find unit fractions of quantities using division facts. -Find non-unit fractions of quantities using division and multiplication. -Find non-unit fractions of quantities using division and multiplication. <p>Know multiplying by 4 is the same as doubling twice.</p> <p>Double a number twice to multiply it by 4.</p>	<p>Mental multiplication and division</p> <p>Know dividing by 4 is the same as halving and halving again. Divide a number by 4 by halving twice.</p> <p>Find unit-fractions using knowledge of multiplication and division: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$.</p> <p>Find non-unit fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eights and tenths.</p> <p>Find non-unit fractions using knowledge of multiplication and division: halves, quarters, thirds, fifths, eights and tenths.</p>
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Topic (first half of term)	<p><i>Introduce the journey of a river.</i></p> <p>Point out what the biggest rivers in the world are. Where rivers come from and where they end.</p> <p>Understand the 3 areas of a river - lower, middle, upper course. (BBC website.)</p> <p>Play continent game - children will learn where 3 facts about each river in their continent etc.</p> <p>Identify different features along the course of a river on a diagram.</p>	<p>Use primary and secondary sources to locate information. Read map to locate a certain river using coordinates.</p> <p>Mind map on why rivers are important to us- transportation, recreation, important part of the water cycle, the movement of nutrients and water to places all over the world.</p> <p>Use geographical vocabulary correctly.</p>	<p>Look at the animals that feed from the rivers.</p> <p>Animals that live in rivers - different rivers around the world, why the type of animals varies from river to river.</p> <p>Watch BBC doc on the amazon. Look at</p> <p>-the animals that live in the river.</p> <p>-Why is it the biggest river in the world?</p> <p>-What does the Amazon offer to us.</p> <p>-How does the amazon change through its upper, middle and lower courses.</p> <p>-The tourism it brings</p>	<p>Children do a mini project:</p> <p>They can complete the project individually or in pairs but this must be decided at the beginning of the lesson.</p> <p>The project is entitled - What are rivers used for?</p> <p>The areas of focus are</p> <ul style="list-style-type: none"> -Trade -Tourism -Leisure (including sports) -Transport <p>Children should try and make the information interesting we do not want to hear reams of copy and pasted information</p> <p>Children to be given the first 20/30 mins of the lesson sorting and running through their presentation</p>	<p><i>Oceans</i></p> <p>Introduce and name the major bodies of water on Earth</p> <p>Locate oceans and seas of the world on a globe/map</p> <p>Learn where oceans and seas are from, be able to apply knowledge from rivers into oceans and seas.</p> <p>Recognise geographical features of oceans such as: mountains, volcanoes, coral reef etc.</p> <p>What causes tsunamis and the warnings signs of them.</p> <p>Find out about life in the deep oceans of Earth know why it is difficult to explore the deep oceans, learn about some of the ways humans explore the deep oceans.</p>	<p>Find out more about life in the ocean, why phytoplankton is so important for life on earth.</p> <p>understand the relationships between predator and prey and how sea creatures attack/defend.</p> <p>find out more detail about a specific sea creature using a variety of sources.</p> <p>Finish half term with BBC Deep Oceans doc.</p>

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Topic (second half of term)	<p>know how the oceans are changing due to climate change</p> <p>know the effect on sea life and animals that depend upon it</p> <p>Recap on all of mountains from before half term.</p> <p>Children make a mini project again.</p> <p>This time just in pairs. Making sure that rivers are constantly tied in with oceans.</p> <p>Mountains</p> <p>Study the physical geography of mountains and mountain ranges, their formation.</p> <p>some famous expeditions and also mountain biodiversity</p>	<p>Mountains</p> <p>create a storyboard and freeze-frame drama of a famous mountain expedition (Bear Grylls video)</p> <p>Learn about the features of volcanoes, their formation and discover how they are distributed around the world.</p> <p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Find out about the movement of tectonic plates and about seismic waves. Learn about life in an earthquake zone; compile and practice a class earthquake drill; find out how buildings are built to withstand earthquakes and then design your own earthquake-proof structure</p>	<p>Create a Biome in a Bag and a DIY 'Eden Project' with its own mini guide or poster, based on their research using maps, globes, atlases</p> <p>the key aspects of climate zones, biomes and vegetation belts.</p> <p>Identify</p> <p>-animals and plants</p> <p>-are adapted to suit</p> <p>-their environment in</p> <p>-different ways.</p> <p>Practice for assembly</p>	<p>Assembly week</p>	<p>Create an overall Quiz. Pulling together all the 3 sections of this year topic into a quiz. Applying the various areas into each other.</p>	<p>Class activities:</p> <p>PSHE, answering these questions as a class. Splitting into groups and creating mind maps to share with the group. Team building exercises before the end of term break.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What do you think bullying is? (follow with BBC clip https://www.bbc.com/bitesize/topics/zy77hyc) 2. What's the best way of coping when you feel angry? (follow with BBC clip https://www.bbc.com/bitesize/clips/zb9g9j6) 3. What do we mean when we say "my identity", what is your identity?

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Science (first half of term)	<p><i>Keeping healthy</i></p> <p>Refresh kid's memory with a game that involves the classification of animals as Vertebrates and Invertebrates.</p> <p>Followed by a game of skeletons and bones whilst having fun.</p> <p>Pop quiz on what the children remember.</p>	<p>Investigate how muscles work in pairs (biceps and triceps) using a bottle of water as a weight.</p> <p>Make song/dance including the bones and muscles they need to know.</p> <p>Followed by another similar test, reinforcing what they have learnt from the song/dance.</p>	<p>Investigate the question - 'Do some people have stringer muscles than others?'. Put it to the test. Asking children to pick up heavier objects and recording who can and can't pick up objects. Creating a bar chart of the class's strength.</p> <p>With guidance, decide what data to collect, how to tabulate it and how to share out the work within the group</p> <p>With guidance display data as a scatter gram and use it to look for a pattern in the data.</p>	<p>Learn how the diaphragm is used in breathing and build an instrument to measure lung capacity. Plan and carry out an investigation to answer a health and fitness question - "Why do we breath faster when we exercise?"</p> <p>carry out a practical investigation in groups that attempts to answer the scientific question.</p> <p>Display and interpret data collected to either confirm or reject predictions and seek to explain findings for why we breath faster when we exercise.</p>	<p>Personal Trainers' Presentations</p> <p>Test and review all your knowledge on Health and Fitness gained so far.</p> <p>Put children into pairs. Ask them to assess each other over their health and fitness. Explain to them that they will be making a booklet on one another.</p> <p>Booklet must contain:</p> <ul style="list-style-type: none"> -What their chosen sport is. -How they can improve in their sport. -What muscles and bones they are using. -What foods they should be eating. 	<p>Then it's time to make final preparations before meeting your clients to answer all their Health and Fitness questions in an impressive presentation illustrated with the fabulous research and resources you've produced over the block.</p> <p>Children should also finally look at themselves and what they think they can improve on to make their themselves a more 'Healthier me".</p>

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Topic (first half of term)	<p><i>Rocks and Fossils</i></p> <p>Collectively make a list of questions on rocks that can be answered through a range of scientific enquiries during the course of the topic.</p> <p>Begin the hard rock challenge- a game that requires them to begin to observe rocks carefully and group them in different ways according to their features.</p> <p>Make detailed labelled drawings of 6 common rocks and write descriptions of their observable features</p> <p>Learn the names of 6 common rocks whilst playing an active game - Rock Stars!</p>	<p>Discover how different rocks were made by Planet Earth. Design your own fair test for rocks to check their hardness and permeability.</p> <p>Ask children to Devise their own fair test for the hardness of rocks and use their results to put samples in rank order.</p> <p>Using water compare the permeability of different rocks.</p> <p>Record these findings in books.</p> <p>Use a rock identification key to discover what type of rock each sample is. Create a table, telling us which rock is permeable, and the hardness of each rock.</p>	<p>Possible school trip?</p> <p>Gather evidence and discover the bedrock in your area to help "Dr Sarah Stone from the British Rock Society."</p> <p>Children could go to beach and gather various rocks found their or what kind of rock is shown at a headland (the light house?).</p> <p>A rock survey on the trip of the local area to answer questions on the local bedrock and other rocks seen their.</p> <p>Determine why particular rocks and man-made rocks were used for particular purposes.</p> <p>Create a table in books, telling us what rocks where found and what that tells us about that particular coast line.</p>	<p>Through role play, introduce kids to Fossils.</p> <p>Become the great fossil hunter Mary, Anning, get children to ask questions and discover fascinating facts about her life and work. Children copy down into books.</p> <p>Learn how fossils are made and make your own one from plaster.</p> <p>Learn how fossils are made and record by writing and illustrating the stages or through sequencing a text.</p>	<p>Soil detectives- Play a guessing game to learn some amazing facts about soil and the crucial role it plays in supporting life.</p> <p>Observe the different soils around school and list and classify them into different categories.</p> <p>Investigate and compare 3 different soils and their properties, recording findings</p> <p>With support, draw conclusions on the reasons for variation between soils.</p> <p>Assess all the learning in this block by doing a Rock, Fossil and Soil Quiz - through making a Rock and Fossil museum.</p>	<p>A 2 part exam.</p> <p>First part on Keeping healthy.</p> <p>Second part on Rocks and fossils.</p>

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Art (first half of term)	Children given a sea creature template (see pinterest) that they need to colour in to put into the beginning of their topic books.	How a river is formed: Each child creates an image of a mountain (where the river is formed), a river flowing down from that and into the sea. Mediums used: -paint -paper mache -cardboard box	Using different shades of blue, making a patch work. Sewing on beads etc. Creating a sea like image that the children can take home at the end of the term.	Patch work (Ask children to bring in a shell for next week, if they have one they love at home)	Pen drawing- Each child will be given a A4 piece of paper. They need to learn to draw a small object on a larger scale, using pens. They will be enlarging the shells that they have bought in from home. A3 paper given in final practice to put up on wall.	Water colour Let children experiment with water colours, how they mix, run and stain. Aim will be to paint a curving wave, in water colour onto a tea stained piece of A3.

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Art (Second half of term)	What lives in the sea? Children will be asked to think and draw their favorite animal that lives in the sea. Once chosen, children will be allowed to draw the animal on coloured paper using felt tip pens, on a large scale. With the aim to create a 'under the sea world' board.	Painting pepples. Using shades of blue and green. Children will paint the pepples, using dot designs also, to create a 'flowing' river to be used in our assembly.	Painting pepples	Assembly week.	Studying Picasso Children will be shown cubism, how it changed art for ever. Giving the history behind Picasso himself. Give children an object (apple) to create into a cubism piece. Once mastered, children will draw a self-portrait using cubism.	Cubism self-portraits.