

Medium Term Plan

Year 3 Topic Name: Art on your doorstep Term: 6				
Overarching Question?				
Stunning Start				
Fantastic Finish				
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	Poetry: The Magic Box Narrative: The Story of Pirate Tom - Focus on Action Non-fiction: Information Spelling: No nonsense spelling block 6	Plan his/her writing by discussing and recording ideas within a given structure. Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2). Draft and write by organising writing into paragraphs as a way of grouping related material. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Use headings and sub-headings to aid presentation. Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks'). Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the	Magic box poem Similes and metaphors Describing action Fact files about artists Biography of an artist Instructions – how to create a piece of art How to grow a plant	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it. I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because. I can use paragraphs to organise my writing so that blocks of text group related material. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. I can use headings and sub-headings. I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas. I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly

		ascenders and descenders of letters do not touch.		so that my letters don't overlap.
Maths	Geometry – properties of shapes Measurements: weight and capacity			
Science				
PE	Athletics Rounders	<p>Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p> <p>Create a 'steps to success' approach to achieving success</p> <p>Understand that determination and perseverance are needed to overcome a challenge</p> <p>Compare and contrast his/her performance with others</p>	<p>Analysing team and individual performance</p> <p>Inter class competitions</p>	<p><i>I can call upon a range of skills and abilities to perform well in different sports / games</i></p> <p><i>I can understand the tactics used against me by others</i></p> <p><i>I know what steps I have to take to achieve what I want</i></p> <p><i>I know that some things are not easy to get and that if I don't keep trying I will not achieve my goal</i></p> <p><i>I can say how well I have done compared to others and give reasons for my performance</i></p>
Art/DT	Art in our local area	<p>Know about some of the great artists, architects and designers in history and describe their work</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of</p>	<p>Create artwork in the style of local artists</p> <p>Research famous and local artists</p> <p>Compare different styles of art</p> <p>Computerise art – editing photos</p>	<p>I can talk about some of the great artists, architects and designers in history and describe their work</p> <p>I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</p>

		<p>work</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p>	<p>Generate ideas in sketch books</p>	<p><i>I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</i></p> <p><i>I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</i></p>
<p>PSHE</p>	<p>Feelings and relationships</p>	<ul style="list-style-type: none"> • a vocabulary for feeling happy • to identify what makes them feel happy • about how it feels to be sad • about how people might behave when they are feeling sad • ways that they can help when others are feeling sad • about managing feelings of not being as good as others • that being able to manage negative emotions positively can help you to achieve what you want • that feelings (for example, jealousy) can be hidden, and why people might hide their feelings • that hidden feelings can build up, and what the effects of these feelings might be • ways of recognising angry feelings • some positive strategies for managing angry feelings • about what 'confident' looks and feels like 	<p>Drama scenarios</p> <p>Acting out different emotions</p> <p>Role play how to help others</p> <p>Red/green thoughts</p> <p>Mood boards</p> <p>How to share feelings</p> <p>Growth mindset activities</p>	<ul style="list-style-type: none"> • can talk about what makes them feel happy and why • can identify what makes them feel sad and what helps them to feel better • can put themselves in someone else's shoes and suggest ways to help if they are feeling sad • can suggest ways of managing feelings of not being as good as others • can suggest strategies for dealing with feelings of jealousy • can suggest some strategies for dealing with angry feelings before they become overwhelming • can identify what makes them feel 'tall inside'
<p>RE</p>	<p>Sikhism</p>			
<p>Computing</p>	<p>Photo editing</p>	<p>With support select and use a variety of software to accomplish goals</p>	<p>Edit photos using Word photo tools</p>	<p><i>I can make choices on which program is best for a given task</i></p>
<p>Geography</p>		<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Make plans and maps using symbols and keys</p>	<p>Create a map of the local area, marking where different pieces of art are found</p> <p>Locating where different artists are from around the world</p> <p>Create a map and give directions using 8 compass</p>	<p>I can to use and interpret maps, globes, atlases and digital mapping to find countries and key features</p> <p>I can use the 8 points of a compass</p>

		Use the 8 points of a compass	points	I can make plans and maps using symbols and keys
History	Artists from past e.g. Monet	Use an increasing range of common words and phrases relating to the passing of time	Research artist, create poster or information about them Timeline of artists' life	<i>I can use an increasing range of common words and phrases relating to the passing of time</i>
KS2 MFL	Animals on the farm Bastille Day	Repeat sentences heard and make simple adaptations to them Show that he/she recognises words and phrases heard by responding appropriately Use simple adjectives such as colours and sizes to describe things in writing	Label animals, Identify what colour they are Answer simple questions	I can use a familiar sentence and change one or two words to make a new sentence <i>I can recognise and respond to words and phrases I hear</i> <i>I can use some simple adjectives to describe a picture or object</i>
Music				
Local focus	Art around Hythe Folkestone – previous Triennial exhibits			
Visitors or trips	Visiting artists – Hayley Restall			
Special Focus Days/Weeks	Book week			