



Burnt Oak Junior School Medium Term Plan

Year: 3

Term: A1

IPC Topic: Brainwaves – The Brain and How Humans Work

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Phonics/ Spelling

KS1 common exception words

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Adding es to nouns and verbs ending in y
Adding ed, ing, er and est to a root word and ending in y with a consonant before it.

Adding es to nouns and verbs ending in y
Adding ed, ing, er and est to a root word and ending in y with a consonant before it.

Adding ing, ed, er, est and y to words ending in e with a consonant before it
Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel.

Reading

Greta and the Giants
WALT: summarise
WALT: retrieve
WALT: retrieve
WALT: retrieve
WALT: give a personal response

Greta and the Giants
WALT: compare
WALT: infer
WALT: infer
WALT: infer
WALT: give a personal response

The Pebble in my Pocket
WALT: summarise
WALT: retrieve
WALT: retrieve
WALT: retrieve
WALT: have authorial intent

The Pebble in my Pocket
WALT: compare
WALT: infer
WALT: infer
WALT: infer
WALT: give a personal response

The Pebble in my Pocket
WALT: compare
WALT: retrieve
WALT: retrieve
WALT: retrieve
WALT: understand a theme

The Pebble in my Pocket
WALT: summarise
WALT: infer
WALT: infer
WALT: compare
WALT: give a personal response

English

Strong Start
WALT: identify and correct errors
WALT: Use capital letters
WALT: Use full stops
WALT: Use a capital letter for proper nouns

Poetry on a Theme
WALT: recognise the theme
WALT: recognise poetic patterns
WALT: use similes
WALT: use poetic devices
WALT: perform with meaning

First person Narrative A
WALT: use first person
WALT: select adjectives
WALT: use expanded noun phrases
WALT: use adverbs
WALT: use coordinating conjunctions

First person Narrative A
WALT: plan a narrative
WALT: sustain first person
WALT: use adjectives and adverbs
WALT: use conjunctions
WALT: edit and improve our work

Non-Chronological Reports A
About our School
WALT: use a formal tone (SPAG)
WALT: use pronouns (SPAG)
WALT: use conjunctions (SPAG)
WALT: use organisational features (Planning)
WALT: sustain formal tone (opening)

Non-Chronological Reports A
About our School
WALT: use conjunctions (writing)
WALT: use pronouns (writing)
WALT: sustain formal tone (conclusion)
WALT: Edit for meaning
WALT: Use presentational devices (Publish)

Maths

Maths presentation
WALT: Recognise the four times table
WALT: Divide by 4

WALT: Represent numbers to 100.
WALT: Partition numbers to 100.
WALT: Use a number line to 100
WALT: recognise 100

WALT: partition numbers to 1000 x2
WALT: understand HTO.
WALT: find 1, 10 or 100 more or less than
WALT: use a numberline to 1000

WALT: compare numbers to 1000
WALT: order numbers to 1000
WALT: count in 50's

WALT: apply number bonds within 10

WALT: Add and subtract 10s
WALT: Add and subtract 100s
WALT: spot the difference
WALT: Add 1s across 10

WALT: subtract 1s across 10
WALT: subtract 10s across 100
WALT: make connections
WALT: add two numbers (no exchange)

		WALT: represent numbers to 1000	WALT: estimate on a number line to 1000	WALT: add and subtract 1s	WALT: Add 10s across 100	WALT: subtract two numbers (no exchange)	
RE	<p>L2.1 What do different people believe about God? Christians, Hindus and/or Muslims</p> <p><u>LQ: Who is Christian and what do they believe?</u> Trinity - art</p>	<p><u>LQ: Who is Muslim and what do they believe?</u> Allah – 99 names</p>	<p><u>LQ: Who is Jewish and what do they believe?</u> God Moses and the Burning Bush</p>	<p><u>LQ: Who is Hindu and what do they believe?</u> Trimurti – Brahma (creator), Vishnu (preserver), Shiva (Destroyer) Murtis?</p>	<p><u>LQ: Why do some people believe God exists?</u></p> <p>What do people believe about God and his attributes</p>	<p><u>LQ: Do we need to prove God's existence?</u></p> <p>Express your own ideas about God through art</p>	
PSHE	<p>Making the classroom safe LQ: How can I make the classroom a safe, happy place?</p>	<p>Building Relationships LQ: How can I build good relationships with my class.</p>	<p>Coping with new situations LQ: What emotions are involved in a new situation.</p>	<p>LQ: What is helpful to know in a new situation.</p>	<p>Sources of Support LQ: Who can support me?</p>	<p>LQ: How can I help and be helped?</p>	
IPC (3 sessions)							
Science/ Health and Wellbeing	<p><u>HOOK DAY</u> L1 <u>What is Neuroscience?</u> <u>How do different people learn?</u> Learning Detectives - discover evidence of a positive learning environment. What is learning and what it might look like in a classroom situation. How could they collect evidence of learning? Complete learning walk around school collecting evidence in classrooms in groups. Science T1 L2 <u>What are the roles of the different nutrients in the body?</u> Healthy Brain</p>	<p>H and W T2 L1 <u>How can we improve ways in which we learn?</u> Teaching others a skill (plan, teach and assess) How many different ways that they might teach someone a skill? How important is practice in learning a skill? Was their method of teaching effective?</p> <p>H and W T3 L2 <u>What strategies can I use to learn more effectively?</u> Brain web – How does the brain work – neurons making connections – practice/recall/reflect.</p>	<p>Exit Point L1 <u>How do our emotions affect the way we learn?</u> Create a role-play in groups to explore negative feelings and how they might stop someone from learning. Positive Mindset – a superhero character – could then step into each scenario to provide positive advice.</p> <p>HOOK DAY Entry Point L2 L3 Have you ever considered how your body works? And what does it really mean to be healthy?</p>	<p>Science T1 L1 <u>LQ: How many things should change when planning a scientific investigation?</u> <u>WS: setting up simple practical enquiries, comparative and fair tests.</u></p> <p>Optician: Why can't we see objects in the dark? How does the pupil work? can we explore the connection between light and what we can see? (create an eye test)</p> <p>Science T3 L2</p>	<p>Science T5 L1 <u>What conclusions can I share about the digestion process?</u> <u>WS: use straightforward scientific evidence to answer questions or to support their findings.</u></p> <p>Digestive system model (Practical - create poo)</p> <p>Science T6 L2 <u>LQ: What is important when taking or observing scientific measurements?</u> <u>WS: take accurate measurements using a stop watch</u> heart beat and pulse: How many times does your heart beat in one</p>	<p>Science T9 L1 <u>LQ: What are the functions of key muscles within the body?</u></p> <p>How do our bones stay in the right place? What are they attached to that helps us move? As we have the key equipment needed to explore this, we should make observations and collect evidence. What is the key piece of equipment needed? Our bodies!</p> <p>Science T11 L2 and L3 <u>What are the roles of different nutrients in the body (Task 11 and 12)</u></p>	

	<p>What does a brain need to stay healthy and alert? Create care guide for your brain. (display)</p> <p>L3 LQ from L2: Mind set LQ: <u>How can a positive mind set is important for learning?</u></p> <p>H and W T1 L4 <u>What are the different ways in which we can learn?</u> Interview People – how do you learn n? How do you prefer to learn? What methods are most successful? What things do you find easy to learn and what do you find difficult? How did you organise yourself to learn effectively? How has practice proved important to achieve a goal? What is your proudest achievement – and what personal goals/learning were important to achieve it? What does learning mean to you?</p>	<p>Create ideas of how to learn new things (model spelling bingo sheet).</p> <p>H and W T5 L3 Zones of regulation <u>How do our emotions affect the way we learn?</u></p>	<p>Yoga/mindfulness First Aid course Outline of body (Knowledge Harvest)</p>	<p><u>What types of teeth do I have and why are they important?</u> <u>WS: ask relevant questions and use different types of scientific enquiries to answer them.</u></p> <p>Teeth: What would it be like to have no teeth? What is the purpose of teeth?</p> <p>Science T4 L3 <u>LQ: What are the key parts of the digestion process?</u> <u>WS: gather, record, classify and present data in a variety of ways to help in answering questions.</u></p> <p>Digestive System: Why do we need teeth? Where does food go? Which of the body's organs? Does our food pass through?</p>	<p>minute? What happens to your heart when you exercise? How can we find out? Will it make a difference to the results if we are fit or unfit?</p> <p>Science T8 L3 <u>LQ: What is the function of the skeletons and bones within it?</u> <u>WS: To be able to use evidence to answer questions</u></p> <p>Research - How many bones there are in the human body? What are the names of some of the bones? How the bones are held together? What our bones do for us? Make a skeleton puppet.</p>		
Geography							
History							
Computing	e-safety lesson	Creating yes or no answers	Identifying attributes	Creating branching databases	Planning a database	Making a database	
MFL	J'apprends le francais (1)	J'apprends le francais (2) L2: In this lesson pupils will learn how to say	J'apprends le francais (3) L3: To consolidate language from last week	J'apprends le francais (4)	J'apprends le francais (5) L5: To introduce ten key colours in French with	J'apprends le francais (6) L6: To revise all language covered so far	

	L1: To introduce the Francophone world and French as a subject to the children.	basic greetings and how to ask someone how they are feeling as well as answer the question themselves in French.	and to learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.	L4: To introduce numbers 1-10 in French.	the objective of learning how to say 'my favourite colour is...' in French.	and to complete the end of unit assessment.	
PE	SPECIALIST TEACHING Fundamental Movement Skills and Multisport						
Music (IPC)	SPECIALIST TEACHING						
Art / DT (IPC)		Experiment with various different pencils	Complete close observational drawing (shading)	Initial sketches of shape of face	Initial sketches of eyes/mouth/nose	Accurate drawing of face	