



Burnt Oak Junior School Medium Term Plan

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	Year: 3		Term: Autumn 2		IPC Topic: Bright Sparks		
	Week 1	Week 2	Week 3 ASSESSMENT WEEK	Week 4 Parents evening	Week 5	Week 6	Week 7 <u>Monday Science museum trip 16.12.24</u>
Phonics/ Spelling	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.	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.	Homophone and near homophones de	Homophone and near homophones de	Suffices –mnet, -ness, -full, -less, -ly uni
Reading	Leon and the Place Between. L1: Summarise L2: Retrieve L3: Retrieve L4: Retrieve	Leon and the Place Between. L1: Predict L2: Infer L3: Infer L4: Infer L5: Personal responses	No Guided Reading due to assessment week.	Leon and the Place Between. L1: Compare L2: Retrieve L3: Retrieve L4: Retrieve L5: Understanding Themes	Leon and the Place Between. L1: Summarise L2: Infer L3: Infer L4: Infer L5: Personal response	The Night Before Christmas L1: Summarise L2: Retrieve L3: Retrieve L4: Compare L5: Authorial Intent	The Night Before Christmas L1: Compare L2: Infer L3: Infer L4: Infer L5: Personal Response
English	Writing Formal Letters to Complain WALT: understand the audience and purpose of a letter of complaint WALT: use coordinating conjunctions to connect ideas WALT: use subordinating conjunctions to connect ideas WALT: Address the reader directly	Writing Formal Letters to Complain WALT: Choose and use formal language WALT: Use the structure and conventions of a formal letter WALT: Use paragraphs to organise ideas WALT: Use subordinating conjunctions within extended writing	ASSESSMENT WEEK NO WRITING LESSONS READING TEST SPAG TEST	Writing Dialogue through narrative (historical stories) WALT: Use inverted commas to punctuate speech WALT: Use inverted commas to punctuate speech WALT: recognise and form the simple past tense WALT: Identify and use historical references WALT: Select vocabulary precisely	Writing Dialogue through narrative (historical stories) WALT: recognise the key elements of a narrative WALT: use dialogue to move the events in a story forward WALT: Select vocabulary precisely in writing WALT: Use inverted commas accurately to	Writing Dialogue through narrative (historical stories) WALT: use historical references in writing WALT: use dialogue to move events in a story forward. WALT: Edit secretarily	Writing performance poetry WALT: Prepare and perform narrative poems, showing understanding through intonation and volume WALT: recognise poetic devices WALT: understand how poetic devices convey meaning WALT: Compare poems WALT: critically review the

		WALT: choose and use formal language within extended writing			punctuate direct speech WALT: use and sustain the past tense and third person perspective in writing		performance of a poem
Maths	WALT: recognise our 8 times tables. WALT: Multiply by 8. WALT: Divide by 8. WALT: Add two numbers across 10	WALT: Add two numbers across 100 WALT: Subtract two number across 10 WALT: Subtract two numbers across 100 WALT: Add 2 digit numbers and 3 digit numbers WALT: Subtract a 2digit number from a 3-digit number	MATHS TESTS x 3	WALT: Complements to 100 WALT: estimate answers WALT: understand inverse operations WALT: make decisions WALT: Multiply equal groups	WALT: Use arrays WALT: count in multiples of 2 WALT: count in multiples of 5 and 10 WALT: share and group WALT: Multiply by 3	WALT: Divide by 3 WALT: know the 3 times-table WALT: Multiply by 4 WALT: divide by 4 WALT: know the 4 tomes table	WALT: Multiply by 8 WALT: Divide by 8 WALT: know the 8 times-table WALT: know the 2, 4 and 8 times-table
Science	Bright Sparks Entry Geog T1 LQ: How is electricity produced? Science T1 LQ: What do I need to make a circuit work? WS: setting up simple practical enquiries, comparative and fair tests.	L1: adding different components to a circuit LQ: What do I need to make a circuit work? WS: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. L2: test conductivity	L1: adding components and observing brightness LQ: How does changing one variable affect the circuit? WS: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. L2: drawing circuits LQ: How do I represent a circuit on paper? WS: recording findings using simple	L1: making electromagnets LQ: What is an electromagnet? asking relevant questions and using different types of scientific enquiries to answer them. L2: adding coils to an electromagnet LQ: How do I affect the strength of an electromagnet? WS: asking relevant questions and using different types of scientific enquiries to answer them	DT/Science L1: plan and design LQ: How can I use my knowledge of circuits to plan a model of my house? L2: make LQ: What materials and techniques do I need to produce my plan?		Science Museum trip

		LQ: What materials make good conductors? WS: asking relevant questions and using different types of scientific enquiries to answer them.	scientific language, drawings and labelled diagrams.				
RE	Why is the Bible so important to Christians today? LQ: Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?	LQ: The Bible is a big book. How is it put together? Why is it so popular?		LQ: What does the Bible teach Christian people about God, life, the universe and everything?	LQ: How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?	LQ: How can the bible help people if they are tempted to do wrong things?	LQ: What are the main ways Christians use the Bible?
PSHE	WALT: be able to recognise and communicate range of emotions, both comfortable and uncomfortable.	WALT: understand some of the ways emotions may affect our interactions with others.		WALT: be able to think about their worries and decide what they might do about them.	WALT: know when they should share a worry and have some strategies to start conversations about their worries.	WALT: be able to get support when they need it.	WALT: recognise some of the strengths and personal qualities of themselves and others
Geography							
History							
Computing	Computing LQ: Why should we think before we share?	Computing NCCP1 LQ: Why do we use yes/no questions?	Computing NCCP2 LQ: Why do we collect data?	Computing NCCP3 LQ: What is a branching database?	Computing NCCP4 LQ: Why should databases be structured?	Computing NCCP5 LQ: Why is it good to plan questions we want to ask?	Computing NCCP6 LQ: Why are identification tools needed?
MFL	WALT: name and remember five animals in French	WALT: Say and remember up to ten animals in French		WALT: Consolidate our knowledge of animal names in French	WALT: explore and understand better the role of the indefinite article/determiner	WALT: become more familiar with the 1st person high frequency irregular verb 'je suis' (I am)	

						from the verb 'être' (to be).	
PE	SPECIALIST TEACHING						
Music	SPECIALIST TEACHING						
Art		What are hot and cold colours?	How can we create movement in our art work?	How can we mix colours to create different palettes?	How can you create using pastels?	How can we mix colours to tint and shade?	