



**Burnt Oak Junior School Medium Term Plan**

	Year: 3		Term: Spring 1		IPC Topic: Shake It!	
	Week 1	Week 2	Week 3	Week 4	Week 5	
	<b>Phonics/ Spelling</b>	Contractions Etymology: kilo	Contractions Etymology: kilo	Rare GPC's Etymology: mill(e)	Rare GCP's Etymology: mill(e)	Words ending in -tion Etymology: fract
<b>Reading</b>	<u>Sam Wu is Not Afraid of the Dark</u> L1: Summarise L2: Retrieve L3: Retrieve L4: Retrieve L5: Authorial Intent	L1: Compare L2: Infer L3: Infer L4: Infer L5: Personal response	L1: Predict L2: Retrieve L3: Retrieve L4: Retrieve L5: Personal Response	L1: Summarise L2: Infer L3: Infer L4: Infer L5: Understanding Themes	L1: compare L2: Retrieve L3: Retrieve L4: Retrieve L5: Authorial Intent	
<b>English</b>	<u>Third Person Narrative</u> WALT: Select precise vocabulary WALT: Use metaphors WALT: Use expanded noun phrases WALT: Sustain the third person WALT: Use adverbs and prepositions	<u>Third Person Narrative</u> WALT: Create a story plot WALT: Plan a story WALT: . Select vocabulary WALT: Use expanded noun phrases WALT: Use adverbs and prepositions	<u>Third Person Narrative</u> WALT: Sustain the past tense WALT: 4. Sustain the third person WALT: Edit for meaning and impact WALT: Publish  WALT: write a third person narrative (independent plan/write)	<u>Non-Chronological reports</u> WALT: Use a formal tone in writing WALT: . Use organisational features WALT: Organise paragraphs around a theme WALT: Use pronouns WALT: Use conjunctions	<u>Non-Chronological reports</u> WALT: Select vocabulary WALT: Use pronouns WALT: Edit for meaning in extended writing WALT: Use presentational devices in an extended piece of writing  WALT: write a non-chronological report (independent plan/write)	
<b>Maths</b>	<u>Times Table</u> WALT: multiply by 3 WALT: multiply by 3 WALT: divide by 3  <u>Multiplication and division B</u> WALT: use multiples of 10 WALT: use related calculations	<u>Multiplication and division B</u> WALT: reason about multiplication WALT: multiply 2-digit by 1-digit (no exchange) WALT: multiply 2-digit by 1-digit (with exchange) WALT: link multiplication and division WALT: divide 2-digit by 1-digit (no exchange)	<u>Multiplication and division B</u> WALT: divide 2-digit by 1-digit (flexible partitioning) WALT: divide 2-digit by 1-digit (with remainders) WALT: sacling WALT: How many ways WALT: flexible lesson	<u>Length and perimeter</u> WALT: measure in meters and centimeters WALT: measure in millimetres and millimetres WALT: Measure in metres, centimetres and millimetres WALT: understand about equivalent lengths	<u>Length and perimeter</u> WALT: compare lengths WALT: add lengths WALT: subtract length WALT: understand and measure perimeter WALT: calculate perimeter	
<b>Science (IPC)</b>	What are the different types of milk and how are they produced? (Task 1) WS: asking relevant questions and using different types of	How can I turn butter into a liquid? (Task 3 - practical) WS: setting up simple practical enquiries, comparative and fair tests. Investigation: liquifying butter (and time taken to melt)	Lesson 1: Science Workshop 9.00 - 9.50 10.00 -10.50 11.00 -11.50	What processes or forces change an object? I.e. whisking, shaking, stirring, mashing, juicing. (Task 8 – predict and plan)	What are the important parts of design and aesthetics? (Task 1 - plan)	

	<p>scientific enquiries to answer them.</p> <p>How else is milk used? (Task 2 - practical) WS: setting up simple practical enquiries, comparative and fair tests. Investigation: churning butter</p> <p>How can I compare results and broad conclusions? (Task 2) WS: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>What is a reversible and irreversible change? (Task 4) WS: using straightforward scientific evidence to answer questions or to support their findings. Investigation: making ice-cream</p> <p>Why do bubbles stay for longer in milk rather than water? (Task 5 - practical) WS: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Investigation: frothing different types of milk</p>	<p>What substances will dissolve in milk? (Task 6 – predict and plan) WS: setting up simple practical enquiries, comparative and fair tests</p> <p>What substances will dissolve in milk? (Task 6 - practical) WS: setting up simple practical enquiries, comparative and fair tests. Investigation: dissolving substances in milk</p> <p>What key vocabulary have I learnt so far? Key vocab: agitation, filtering, aeration, dissolve. (Task 7)</p>	<p>WS: setting up simple practical enquiries, comparative and fair tests.</p> <p>What affects texture and how can I adjust it? (Task 8 – practical) WS: setting up simple practical enquiries, comparative and fair tests</p> <p>How can I record and review my results? (Task 8) WS: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>What are the important parts of design and aesthetics? (Task 1 - make)</p> <p>What are the important parts of design and aesthetics? (Task 1 - review)</p>		
<b>Geography (IPC)</b>							
<b>History (IPC)</b>							
<b>Computing (IPC)</b>	Lesson 1 = E-Safety	LQ: What are the benefits of using Scratch?	LQ: How can you use design code effectively?	LQ: How do event blocks change the beginning of code?	LQ: How can the order of code affect the outcome?		
<b>RE</b>	Why do people pray?	What does Islamic prayer tell us about Muslim beliefs?	How and why do Christians pray?	How do Hindus pray? What is worship?	What are the similarities and differences between prayers from different religions?		
<b>PSHE</b>	What are the differences between rights, wants and needs?	How do rights come with responsibilities?	Why are rules needed at home and at school?	How can democratic decisions can be made in school?	What skills do we need to contribute to democratic decision making in school?		
<b>MFL</b>	First five fruits introduced in the singular form	Next five fruits introduced in the singular form	Changing our French fruit nouns from the singular form to the plural form	Introduction of a positive opinion using "J'aime..." (I like...)	Introduction of a negative opinion using "Je n'aime pas..." (I do not like...)		
<b>PE</b>	<b>SPECIALIST TEACHING</b>						
<b>Music</b>	To understand what the word pitch means and recognise high and low sounds	To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds	To use graphic notation to demonstrate changes in pitch	To understand "motif" and demonstrate this using percussion instruments	To create rhythmic patterns with a variety of pitch		
<b>Art</b>	<b>SPECIALIST TEACHING</b>						