



Burnt Oak Junior School Medium Term Plan

Year: 3

Term: Summer 1

IPC Topic: Travel and Tourism

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week

Wednesday 25th
Hook Day

Phonics/ Spelling

The /l/ sound spelt y elsewhere than at the end of words
Etymology: scrib

Homophones
Etymology: aqua

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Prefixes – un-,dis-,mis-,in-,il-,im-,ir-.
Etymology: mech

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Etymology: mech

Adding suffixes beginning with vowel letters to words of more than one syllable
Etymology: para

Reading

The Dancing Bear
WALT: use prior knowledge and evidence from the text to predict
WALT: explain how meaning is enhanced through choice of words
WALT: identify and use key words from the question to answer it
WALT: identify what texts have in common and how they contrast
WALT: respond to themes in a range of texts

The Dancing Bear
WALT: compare the experiences of the main characters
WALT: empathise with the audience of a text
WALT: identify what we learn from what is not said in a text
WALT: recognise how different texts use the same techniques to influence the reader
WALT: make links between texts

The Dancing Bear
WALT: compare responses of characters
WALT: answer what and how questions
WALT: locate dates in a text
WALT: n draw on multiple texts to expand our views
WALT: respond to the actions of the main character

The Dancing Bear
WALT: use stated and implied details to predict
WALT: infer who a text is written for and what it is about
WALT: infer the audience for an advert
WALT: identify themes in a text and compare
WALT: relate and respond to characters in a story

The Dancing Bear
WALT: summarise a text by identifying and simplifying the topic
WALT: scan the text and locate words with the same meaning
WALT: sequence events of a narrative
WALT: compare different texts
WALT: respond to a story through performance

The Dancing Bear
WALT: make predictions from clues in the text
WALT: infer characters' intentions and draw on prior knowledge
WALT: infer a character's motivations
WALT: infer key messages about characters
WALT: respond to an extended text

English

Third Person narrative
WALT: Sustain the third person perspective
WALT: Recognise and use simple past tense verbs
WALT: Use carefully selected adjectives, adverbs and verbs to build character

Third Person narrative
WALT: Plan a story with a simple plot
WALT: Plan for a range of descriptive devices
WALT: Sustain the use of the third person perspective and the past tense in extended writing

Third Person narrative
WALT: Select adjectives, adverbs and verbs carefully to show character
WALT: Use similes and metaphors effectively within extended writing
WALT: Edit secretarially in extended writing
WALT: publish our extended writing

Formal Letters to complain
WALT: Understand the purpose, audience and context of a formal letter of complaint
WALT: Understand the structure and conventions of a formal letter
WALT: Address the reader directly

Formal Letters to complain
WALT: Use the structure and conventions of a formal letter
WALT: Use conjunctions within extended writing
WALT: Use paragraphs to organise ideas

Flexible Content

	WALT: Use expanded noun phrases for description WALT: Use similes and metaphors for description	WALT: Use a range of descriptive devices in extended writing WALT: Edit writing for meaning	<i>WALT: Flexible Content</i>	WALT: Recognise and use formal language WALT: Use conjunctions to connect ideas	WALT: Use formal language in extended writing WALT: edit and publish our work		
Maths	<u>12 Times table and Fractions A</u> WALT: Multiply by 12 WALT: Divide by 12 WALT: Understand the whole WALT: Compare and order non-unit fractions WALT: understand fractions and scales	WALT: understand fractions on a number line WALT: count in fractions on a number line WALT: work out equivalent fractions on a number line WALT: understand equivalent fractions as bar models WALT: End of block assessment	<u>Fractions B</u> WALT: add fractions WALT: subtract fractions WALT: partition the whole WALT: understand unit fractions of a set of objects WALT: understand non-unit fractions as a set of objects	WALT: reason with fractions of an amount WALT: end of block assessment <u>Mass and Capacity</u> WALT: use scales WALT: measure mass in grams WALT: measure mass in kilograms and grams	WALT: understand equivalent masses WALT: compare mass WALT: add and subtract mass WALT: measure capacity and volume in millimetres WALT: measure capacity and volume in litres and millimetres	WALT: find equivalent capacities and volumes WALT: compare capacity and volume WALT: add and subtract capacity and volume WALT: End of block assessment <i>WALT: Flexible content</i>	
Science (IPC)							
Geography (IPC)	<u>Entry Point</u> Using a digital map, what key features of an unfamiliar place would attract a tourist to visit? (Task 1 2:02)	Using a variety of sources, how can I show key information on a map? (Task 2 2:03) How can tourism have a negative impact on a given country? (Task 3)	How can we encourage people to be responsible tourists? (Task 3)	What is a carbon footprint and how is it caused? (Task 4 2:13) How can we measure our carbon footprint using a carbon footprint calculator? (Task 4 2:04)	What are the differences between man-made and natural geographical features? (Task 5) What are the different types of tourism and why are they popular in different locations in Europe? (Task 6)	Using a variety of sources find out how air travel can be disrupted? (Extension task 2:04) What event disrupted air travel significantly in 2010? (Extension task)	
History (IPC)							
Computing	To recognise how text and images convey information	To recognise that text and layout can be edited	To choose appropriate page settings	To add content to a desktop publishing publication	To consider how different layouts can suit different purposes	To consider the benefits of desktop publishing	
RE	What meanings do symbols have?	How is Vaisakhi celebrated?	Why are some places have special meanings to people?	Why do people keep on celebrating ancient events?	What is the role of festivals in the life of Britain today?	What are differences between religious and non-religious celebrations?	

PSHE	Where is staying safe important?	How can you stay safe on the road?	How do you stay safe with fire?	What are the risks with water and how can you stay safe?	How can you stay safe when joining in with activities and visits?	Who keep us safe?	
MFL	How do I say different ice cream flavours in French?	How do I say different ice cream flavours in French?	How do I ask for an ice cream flavour in French?	How can I ask for my ice cream in a cone or tub in French?	How do I order numbers of scoops of ice cream in French?	How do we order ice creams in France?	
PE	SPECIALIST TEACHING						
Music	To be able to sing accurately to a piece of music with an awareness of melody and pitch	To be able to perform following instructions: start, stop, tempo, dynamics	To perform confidently and have a clear understanding of pitch	To create your own graphic score	To create a graphic score to a familiar melody	To perform a well-known song in groups and give feedback	
Art/DT	SPECIALIST TEACHING						