



## Burnt Oak Junior School Medium Term Plan

**Year: 3**

**Term: Summer 2**

**IPC Topic: Scavengers and settlers**

	<b>Week 1</b> <b>6<sup>th</sup> June entry point</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Phonics/ Spelling</b>	Suffix: ation Etymology: para	Suffix: ly Etymology: dict	<b>? Assessment week</b>	Suffix: ly Etymology: dict	The u sound spelt ou Etymology: phon (o)	The u sound spelt ou Etymology: phon (o)	<b>Assessment/Revision</b>
<b>Reading</b>	WALT: reason about the accuracy of a summary WALT: retrieve key details from the text WALT: retrieve key details from the text WALT: retrieve information from across different texts WALT: respond to characters in a text	WALT: explain what is similar and different about two texts on the same theme WALT: infer the author's opinion from a text WALT: infer the purpose of a text WALT: infer if statements are true or false WALT: explain the impact of a text on their own thinking		WALT: use performance to recall key events in a text and summarise the text WALT: scan a text to locate the appropriate place to retrieve information WALT: highlight key information in a text to answer true or false questions WALT: identify the genre of multiple texts which explore a similar theme WALT: respond to the key themes explored across the texts through poetry	WALT: describe a character from their actions and what they say WALT: explain how a character is feeling from their actions and what they say WALT: infer what characters believe from dialogue WALT: identify what a character's response to a dilemma tells us about them WALT: empathise with characters in a story when they are faced with a dilemma	WALT: draw on clues and knowledge to make a prediction WALT: scan and highlight text to answer retrieval questions WALT: draw on prior knowledge to answer retrieval questions WALT: draw on more than one text to develop our personal views on a theme WALT: respond to symbols in a text	WALT: compare known texts by identifying key themes and events WALT: infer details from an extract of an extended narrative WALT: draw conclusions by reasoning about what we know WALT: draw comparisons between characters in different texts WALT: identify qualities of a character they admire
<b>English</b>	WALT: Use inverted commas to punctuate direct speech WALT: Understand how dialogue can be used to move the events in a story forward WALT: Understand how dialogue can be used to show character	WALT: Use a simple story plot for a historical narrative WALT: Use and sustain the correct perspective WALT: Select vocabulary precisely in extended writing WALT: Use dialogue to convey character and action		WALT: Edit for meaning WALT: Use and sustain the correct tense WALT: Explain the impact of vocabulary choices WALT: Edit secretorially WALT: Publish	WALT: Recognise the theme of a poem WALT: Recognise and use poetic devices WALT: Select precise vocabulary to enhance meaning WALT: Use poetic devices WALT: Edit writing for impact	WALT: Use presentational and organisational devices to structure information clearly WALT: Use adverbs to describe how, when and where WALT: Use prepositions to describe how, when and where	WALT: Use conjunctions to vary sentence structure WALT: Use and sustain a formal tone in writing

	WALT: Select vocabulary precisely, including historical references WALT: Use and sustain the correct tense	WALT: Use inverted commas accurately to punctuate direct speech				WALT: Use conjunctions to vary sentence structure WALT: Use language and structures for a formal tone	WALT: Use and sustain a formal tone in writing Use the structure of advanced instructional writing WALT: Edit for meaning and publish
<b>Maths</b>	WALT: use pounds and pence WALT: convert pounds and pence WALT: add money WALT: subtract money WALT: find change End of block assessment	WALT: use Roman numerals to 12 WALT: tell the time to 5 minutes WALT: tell the time to the minute WALT: read time on a digital clock WALT: use a.m. and p.m.	WALT: understand years, months and days WALT: understand days and hours WALT: use hours and minutes as start and end times WALT: use hours and minutes as durations WALT: use minutes and seconds	WALT: understand units of time WALT: solve problems with time End of block assessment WALT: Compare angles. WALT: understand turns and angles WALT: understand right angles	WALT: compare angles WALT: measure and draw accurately WALT: understand horizontal and vertical WALT: understand parallel and perpendicular WALT: recognise and describe 2D shapes	WALT: draw polygons WALT: recognise and describe 3D shapes WALT: make 3D shapes WALT: understand parallel and perpendicular End of block assessment WALT: interpret pictograms	WALT: Draw pictograms WALT: interpret bar charts WALT: draw bar charts WALT: collect and represent data WALT: understand two-way tables End of block assessment
<b>Science</b>							
<b>RE</b>	LQ: How a Christian and non-Christian home compare?	LQ: What happens in church at different times of the week?	LQ: How do different Christians use music to worship God?	LQ: How does the local church help the surrounding community?	LQ: what is the importance of holy communion?	LQ: Why do people stand up against injustice because of their religion?	
<b>PSHE</b>	LQ: What are the main external parts of the body called?	LQ: What is the physical difference between males and females?	LQ: why is it important to value our own body and its uniqueness.	LQ: Why is it important to maintain personal hygiene routines?	LQ: How do illnesses and disease spread?	LQ: What have you learnt and how could you share this with other?	
<b>Geography</b>			LQ: Why and how did settlements become self-sufficient (Geography task 1)				
<b>History</b>	Hook Day LQ: What are the differences between primary and secondary sources? (Task 1)  LQ: What are the differences between fossils and artefacts? (Task 1)	LQ: What is the fossilisation process (Task 1 – Practical)  LQ: How have humans changed over time? (Task 2)  LQ: What can I find out about the Stone Age	LQ: Who was Otzi the ice man and why is he historically important? (Task 3 – presentation of learning)  LQ: Historically, where have people chosen to settle and why? (Task 4)	LQ: Where is Skara Brae and what was it like? (Task 5)  LQ: What artefacts were found at Skara Brae and how do they inform us about life there? (Task 5)	LQ: What artefacts were found at Varna Necropolis and how do they inform us about life there? (Task 6)  LQ: How was are the lives of those at Skara Brae and Varna	LQ: What was the Bronze age and how did the Wessex culture live? (Task 7)  LQ: How were bronze age civilisations the same and different (Task 7)	LQ: What was life like in the Vedic period in India? (Task 8)  LQ: How did the Stone age, Bronze age and Iron age differ / develop? (Task 8)

		using secondary sources? (Task 3)		LQ: Where was Varna Necropolis and what was it like? (Task 6)	Necropolis the same and different? (Task 6)  LQ: What was the Bronze age and how did the Shang Dynasty live? (Task 7)	LQ: What period of time followed the Bronze age and who were the Celts? (Task 8)	LQ: What are the most significant achievements of early civilisations and why?
<b>Art</b>	<b>SPECIALIST TEACHING</b>						
<b>DT</b>							
<b>MFL</b>	I will learn and become more familiar with 5 fruit nouns with their determiners in French.	I will learn and become more familiar with 5 more fruit nouns with their determiners in French.	I will learn how to move singular nouns to plural form in French.	I will learn how to use the structure 'j'aime' (I like) with the fruit nouns.  I will learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns	I will learn and become familiar with 5 vegetable nouns and their plural determiner in French	I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French.  I will learn how to ask for a kilo or half a kilo of a vegetable in French	I will learn how to use the structure 'je voudrais' (I would like) when buying vegetables  I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option.
<b>PE</b>	<b>SPECIALIST TEACHING</b>						
<b>Music</b>	To understand musical form including the AB and ABC forms	To create a short piece of music using musical structure	To understand how to use music sequencing software	To use music sequencing software to create a piece of music in a given form	To edit our compositions on GarageBand	To assess a piece of music, giving comments and suggestions about the structure	To review what we have learnt this unit
<b>Computing/ E- safety</b>	To explain that animation is a sequence of drawings or photographs	To relate animated movement with a sequence of images	To plan an animation	To identify the need to work consistently and carefully	To review and improve an animation	To evaluate the impact of adding other media to an animation	