

Medium Term Plan – Spring 2

Rowans Y3

What the Romans did for us

Subject	Week 1 25/02/19	Week 2 04/02/19	Week 3 11/03/19	Week 4 18/03/19	Week 5 25/03/19	Week 6 01/04/19
Maths	<p>Angles NC – Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three quarters and a full turn. Identify whether angles are greater or less than a right angle.</p> <p>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</p>	<p>Geometry NC – Draw 2D shapes and make 3D shapes out of modelling materials.</p> <p>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</p>	<p>Geometry NC – Recognise 3D shapes in different orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</p>	<p>Time NC – Tell and write the time from an analogue clock including using 12, 24h</p> <p>Cross curricular History Read Roman numerals to 100 and know that over time the numeral system evolved to include zero.</p> <p>Know the number of seconds in a minute, minutes in an hour, hours in a day, days in each month and days in a year and a leap year.</p> <p>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</p>	<p>Time NC – Estimate and read time with increasing accuracy to the nearest minute</p> <p>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</p>	<p>Time NC – Compare durations of events, use terminology relating to time and compare lengths of time.</p> <p>NC – Recall and use multiplication and division facts for the 3, 4, 8 times tables.</p>
English	<p>Non-Fiction writing Information text Life in Britain before the Romans.</p> <p>NC - Discuss a text in a similar style to the</p>	<p>Non-fiction writing Information text The Roman invasion of Britain.</p> <p>NC – Draft and write non-narrative</p>	<p>Fiction writing Quest story Boudicca’s rebellion</p> <p>NC – Compose and rehearse sentences orally progressively</p>	<p>Fiction writing Quest story Boudicca’s rebellion</p> <p>NC - Assess the effectiveness of their own and others</p>	<p>Poetry Riddles</p> <p>NC – Think aloud to explore and collect ideas, drafting and re-reading to check meaning is clear.</p>	<p>Poetry Riddles</p> <p>NC – Learning and performing poetry aloud to peers.</p>

	<p>writing they are planning, to understand and learn from its structure, vocabulary and grammar.</p> <p>Making informative leaflets.</p>	<p>material, using simple organisational devices.</p>	<p>building vocabulary.</p>	<p>writing and suggest improvements. Proof read for spelling and punctuation errors.</p>		
SPaG	<p>NC – Comparing present perfect and simple past sentences.</p>	<p>NC – Recognising Subordinate clauses and changing their position in sentences.</p>	<p>NC – Prefixes ‘dis’, ‘mis’ and ‘un’</p>	<p>NC – Recognising times conjunctions.</p>	<p>NC – Using indefinite and definite articles correctly.</p>	<p>NC – Prefixes ‘anti’ ‘auto’ ‘super’</p>
Guided reading	<p>Oral stories Romulus and Remus Perseus and Medusa Jupiter and the bee</p>	<p>Information retrieval Roman rulers</p> <p>Using reference books The Roman Empire</p>	<p>Asking relevant questions Life in Iron age Britain</p>	<p>Making predictions Queen of the Iceni starting with the day the Romans came I...</p> <p>The Death of King Prasutagus</p>	<p>Using reference books Roman legacies</p>	<p>Roman soldier’s letter Picking up clues from the text.</p>
Science	<p>Animals including humans Food for thought.</p> <p>NC – Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Animals including humans A balanced diet.</p> <p>NC - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Animals including humans Bones and skeletons</p> <p>NC - Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Animals including humans Muscles and movement</p> <p>NC - Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Animals including humans Time to investigate!</p> <p>NC - Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>Record findings using simple scientific language, bar charts, and tables</p>	<p>Animals including humans Personal trainer presentations.</p> <p>NC - Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>Record findings using simple scientific language, bar charts, and tables</p>

Art	<p>Piet Mondrian Cross curricular with Maths. Study of the artist.</p> <p>NC – Learn about great artists.</p>	<p>Cross curricular history Roman shield designs.</p> <p>NC – Use colour, texture, line and shape.</p>				
Computing	<p>Cross curricular with History</p> <p>NC – To search technologies effectively, appreciate how results are selected and ranked.</p>	<p>Cross curricular with History</p> <p>NC – To search technologies effectively, appreciate how results are selected and ranked.</p>	<p>Cross curricular with History</p> <p>NC – Select, use and combine a variety of software to accomplish given goals.</p>	<p>Coding Crazy character algorithms</p> <p>NC – Use logical reasoning to explain how some simple algorithms work.</p>	<p>Coding Sharing sweets algorithms.</p> <p>NC – Use sequence and selection and repetition in programs and work with variables.</p>	<p>Coding Pizza pickle debugging activity</p> <p>NC – To design and debug programs that accomplish specific goals.</p>
History	<p>The Romans Life in Britain before the Romans</p> <p>NC - Develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came); Begin to learn about Iron Age culture.</p>	<p>The Romans The Roman invasion of Britain</p> <p>NC – Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives with regard to the Roman Empire.</p>	<p>The Romans Why the Romans invaded Britain</p> <p>NC - Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives with regard to the Roman Empire.</p>	<p>The Romans The invasion of 43C</p> <p>NC – The Roman Empire and its impact on Britain.</p> <p>Ask historically valid questions and construct answers.</p>	<p>The Romans The battle of Colchester</p> <p>NC - The Roman Empire and its impact on Britain.</p> <p>Understand how knowledge of the past is constructed from sources.</p>	<p>The Romans The legend of Boudicca begins</p> <p>NC - Develop a chronologically secure knowledge.</p> <p>The Roman Empire and its impact on Britain.</p>
MFL	<p>Les animaux</p> <p>NC - Listen attentively to spoken language and show</p>	<p>Les animaux</p> <p>NC – Explore the patterns and sounds of language through</p>	<p>Les animaux</p> <p>NC – Listen attentively to spoken language and show</p>	<p>Les animaux</p> <p>NC - Broaden their vocabulary and develop their ability to</p>	<p>Les animaux</p> <p>NC – Engage in conversations, ask and answer questions.</p>	<p>Les animaux</p> <p>NC – Speak in a sentence using new vocabulary.</p>

