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| Medium Term Plan – Year 3 – Summer 1 Term 5 | | | | | | |
| **Week beginning** | **15th April** | **22nd April** | **29th April** | **6th May** | **13th May** | **20th May** |
| **Computing** | Presenting – Making a Presentation and Adding Media | Presenting – Adding Animation and Timings | Presenting – Create a Presentation | Database – Introducing Databases | Database – Branching Database | Database – Creating a Branching Database on the Computer |
| **History** | Why did the Romans invade and settle in Britain? | How did Britons respond to the Roman invasion? | Why was the Roman army so successful?(part 1) | Why was the Roman army so successful?(part 2) | What do artefacts tell us about life in Roman times? | How did the Romans change modern Britain? |
| **Science** | Compare how things move on different surfaces  Which surface is best to stop you slipping? | Know how a simple pulley works and use making lifting an object simpler  How does the mass of an object affect how much force is needed to make it move? | Notice that some forces need contact between two objects but magnetic forces can act at a distance  Does the size and shape of a magnet affect how strong it is? | Observe how magnets attract and repel each other and attract some materials and not others  Which magnet is strongest? | Describe magnets having two poles  Looking at how a compass works | Predict whether two magnets will attract or repel each other depending on which poles are facing  How have our ideas about forces changed over time? |
| **RE** | What does it mean to be a Christian in Britain today? | What does it mean to be a Christian in Britain today? | What does it mean to be a Christian in Britain today? | What does it mean to be a Christian in Britain today? | What does it mean to be a Christian in Britain today? | What does it mean to be a Christian in Britain today? |
| **DT** | Understanding pneumatics | Designing a pneumatic toy | Making pneumatic toys | Making pneumatic toys | Decorating and assembling my toy | Evaluating my toy |
| **French** | Family and Friends | Family and Friends | Family and Friends | Family and Friends | Family and Friends | Family and Friends |
| **PE** | Forest School & Athletics | Forest School & Athletics | Forest School & Athletics | Forest School & Athletics | Forest School & Athletics | Forest School & Athletics |
| **PSHE** | Feelings and Emotions and Valuing Differences  What does family mean to you? | Feelings and Emotions and Valuing Differences  How families differ from each other | Feelings and Emotions and Valuing Differences  How families differ from each other | Feelings and Emotions and Valuing Differences  How common features of positive family life often include shared experience | Feelings and Emotions and Valuing Differences  How people within families should care for each other and the different ways to demonstrate this | Feelings and Emotions and Valuing Differences  How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe |
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| **Handwriting** | Retrieval on the six joins | Vowel Combinations | Consonant Combinations | Alphabet Adjectives | Perfect Prefixes | Assessment on Writing Without Guidance |
| **Writing** | Information-linked to Topic | Information-Linked to Topic | Information-Fun Write | Dialogue | Dialogue | Dialogue-Fun Write |
| **EPS** | Assessment based on retrial from spring terms | Introduction to paragraphs as a way to group related materials | Headings and sub-headings to aid presentation | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Formation of nouns using a range of prefixes |
| **Spelling** | Recap from spring term Common Exception Words | **Spelling Pattern 1: /k/ sound spelt with ch**  ache  stomach  chameleon  chord  chorus  echo  character  chronic  chemistry  scheme | **Spelling Pattern 2: short /i/ sound spelt with y**  Egypt  pyramid  mystery  symbol  myth  mystic  hymn  system  lyric  typical | **Suffix 4 er/ed/ing -** do not double the final consonant  gardener  gardening  focused  focusing  offering  offered  benefited  benefiting  limited  limiting | **Suffix 5 er/ed/en/ing** -double the final consonant  forgetting  forgotten  beginning  beginner  committed  committing  occurred  occurring  forbidden  preferred | **Statutory words**  **consider**  **quarter**  **remember**  **answer**  **appear**  **early**  **earth**  **heard**  **heart**  **learn** |
| **Guided Reading** | Emily Brown & the Elephant  The Sheep Pig  Nims Island  Llama out loud | Emily Brown & the Elephant  The Sheep Pig  Nims Island  Llama out loud | Emily Brown & the Elephant  The Sheep Pig  Nims Island  Llama out loud | Emily Brown & the Elephant  The Sheep Pig  Nims Island  Llama out loud | Emily Brown & the Elephant  The Sheep Pig  Nims Island  Llama out loud | Assessment |
| **Comprehension** | Comprehension box | Friendships | Romans | Comprehension box | Forces | Assessment |
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| **White Rose Maths** | Length and Perimeter | Length and Perimeter | Fractions A | Fractions A | Fractions A | Fractions B  Assessment |