



Fairview Community Primary School
Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

Year Group: 3
Term: 3 & 4

Curriculum focus:
History – Ancient Egypt

Critical Enquiry Question: What can we learn from the discovery of Tutankhamun's tomb?

End of Unit Assessment Activity: News report

Wow moments: Past productions – Egyptian themed day – Thursday 12th January

Term 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To respond to an illustration. To express my opinion. L.I. To write in the first person and use the past tense.	To express thoughts and feelings. To use nouns. To use a range of descriptive devices (similes). To use contrasting conjunctions. To develop a character using informal language.	To express place using prepositions. To use conjunctions to explain. To write in the style of an author. To use persuasive features.	To use apostrophes for contraction. To punctuate speech accurately. To explore riddles. To compose ideas by selecting appropriate vocabulary. To identify and use fronted adverbials.	To use adverbs to build a rich vocabulary. To use and punctuate fronted adverbials accurately. To respond to a text, making an informed prediction. To identify the features of a newspaper.	To use the features of a newspaper (including speech). To use the features of a newspaper. To use empathy. To edit and improve. To use conjunctions to express time.
Reading	To discuss words and phrases which capture the reader's imagination To identify how language contributes to meaning.	To explore how the authors choice of language contributes to meaning. To read and retrieve information from a fiction text. To draw inferences, using evidence from the text. To use evidence from the text to explain. To retrieve information from non-fiction sources.	To explore the use of vocabulary within a text for meaning. To use inference skills to explore characters within the text. To use freeze-framing to explore characters.	To use evidence from a fiction text to explain. To explore fictional characters using evidence from the text. To use inference skills. To retrieve answers from a fiction text.	To explore characters through language used by the author. To be able to explain the meaning of words in context. To identify main ideas in a text and summarise.	To use inference skills. To explain key themes and characters. To explore and respond to a text. To participate in discussion about a text.
Maths	To count in multiples of 10. To explore related calculations. To use multiplications facts to reason.	To multiply a 2-digit number by a 1-digit number - no exchange. To multiply a 2-digit number by a 1-digit number - no exchange. To multiply a 2-digit number by a 1-digit number - with exchange. To multiply a 2-digit number by a 1-digit number - with exchange. To link multiplication and division.	To divide a 2-digit number by a 1-digit number - no exchange. To divide a 2-digit number by a 1-digit number - flexible partitioning. To divide a 2-digit number by a 1-digit number - with remainders. To explore scaling.	To solve problems in a number of ways. End of unit assessment.	To measure in metres and centimetres. To measure in centimetres and millimetres. To measure metres, centimetres and millimetres To calculate equivalent lengths (metres, centimetres and millimetres).	To compare lengths. To add lengths. To subtract lengths. To measure perimeter. To calculate perimeter. End of unit assessment.
Science	To recognise that we need light in order to see things and that dark is the absence of light	To notice that light is reflected from surfaces.	To recognise that light from the sun can be dangerous and that there are ways to protect your eyes.	To recognise that shadows are formed when the light from a light source is blocked by an opaque object	To find patterns in the way that the size of shadows change.	

[illegible]

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<p>To explore word families.</p> <p>To identify the correct use of apostrophes for possession.</p> <p>To use apostrophes for possession.</p> <p>To use homophones and near homophones.</p>	<p>To identify how commas are use to separate clauses.</p> <p>To use commas to separate clauses.</p> <p>To draw inferences.</p> <p>To develop a setting, using expanded noun phrases to add detail.</p> <p>To progressively build a rich vocabulary.</p>	<p>To use evidence to support my responses.</p> <p>To develop a character, exploring emotions.</p> <p>To use informed predictions to write in role.</p> <p>To use my inference skills to learn about a character.</p>	<p>To use conjunctions to explain.</p> <p>To identify the features of instructions and use imperative verbs.</p> <p>To identify the features of a playscript.</p> <p>To develop a plot through role-play.</p> <p>To use the features of a playscript.</p>	<p>To write and perform a poem using intonation, tempo and volume.</p> <p>To plan for writing.</p> <p>To organise ideas, using subheadings.</p> <p>To consider both points of view in a balanced argument.</p>	<p>To use conjunctions to compare and contrast.</p> <p>To develop a character, writing in the first person.</p> <p>To express a point of view, using apostrophes for contraction.</p> <p>To express a point of view, using empathy.</p> <p>To edit and improve.</p>
Reading	<p>Ll: To explore word meaning.</p> <p>Ll: To identify how vocabulary contributes to meaning.</p> <p>Ll: To retrieve information from a fictional text.</p> <p>Ll: To use inference skills to understand a text.</p>	<p>Ll: To draw inferences, using evidence from the text.</p> <p>Ll: To read and retrieve information from a fiction text.</p> <p>Ll: To explore vocabulary choices within a non-fiction text.</p> <p>Ll: To use a dictionary to find meaning. (extra)</p>	Assessment week	<p>Ll: To read and discuss an archaic text.</p> <p>Ll: To understand the use of vocabulary within an archaic text.</p> <p>Ll: To use evidence from a text to infer.</p> <p>Ll: To retrieve information from an archaic text.</p>	<p>Ll: To recognise synonyms using language from a non-fiction text.</p> <p>Ll: To use non-fiction features to retrieve information.</p> <p>Ll: To infer meaning.</p>	<p>Ll: To explore word meaning.</p> <p>Ll: To identify how vocabulary contributes to meaning.</p> <p>Ll: To retrieve information from a fictional text.</p> <p>Ll: To use inference skills to understand a text.</p>
Maths	<p>To understand the denominators of unit fractions.</p> <p>To compare and order unit fractions.</p> <p>To understand the numerator of non-unit fractions.</p> <p>To understand the whole.</p>	<p>To compare and order non-unit fractions.</p> <p>To explore fractions and scales.</p> <p>To place fractions on a number line.</p> <p>To count in fractions on a number line.</p> <p>To find equivalent fractions on a number line.</p>	<p>To represent equivalent fractions as bar models.</p> <p>To use scales.</p> <p>To measure mass in grams.</p> <p>To measure mass in kilograms and grams.</p>	Assessment week	<p>To find equivalent masses (kilograms and grams).</p> <p>To compare mass.</p> <p>To add and subtract mass.</p> <p>To measure capacity and volume in millilitres.</p>	<p>To measure capacity and volume in litres and millilitres.</p> <p>To find equivalent capacities and volumes (litres and millilitres).</p> <p>To compare capacity and volume.</p> <p>To add and subtract capacity and volume.</p> <p>End of unit assessment.</p>
Science	<p>To compare how things move on different surfaces.</p>	<p>-To notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p>To observe how magnets attract or repel each other and attract some materials and not others.</p>	<p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p>	<p>To describe magnets as having two poles</p> <p>To predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
History	<p>To explain the importance of the correct preparation for the afterlife.</p>	<p>To sequence the stages of mummification</p>	<p>To locate the River Nile on a world map</p> <p>To understand the importance of the Nile</p>	<p>To mention at least 3 or 4 iconic features of the AE civilisation.</p>	<p>To understand there were other major civilisations in the world at the same time as AE</p> <p>To understand what they all had in common</p>	<p>To review what have we learnt about Ancient Egypt.</p>

[illegible]