

Repton Manor Primary School Medium Term Plan

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Greater Depth Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Topic: Chocolate

Year Group: 3

Terms: 3 & 4

Subject - Discrete	Maths					
Unit	Multiplication and division (3 weeks)	Money (1 week)	Assessment week	Statistics (2 weeks)	Measurement (3 weeks)	Fractions (2 weeks)
Concepts	<ul style="list-style-type: none"> • Comparing statements (1 lesson) • Related calculations (1 lesson) • Multiply 2 digit x 1 digit (3 lessons) • Divide 2 digit by 1 digit (5 lessons) • Scaling (3 lessons) • How many ways? (2 lessons) 	<ul style="list-style-type: none"> • Pounds and pence (1 lesson) & Covert pounds and pence (1 lesson) • Add money (1 lesson) • Subtract money (1 lesson) • Give change (2 lessons) 		<ul style="list-style-type: none"> • Pictograms (3 lessons) <ul style="list-style-type: none"> - Interpreting - Problems solving - creating • Bar charts (3 lessons) <ul style="list-style-type: none"> - Interpreting - Problems solving - creating • Tables (3 lessons) <ul style="list-style-type: none"> - Interpreting - Problems solving • creating 	<ul style="list-style-type: none"> • Measure length (2 lessons) • Equivalent lengths – m & cm (1 lesson) • Equivalent lengths – mm & cm (1 lesson) • Compare lengths (1 lesson) • Add lengths (1 lesson) • Subtract lengths (1 lesson) • Length problem solving (1 lesson) • Measure perimeter <ul style="list-style-type: none"> - What is a perimeter? - Measuring perimeter (2 lessons) • Calculate perimeter <ul style="list-style-type: none"> - Adding lengths - Missing lengths • Using perimeter to find lengths 	<ul style="list-style-type: none"> • Unit and non-unit fractions (1 lesson) • Making the whole (1 lesson) • Tenths & Count in tenths (1 long lesson) • Tenths as decimals (2 lessons) <ul style="list-style-type: none"> - What is a decimal - Tenths as decimals • Fractions on a number line (2 lessons) • Fractions as a set of objects (3 lessons)

Subjects - Discrete	MFL	PE - Outdoors	PE - Indoors
Unit	An introduction to the language	OAA linked to Charlie and the Chocolate Factory	Dance (inside and outside)/Invasion Games linked to the Aztecs
Concepts	<p>Mfl will be based on trialling the SALUT scheme of work. Core Unit 1:</p> <p>Introducing themselves Greeting each other, including days of the week Numbers to 10 Introducing members of their family</p>	<ul style="list-style-type: none"> • Develop ability to work with a range of individuals and be part of a team to work together to achieve the same end goal. • To solve problems and explore possibilities such as working out the best method to use cross an area using limited stepping stones, solve a maths challenge by working together. • Find characters from our class text using coordinates on a map. • Use a compass and follow directions, knowing North, South, East and West. • Use a map to find the characters from our class reader. • Finale of an obstacle course which incorporates all the skills that they have used over the term where they need to work together to complete it. 	<ul style="list-style-type: none"> • Co-ordinate and compose a simple routine of movements, moving with purpose and clear co-ordination. • Rehearse a flash mob style routine to convey their big answer to the debate on fair trade. • Phases of the dance to added week on week to reinforce and reflect the learning journey of the chocolate trade. • Ask Simon to film it using his drone (chn will spell out answers and ideas which will be seen from above. • Send and receive a ball in a range of ways. • Develop team work skills • Apply tactics to competitive games using attacking and defensive skills. • Explore a game played by the Aztecs in the past and play an adapted version.
NC objectives	<p>Some children will: Recognise some basic French greetings.</p> <ul style="list-style-type: none"> • Recognise the numbers 1-10. • Respond to some simple classroom instructions. • Respond to some simple questions when prompted with visual cues. • Recognise basic family vocabulary <p>Most children will: Be able to greet each other confidently, and introduce themselves and their family.</p> <ul style="list-style-type: none"> • Understand the numbers 1-10 and use them to say how old they are. • Understand and respond to some simple questions and instructions. • Recognise some words in their written form and pronounce them accurately. <p>Some will progress further: Greet each other confidently and ask and respond to simple questions.</p> <ul style="list-style-type: none"> • Understand the numbers 1-10 and write some or all of them from memory. 	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best • 	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

<ul style="list-style-type: none"> • Be competent at using some classroom language in French. • Recognise most key vocabulary and pronounce them clearly. 		
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Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p>Class Reader: Charlie & The Chocolate Factory</p> <p>SS: Blindfold taste test of different chocolate</p> <p>MM: Making the food of the gods</p> <p>FF: Dance to the shape of the Fairtrade symbol</p> <p>Learning Environment: Classroom turned into Wonka's Factory</p>	<p>BQ1: What makes good chocolate?</p> <p>Big Answer: Own chocolate bar with packaging and jingle</p>	<p>Reading: Charlie and The Chocolate Factory, inference and word meaning focus</p> <p>Writing: diary entry, description & narrative</p> <p>GPS: Prefixes & Suffixes, Prepositions Direct Speech Clauses and phrases Conjunctions Perfect form of verbs Word Class</p> <p>DT: Designing & making chocolate bar, packaging</p> <p>Music: jingles, composing</p> <p>Life skills: healthy eating, hygiene</p> <p>Art: colour mixing, complementary & contrasting colours</p> <p>Science: Plants & functions of plants –chili plant growth.</p>	<p>Art:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>DT:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Cooking</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Music</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations <p>Science</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

			<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Plants:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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			<p>Reading</p> <ul style="list-style-type: none"> - Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. - Retrieve and record information from texts. - Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. - Identify themes and conventions in a range of texts (ongoing) <p>GD</p> <ul style="list-style-type: none"> - Without help, uses detective skills to work out things that are hidden, and use the text to back up their viewpoint. Talks about interesting vocabulary in the text. Explain the effect of words and phrases on the reader, and how they add to the meaning. - When discussing texts, asks sensible questions to deepen their understanding; listen to what others say and think of further things to add or to ask.
	<p>BQ 3: What is fair trade?</p> <p>Big Answer: Fair trade advert using dance steps to create the symbol.</p>	<p>Human geography: trade routes, map making</p> <p>PSHE: equality, dance.</p> <p>Reading: Fair trade (non-fiction) Chocolate cake (Michael Rosen – poetry) The chocolate touch</p> <p>Writing: Persuasive text</p> <p>GPS: Sentence types, word classes, recap apostrophes</p> <p>ICT: Research focus, webquest.</p>	<p>Geography</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>ICT</p> <ul style="list-style-type: none"> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Life Skills</p> <ul style="list-style-type: none"> - I understand the value of money (in context of fair trade) - I can recognise and value the feelings of others especially when working as part of a team. (debating) - I can empathise with other people's emotions. (discussing fair trade issues) <p>Writing</p> <ul style="list-style-type: none"> - I use the perfect form of verbs. (<i>I have written; he has worked hard</i>) - I use conjunctions, adverbs, prepositions to express time and cause. (<i>next, soon, before, after, in, because of</i>)

British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
<ul style="list-style-type: none"> • Understanding that people have a difference of opinion • Use of persuasion to help other people make up their own minds (without coercion) • Discussion about how it is OK to change your mind over an issue • Understanding that a fair way to resolve differences of opinion is to have a vote and go with the majority and that sometimes compromise is necessary. 	<ul style="list-style-type: none"> • Reinforce the importance of rules and the different places we may have rules – class, school, home, country • Teach children to distinguish right from wrong (eg. why is fair trade necessary) • Understand reasons behind laws, that they govern and protect us and others. • Understand the responsibilities that this involves and the consequences when the laws are broken. 	<ul style="list-style-type: none"> • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (in relation to studies on fair trade) 	<ul style="list-style-type: none"> • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other culture • Aztec Gods and polytheism (some religions have more than one god)