



Medium Term Plan to be completed (every old term) and emailed to Head by the beginning of that term.

Class: 3

Teacher: Miss Mison

**Spring: (Time Travelling)**

Subject	Learning Objectives	Activities
Maths	See white rose curriculum attached Abacus	See white rose curriculum planning attached. Abacus Fraction, Percentages and Decimals.
English	<b>SPaG</b> YEAR 5 <ul style="list-style-type: none"><li>- Using modal verbs to indicate possibility.</li><li>- Using commas to clarify meaning.</li><li>- Relative clauses.</li></ul> YEAR 6 <ul style="list-style-type: none"><li>- Using the passive</li><li>- Hyphens</li><li>- Semi colons, colons and dashes.</li><li>- Layout devices.</li></ul>	<ul style="list-style-type: none"><li>- Explore what a modal verb is and look at different ways to group modal verbs. Ranking modal verbs due to possibility.</li><li>- Using modal verbs within own writing, along with previous SPaG taught.</li></ul> <p>Prior learning (Using commas to separate items on a list. Using commas to indicate direct speech. Using commas after fronted adverbials. Using commas to indicate parenthesis).</p> <ul style="list-style-type: none"><li>- Explore the different uses of commas and why they have been used.</li><li>- Use commas within sentences and look at how the meaning changes if they are not in the correct place.</li></ul>



		<p>Relative clauses</p> <ul style="list-style-type: none"><li>- Give information on relative clauses and relative pronouns.</li><li>- Children write own sentences using relative pronouns and underline. (highlight this is multi-clause). Spot the clauses.</li><li>- Using hyphens to avoid ambiguity.</li><li>- Spot the hyphen and suggest why they have been used.</li><li>- Hyphen huddle word cards - children walk around the room finding the word with the hyphen that fits with them.</li><li>- Use hyphens in their own writing.</li></ul> <p>(prior to this lesson recap noun, noun phrases and pronouns).</p> <ul style="list-style-type: none"><li>- Recognise when the sentence is passive or active.</li><li>- Subject, verbs and objects in an active sentence (children then spot these).</li><li>- Passive - subject, past participle and preposition phrase. Go through this, then children highlight in sentences.</li><li>- Changing sentences from active to passive.</li></ul> <p>Semi-colons, colons and dashes.</p> <ul style="list-style-type: none"><li>- Explain the difference between them and show examples.</li><li>- Insert missing punctuation/ write their own sentences with each form of punctuation.</li></ul> <p>Layout devices.</p> <ul style="list-style-type: none"><li>- Explore non-fiction texts and highlight the layout devices - explore what their purposes are.</li><li>- Present a passage of text using the layout devices explored.</li></ul> <p>SPELLINGS:</p> <p>All spellings are linked into handwriting practice. Cold spelling test before the week begins.</p>
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	<ul style="list-style-type: none"> <li>- Words with silent letters.</li> <li>- Words ending in 'ment'.</li> <li>- Adverbs of possibility and frequency.</li> <li>- Spelling challenge words.</li> <li>- Creating nouns using -ity suffix.</li> <li>- Homophones and near homophones.</li> <li>- Ambitious synonyms.</li> <li>- Adjectives ending in -ent, -ence/ -ency.</li> </ul> <p><b>Writing</b></p> <p>See Literacy Shed Plus attached.</p> <p><b>Reading</b></p>	<p>Literacy Shed Plus - see attached.</p> <p>Shared writes - narrative, instructions.</p> <p>Sparkle write.</p> <p>Reading activities</p> <p>Class book - focused questioning within areas of focus (inferring).</p> <p>Guided reading packs.</p> <p>Focussed readers - weekly.</p>
<p>Science</p> <p>Evolution and inheritance.</p>	<p>To be able to understand and identify inherited traits and adaptive traits.</p> <p>To be able to understand adaptations including the idea of random mutations.</p> <p>To be able to explain what evolution is.</p> <p>To begin to understand evolutionary ideas and theories over time; linking this to key evolutionary scientists.</p>	<ul style="list-style-type: none"> <li>- Explore inheritance, thinking about their own families and the traits they recognise from their family members. <a href="#">Understanding how this contributes in making people different and respecting these differences..</a></li> <li>- To re-create the human evolutionary timeline - linking to the scientist Darwin.</li> <li>- Children can watch videos from natural history museum website to explore fossils and natural selection in living animals. <a href="#">Compare skulls and summarise the similarities and differences between them.</a> <a href="http://www.nhm.ac.uk/discover/human-evolution.html">http://www.nhm.ac.uk/discover/human-evolution.html</a></li> <li>- Children to look at pictures of different animals and habitats and</li> </ul>



	<p>To be able to understand and identify the differences between selective and cross - breeding.</p> <p>To be able to examine and understand how fossil give evidence to support evolution.</p>	<p>brainstorm to answer these questions: <i>What are the challenges in this habitat?</i></p> <p><i>How have the animals which live here adapted to survive?</i> Children to design their own creature for a chosen habitat, thinking about diet, home, transport, skin/covering, climate, predator/prey Children can then present their creatures to the class. Discuss the dodo story as an example of maladaptation.</p> <ul style="list-style-type: none"> <li>- Create a detailed animal fact file about an animal of choice (written). Present to the class.</li> <li>- To research and write a bibliography about one of the famous evolutionary scientists (Darwin, Anning or Wallace) (Written, cross link with literacy).</li> </ul>
R.E	<p>To be able to demonstrate an understand a variety of religious beliefs about creation.</p> <p>To be able to sequence and retell the creation stories.</p> <p>To be able to identify some similarities and differences between creation stories independently.</p>	<ul style="list-style-type: none"> <li>- Drama to retell the Judaism and Christianity story of creation. When the evaluate each presentation the children will think about; how are the stories similar/ different? Are the differences important? Do they affect the content of the story? Have they sequenced the story correctly? Have they contained all the relevant information?</li> <li>- Comic strip sharing the Islamic creation story.</li> <li>- Children retell the Hindu creation story (links to literacy narrative writing).</li> <li>- Presentation to the class on Sikh beliefs about creation.</li> <li>- Use scratch I.T programme to recreate Islamic creation story to go along with comic strip.</li> </ul>