Class 3 Medium Term Planning for Summer 2 (2021/22) **TOPIC: ROTTEN ROMANS!**

Subjects	Week: 1 6.6.22	Week: 2 13.6.22	Week: 3 20.6.22	Week: 4 27.6.22	Week: 5 4.7.22	Week: 6 11.7.22	Week: 7 18.7.22
SPELLING	READ WRITE	READ WRITE	READ WRITE	READ WRITE	READ WRITE	READ WRITE	READ WRITE
Mrs Long	INC SPELLINGS	INC SPELLINGS	INC SPELLINGS	INC SPELLINGS	INC SPELLINGS	INC SPELLINGS	INC SPELLINGS
READING	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook	Roman Rescue eBook
Mrs Long							
SPAG Mrs Long	YEAR 3 & 4 ADVERBS, TIME, PLACE AND CAUSE	YEAR 3 & 4 PREFIXES-IN	YEAR 3 & 4 SUFFIXES-ATION	YEAR 3 & 4 CO-ORDNATING CONJUNCTIONS	YEAR 3 & 4 INVERTED COMMAS	REVISION	REVISION
ENGLISH	ROMAN	ROMAN	ROMAN PROJECT	ROMAN	ROMAN	ROMAN	ROMAN
WRITING	PROJECT	PROJECT	CREATE A NON-	PROJECT	PROJECT	PROJECT	PROJECT
Mrs Long/	CREATE A NON-	CREATE A NON-	FICTION BOOK	CREATE A NON-	CREATE A NON-	CREATE A NON-	CREATE A NON-
Ms Osborne	FICTION BOOK	FICTION BOOK	ABOUT THE	FICTION BOOK	FICTION BOOK	FICTION BOOK	FICTION BOOK
	ABOUT THE	ABOUT THE	ROMANS	ABOUT THE	ABOUT THE	ABOUT THE	ABOUT THE
	ROMANS	ROMANS		ROMANS	ROMANS	ROMANS	ROMANS

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Humshaugh First School

MATHS	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	REVISION	REVISION
Mrs Long/	MATHS	MATHS	MATHS	MATHS	MATHS		
Ms Osborne	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER		
	MULTIPLICATION	MULTIPLICATION	FRACTIONS AND	FRACTIONS AND	FRACTIONS AND		
	(MTC)	(MTC)	DECIMALS	DECIMALS	DECIMALS		
	LO-	LO-	LO- Measurement:	LO-	LO-		
	Measurement:	Measurement:	Y3 Mass &	Measurement:	Measurement:		
	Y3 Mass &	Y3 Mass &	Capacity/Temperat	Y3 Mass &	Y3 Mass &		
	Capacity/Temper	Capacity/Temper	ure	Capacity/Temper	Capacity/Temper		
	ature	ature	Y4 Symmetry	ature	ature		
	Y4 Symmetry	Y4 Symmetry		Y4 Symmetry	Y4 Symmetry		
MUSIC	SUMMER	SUMMER	SUMMER	SUMMER	SUMMER	SUMMER	LEAVER SERVICE
Mrs Long	PRODUCTION	PRODUCTION	PRODUCTION	PRODUCTION	PRODUCTION	PRODUCTION	
	HANSEL AND	HANSEL AND	HANSEL AND	HANSEL AND	HANSEL AND	HANSEL AND	
	GRETEL	GRETEL	GRETEL	GRETEL	GRETEL	GRETEL	
					LEAVER SERVICE	LEAVER SERVICE	
COMPUTING	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of
Mrs Long	work	work	work	work	work	work	work
_	Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5
	Programming A-	Programming A-	Programming A-	Programming A-	Programming A-	Programming A-	Programming A-
	Sequence in	Sequence in	Sequence in	Sequence in	Sequence in	Sequence in	Sequence in
	music	music	music	music	music	music	music
SCIENCE	Living Things	Living Things	Living Things and	Living Things	Living Things	Living Things	Living Things
Mrs Carney	and their	and their	their habitats	and their	and their	and their	and their
•	habitats	habitats		habitats	habitats	habitats	habitats
ART	Drawing nests	Drawing nests	Drawing nests	Drawing nests	Drawing nests	Drawing nests	Drawing nests
Ms Osborne			_				_

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DT							
Ms Osborne							
RE	L2.9 What are	L2.9 What are	L2.9 What are the	L2.9 What are	L2.9 What are	L2.9 What are	L2.9 What are
Mrs	the deeper	the deeper	deeper meanings	the deeper	the deeper	the deeper	the deeper
Wilkinson	meanings of	meanings of	of festivals?	meanings of	meanings of	meanings of	meanings of
***************************************	festivals?	festivals?	or restruis.	festivals?	festivals?	festivals?	festivals?
	iestivais:	iestivais:		iestivais:	iestivais:	iestivais:	iestivais:
FRENCH	ilanguages:	ilanguages:	ilanguages:	ilanguages:	ilanguages:	ilanguages:	ilanguages:
Mrs	C'est	C'est	C'est	C'est	C'est	C'est	C'est
Wilkinson	Extending	Extending	Extending	Extending	Extending	Extending	Extending
Wilkinson	sentences with	sentences with	sentences with	sentences with	sentences with	sentences with	sentences with
	aussi	aussi	aussi	aussi	aussi	aussi	aussi
	Numbers 1-15	Numbers 1-15	Numbers 1-15	Numbers 1-15	Numbers 1-15	Numbers 1-15	Numbers 1-15
	Days of the week	Days of the week	Days of the week	Days of the week	Days of the week	Days of the week	Days of the week
	Assessments	Assessments	Assessments	Assessments	Assessments	Assessments	Assessments
	Paris project	Paris project	Paris project	Paris project	Paris project	Paris project	Paris project
						, ,	
PE	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING
Mrs	STRIKING AND	STRIKING AND	STRIKING AND	STRIKING AND	STRIKING AND	STRIKING AND	STRIKING AND
Alderslade	FIELDING	FIELDING	FIELDING	FIELDING	FIELDING	FIELDING	FIELDING
	ROUNDERS/	ROUNDERS/	ROUNDERS/	ROUNDERS/	ROUNDERS/	ROUNDERS/	ROUNDERS/
	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET
HISTORY	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE	ROMAN EMPIRE
Mrs Long	CONTD	CONTD	CONTD	CONTD	CONTD	CONTD	CONTD
J							
PSHE	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION
Mrs Phillips							
		i	l .	l		1	1

APPENDIX 2

Year 3: Detail of content to be introduced (statutory requirement)				
Word	Formation of nouns using a range of prefixes [for example <i>super</i> –, anti–, auto–]			
	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]			
	Word families based on common words , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]			
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for			
Punctuation	example, He has gone out to play contrasted with He went out to play] Introduction to inverted commas to punctuate direct speech			

Terminology for pupils

preposition, conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

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Year 4: Detail of content to be introduced (statutory requirement)				
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]			
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)			
	Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.]			
Text	Use of paragraphs to organise ideas around a theme			
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]			
	Apostrophes to mark plural possession [for example, <i>the girl's name</i> , the girls' names]			
	Use of commas after fronted adverbials			
Terminology	determiner			
for pupils	pronoun, possessive pronoun			
	adverbial			