Class 3 Medium Term Planning for Spring 1 (2021/22) TOPIC: MARVELLOUS MAGIC

Subjects SPELLING Mrs Long	Week: 1 3.1.22	Week: 2 10.1.22 READ WRITE INC SPELLINGS	Week: 3 17.1.22 READ WRITE INC SPELLINGS	Week: 4 24.1.22 READ WRITE INC SPELLINGS	Week: 5 31.1.22 READ WRITE INC SPELLINGS	Week: 6 7.2.22 READ WRITE INC SPELLINGS	Week: 7 14.2.22 READ WRITE INC SPELLINGS
READING Mrs Long	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction	Short Reads Non-fiction
SPAG Mrs Long	YEAR 3 & 4 NOUNS AND PRONOUNS	YEAR 3 & 4 PAST TENSE PRESENT TENSE A OR AN?	YEAR 3 & 4 APOSTROPHES COMPOUND NOUNS INVERTED COMMAS	YEAR 3 & 4 PREFIXES	YEAR 3 & 4 PREFIXES	YEAR 3 & 4 SUBORDINATING CONJUNCTIONS	YEAR 3 & 4 SENTENCE TYPES/ PARAGRAPHS EDITING
ENGLISH WRITING Mrs Long/ Ms Osborne	LITERACY SHED THE WORST WITCH THE WRITE STUFF WIZARDS OF ONCE	LITERACY SHED THE WORST WITCH THE WRITE STUFF WIZARDS OF ONCE	LITERACY SHED THE WORST WITCH THE WRITE STUFF WIZARDS OF ONCE	LITERACY SHED THE WORST WITCH THE WRITE STUFF WIZARDS OF ONCE			

Mrs Long

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MATHS	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE MATHS
Mrs Long/	MATHS	MATHS	MATHS	MATHS	MATHS	MATHS	JL-NUMBER
Ms Osborne	NUMBER	NUMBER	NUMBER	NUMBER	JL-NUMBER	JL-NUMBER	FRACTIONS AND
	ADDITION AND	ADDITION AND	MULTIPLCIATION	MULTIPLCIATION	MULTIPLCIATION	FRACTIONS AND	DECIMALS
	SUBTRACTION	SUBTRACTION	AND DIVISION	AND DIVISION	AND DIVISION	DECIMALS	
	LO-SHAPE, SPACE	LO-SHAPE, SPACE	LO-SHAPE, SPACE	LO-SHAPE, SPACE	LO-MEASUREMENT	LO-MEASUREMENT	LO-MEASUREMENT
	AND MEASURE	AND MEASURE	AND MEASURE	AND MEASURE	LENGTH AND	LENGTH AND	LENGTH AND
					PERIMETER	PERIMETER	PERIMETER
	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-
MUSIC	RECORDER UNIT	RECORDER	RECORDER UNIT	RECORDER UNIT	RECORDER UNIT	RECORDER UNIT	RECORDER UNIT
Mrs Long		UNIT					
	Three Little	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Birds	Three Little	Three Little	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds
		Birds	Birds				
COMPUTING		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
		Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5	Unit 3.5
		Scratch Jr	Programming	Programming	Programming	Programming	Programming
		Watch tutorial	Scratch Jr	Scratch Jr	Scratch Jr	Scratch Jr	Scratch Jr
		Explore the new	Complete a	Complete a range	Design own	Ensure the	Watch and
		programme	range of	of challenges to	animation based	animation has a	evaluate class
		programme	challenges to	become familiar	on Art/DT work	conversation	animations
			-				animations
			become familiar	with the	on Dragons	between	
			with the	programme		characters	
			programme				
00152105							
SCIENCE	Electricity	Electricity	Electricity	Electricity	Electricity	Electricity	Scientist/Inventor
Mrs	Week 1 - What	How can I make	What are	Which materials	Which materials	How should I be	Discoverer lesson
Carney	is electricity and	a bulb light up	switches and	allow electricity	allow electricity	safe around	Thomas Edison
	where does it	in a circuit?	why are they	to flow through	to flow through	electricity?	Michael Faraday

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	come from? Which	Which parts make up a	needed? Practical	them and which don't?	them and which don't? Practical		Joseph Swan
	appliances use electricity and how do they work?	series circuit? Practical investigation.	investigation.		investigation.		
	electricity?						
ART Ms Osborne	Drawing and Painting Charcoal Dragons	Painting Dragon Eyes	Printing Dragon scales				
DT Ms Osborne				Design and build a tree house	Design and build a tree house	Design and build a tree house	TEACHER DAY
RE Mrs	PEOPLE OF GOD (UC)						
Wilkinson	What is it like to follow God? Core						
FRENCH Mrs Wilkinson	ilanguages: Numbers and plurals, Connectives and simple sentences, Gender Memorisation and storytelling	ilanguages: Numbers and plurals, Connectives and simple sentences, Gender Memorisation and storytelling	ilanguages: Numbers and plurals, Connectives and simple sentences, Gender Memorisation and storytelling	ilanguages: Numbers and plurals, Connectives and simple sentences, Gender Memorisation and storytelling			
PE Mrs Alderslade	SWIMMING DANCE						

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HISTORY	Hamilton						
Mrs Long	Trust/Twinkl						
	The Vikings						
PSHE	1 DECISION						
Mrs	KEEPING SAFE						
Phillips							

APPENDIX 2

Year 3: Detail	Year 3: Detail of content to be introduced (statutory requirement)				
Word	Formation of nouns using a range of prefixes [for example <i>super</i> –, <i>anti</i> –, <i>auto</i> –] 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, <i>solve, solution, solver,</i>				
Sentence	dissolve, insoluble] 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 example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]				
Punctuation	Introduction to inverted commas to punctuate direct speech				

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Year 3: Detail	Year 3: Detail of content to be introduced (statutory requirement)		
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		

Year 4: Detail	of content to be introduced (statutory requirement)
Word	The grammatical difference between plural and possessive – <i>s</i> Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I</i> <i>done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths</i> <i>teacher with curly hair</i>) 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, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology	determiner
for pupils	pronoun, possessive pronoun
	adverbial