

# Medium Term Planning Grid and Curriculum Overview

## For Robins ~ Year 3

### First Autumn Term 2018

Science	Art & Design	
<p><b>Forces including magnetism.</b></p> <ul style="list-style-type: none"> <li>We will compare how things move on different surfaces.</li> <li>We will explore how magnets attract or repel each other and attract some materials and not others.</li> <li>We will learn to compare a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>We will learn to predict whether two magnets will attract or repel each other.</li> </ul>	<p><b>Robot Creations!</b></p> <ul style="list-style-type: none"> <li>We will be investigating art in a variety of genres and styles and comparing ideas, methods &amp; approaches in others' work (e.g the work of Eric Joyner and Karl Egenberger.)</li> <li>We will learn about visual elements: texture, line, tone, shape, form &amp; space and collect visual and other information to help us to develop our ideas.</li> <li>We will use a range of materials &amp; processes ( paints, pastels, painting on material) and question, make observations &amp; select ideas to use in own work.</li> <li>We will learn about materials &amp; processes and the role and purposes of artists.</li> <li>We will be generating ideas for products, thinking about who will use them and what they will be used for then developing these ideas and explaining them clearly by communicating our design ideas in different ways.</li> <li>We will be designing, making and evaluating a robot with flashing eyes, a moveable robot arm and using simple junk modelling techniques to create our robot of the future.</li> </ul>	
English: Spoken, Reading, Writing, Spelling	THEME	Mathematics
<p><b>Poetry:</b></p> <p>Poems with a structure – For our poetry topic we will be studying 'The Coming of the Iron Man' by Brenda Williams which focuses on the opening of 'The Iron Man by Ted Hughes. We will be answering questions about the key text, reviewing our knowledge of adjectives, verbs, adverbs and similes to describe, asking questions about character and finally putting it all together to write a poem with the repetitive structure modelled by Brenda Williams in her poem.</p> <p><b>Narrative:</b></p> <p>For our narrative topic, we will be looking closely at The Iron Man by Ted Hughes. We will be exploring the ways in which language is used to engage the reader, modelling these techniques in our own description of a setting using atmosphere from the novel and exploring the themes linked to the actions of the characters in the novel. In our Reading, we will develop our understanding of characters' feelings, using inference to evidence our deductions and predictions. Careful use of vocabulary will help us to write an effective setting description and a problem paragraph which we will explore through drama activities and art.</p> <p><b>Non-Fiction:</b></p> <p>We will be learning about discussion texts and how they structure arguments for and against. We will be learning how to offer reasons and evidence for our views, how to identify the main points of each speaker, how to compare our arguments and how they are presented, We will be able to work collaboratively to present a reasoned argument and give our opinions.</p> <p>Cross-curricular writing will include Evaluating robot toys, writing a letter to the Iron Man to give him advice, writing up our magnets investigation in Science, writing invitations to a</p>	<p><b>How will our culture influence robots of the future?</b></p> <p><b>What do we know about our own culture?</b></p> <p>No. of weeks: 7</p> <p><b>SPECIAL EVENTS</b></p> <p>Meet and Greet Parents Evenings</p>	<p><b>Place Value:</b></p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 50 and 100</p> <p><b>Multiplication and division:</b></p> <p>Add and subtract numbers mentally, including: a three digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>
	<b>Computing</b>	

<p>robot dance performance, designing and presenting a metal menu for the Iron Man, writing a persuasive paragraph to promote our robot of the future, evaluating our moving robot in Design and Technology and writing gallery reviews as art critics of the works of Eric Joyner and Karl Egenberger.</p> <p><b>Spelling:</b> Weekly spelling work for this half term will focus on consolidating our phonic knowledge from previous year groups. This will include alternative spellings for known sounds previously learned such as long vowel sounds and double consonant word endings. We will also be developing our knowledge and use of grammar to support our writing across the curriculum for example, punctuating sentences correctly including the use of speech marks.</p>		<ul style="list-style-type: none"> <li>We will be learning how to keep ourselves and others safe when using technology, and how to respond to cyberbullying.</li> <li>We will be putting programming commands into a sequence to achieve a specific outcome by solving open-ended problems, using repeat commands, describing the algorithm necessary for a simple task and by testing our programs and recognising when we need to debug them.</li> </ul>
<b>Geography/ History</b>		<b>RE</b>
<p><b>World's countries and environment:</b></p> <ul style="list-style-type: none"> <li>We will locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. We will focus on the country of Japan &amp; compare it to the UK</li> <li>We will identify how and why places &amp; their industries have changed &amp; how they may change in the future</li> </ul> <p><b>History: Local and Changes over time</b></p> <ul style="list-style-type: none"> <li>We will be investigating how jobs in our local area have changed over time due to developments in technology and placing changes into periods of time.</li> <li>We will be developing our understanding of chronology &amp; scientific development over time by looking at robot toys of the past and how they have developed. We will be looking at objects/artefacts, dating them and studying the impact of technological changes since 1930.</li> </ul>		<p><b>What do different people believe about God?</b></p> <ul style="list-style-type: none"> <li>We will identify beliefs about God that are held by Christians, Hindus and Muslims.</li> <li>We will retell and suggest the meanings of stories from sacred texts about people who encountered God.</li> <li>We will describe some of the ways in which Christians, Hindus and/or Muslims describe God.</li> <li>We will ask questions and suggest some of our own responses to ideas about God.</li> <li>We will suggest why having a faith or belief in something can be hard</li> <li>We will identify how and say why it makes a difference in people's lives to believe in God.</li> <li>We will identify some similarities and differences between ideas about what God is like in different religions.</li> <li>We will discuss and present our own ideas about why there are many ideas about God and express our own understanding of God through words, symbols and the arts.</li> </ul>
<b>Languages</b>	<b>PE</b>	<b>Music</b>
<p><b>Mandarin:</b> We will continue to have support from Mandarin teacher.</p>	<p><b>Gym - Tuesday</b> We will be making sequences using a variety of jumps, rolls, spins etc developing flexibility, strength, technique, control, coordination and balance.</p> <p><b>Swimming - Thursday</b> We will learn to swim competently, confidently and proficiently over a distance of at least 25m.</p>	<p><b>Listen and Response</b></p> <ul style="list-style-type: none"> <li>We will learn to listen with attention to detail and recall sounds with increasing aural memory.</li> <li>We will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>