
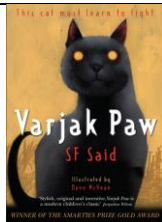

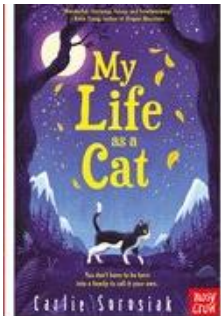
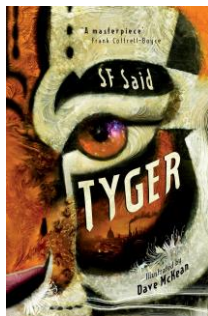
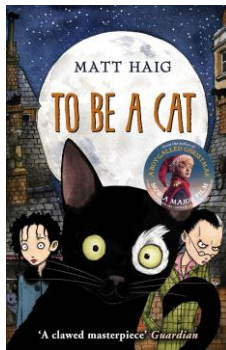
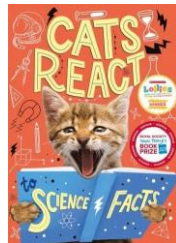


<div></div> <div>Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>			<div>TLC Text: Varjak Paw S. F. Said</div>			<div></div>	<div>TLC Hook: Cats Protection Visit Walk around Downham</div>		<div></div>
Year Group: 3		Term: Summer 2							
Autumn Half Term 2									
	Week 1	Week 2	Week 3	Week 4	Week 5 Assessments	Week 6 Assessments	Week 7		
English	Visit from Cats' protection To identify features of a non-chronological report. To research the needs of cat. To identify key features in a WAGALL	To use shared writing to structure the non-chronological report. To use persuasive and formal language.	Author Write – non-chronological report on cats. To identify the key features of a WAGALL, creating a success criteria. Boxing up events from a story.	To edit a story map with their own changes. To identify information about the key characters. To choose a setting and create a word bank.	To use drama to retell a story. To write the introduction to a story (including characterisation). To write the main part of a story (including problem and resolution). READING ASSESSMENT	To write the concluding paragraph. To structure a story using a beginning, middle and end. Author Write – narrative – Jalal's adventure	To write a guide for the new year 3.		
Grammar & Punctuation	To use adverbs Apostrophes for contraction	To use paragraphs, formal language, imperative verbs and contractions.	To use paragraphs, formal language, imperative verbs and contractions.	To use adjectives. To use commas in lists.	To use speech punctuation accurately. GRAMMAR ASSESSMENT	To use commas in lists. To use speech punctuation accurately.	To use imperative verbs.		
Spelling	T apply words from the statutory spelling list and revise all aspects learnt this half term. Assess children's knowledge of words from the statutory spelling list.	Teach and practice the sound 'u' spelt 'ou'.	Apply the sound 'u' spelt 'ou'. Look at words ending in the 'sh' sound made by 'sion'.	Teach and practice homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign).	Apply the spelling of homophones previously taught. Proofread work containing previously learnt spellings and those within the statutory spelling list. SPELLING ASSESSMENT	Apply words from the statutory spelling list and revise all aspects learnt this half term. Assess children's knowledge of words from the statutory spelling list.	To review spelling patterns covered during the year.		
Maths <i>Fractions, Decimal & Percentages</i> <i>Geometry</i>	To understand time in relation to years, months, days, hours, minutes and seconds.	To look at units of time and solve problems involving them. End of unit assessment	To look at turns and angles. To understand right angles. To compare, measure and draw angles.	To identify horizontal, vertical, parallel and perpendicular lines. To recognise and describe 2D shapes. To draw polygons.	To recognise and make 3D shapes. To interpret and draw pictograms. To interpret and draw bar charts.	To collect and represent data. To use two-way tables. ARITHMETIC AND REASONING ASSESSMENT	To practice times tables. To review use of column method for addition and subtraction.		
Science <i>Light and Dark</i>	To recognise that they need light in order to see things and that dark is the absence of light. To recognise natural and man-made light sources. To explore that they need light in order to see things	To notice that light is reflected from surfaces. To record and present data.	To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To explore the type of shadows formed by transparent, translucent and opaque objects blocking the light.	To find patterns in the way that the size of shadows change depending on the distance from the light source. TAPs Assessment	To find patterns in the way that the size of shadows change. To investigate shadows from the sun at different times of the day.	To present data in different ways and draw conclusions.	To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes		
Design & Technology <i>Shadow puppets</i>	<i>Please note that additional time is dedicated to DT lessons in the second part of the half-term to ensure we cover all objectives effectively.</i>			To explore and discuss the purpose of shadow puppets in storytelling.	To design a shadow puppet using simple sketches and annotations.	To create a shadow puppet using selected materials and tools. To test the puppet's effectiveness by observing the shadows it creates.	To evaluate and improve their puppet design if necessary.		
Art <i>Laurel Birch Pop Art</i>	To learn about Laurel Burch as an artist and her unique style and describe artwork.	To sketch a cat design inspired by Laurel Burch's artwork.	To carefully apply colour and pattern techniques to enhance their designs.	<i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i>					

	key features of her cat artwork. To express opinions about her art using art vocabulary.	To experiment with patterns and shapes in their sketches.	To evaluate their work and discuss what they have learned.				
Music <i>Fly with the Stars</i>	To begin to learn the chord structure and changes of the verse of Fly with the stars through movement work.	To Play crotchet/quaver patterns using notes A and C with the backing track.	To Sing the call-and-response song Tongo with solo parts accompanied by a drone	To Identify the chord changes of the song through movement work.	To explore accompaniment ideas to add to the song such as chords and rhythm parts. To Practise the musical components of the song they have developed so far		
MFL (French) <i>Les Glace</i> <i>Les Fruits</i>	To specify whether they would like their ice-cream in a cone or a small pot/tub.	To consolidate all vocabulary taught so far in the unit and progress to learning how to specify how many scoops they would like.	To recognise and recall 10 fruit nouns with the correct articles/determiners in French.	To use the structure 'j'aime' (I like) with the fruit nouns.	To use the structure 'je n'aime pas' (I do not like) with the fruit nouns.	To change singular nouns into the plural form.	To complete an end of unit Assessment
Outdoor P.E. <i>Athletics</i>	To develop the sprinting technique and improve on your personal best.	To develop changeover techniques in relay events.	To develop jumping techniques in a range of approaches and take of positions.	Preparation for sports day. KS2 sports day.	To develop throwing for distance and accuracy.	To develop throwing for distance in a pull throw.	To develop officiating and performing skills.
Indoor P.E. <i>Swimming</i>	The children will complete 10 swimming lessons, across one full term, focusing on three broad objectives: to swim 25 meters unaided (any stroke), to perform a self-rescue and to swim three different strokes – front crawl, back stroke and breaststroke.						
R.E. <i>Why is water symbolic?</i>	To investigate water's symbolism and role in Christian baptism.	To explore the significance of water at the Hindu Kumbh Mela festival.	To explore why water is considered precious by analysing quotes and actions.	To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony.	To explore the symbolism of fire in different Hindu ceremonies.	To explore how fire can represents both destruction and renewal in some Hindu ceremonies.	To explore the significance of fire in the Zoroastrian worldview.
Computing	To create an online survey	To collect data online	To collect data online	To analyse and evaluate data	To analyse and evaluate data	To present data	To preset date
Life Skills (PSHE & RSHE) To understand how to put together a budget	To understand why we have rules and the consequences of breaking rules at school and home To understand the different ways to pay for things and why people might choose them	To understand the different ways to pay for things and why people might choose them	To understand how to put together a budget	To recognise that money has an impact on how we feel	To begin to recognise how ethics can influence our spending decisions	To understand that there are a range of jobs available and to think about what job they might want to do	To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.
History Changes in local area.	To create a timeline of key changes in Downham Market	To observe and describe key historical buildings in Downham Market. Trip around Downham.	Explore the significance of St. Winnold's Fair in shaping medieval life and trade in Downham Market.	To understand how Downham Market changed during the Victorian period, focusing on the railway and the "Gingerbread houses."	To describe how community life in Downham Market has changed from medieval times to the present.	To evaluate how Downham Market has changed and stayed the same over time.	End of Unit Assessment.

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.
Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
My life as a cat Carlie Sorosiak	The Outlaw Varjak Paw S. F. Said	Tyger S. F. Said	To Be A Cat Matt Haig	Toto the ninja cat and the superstar catastrophe Dermot O'Leary	Cats react to science facts Izzi Howell	Cats – understanding your whiskered friend Dr. John Bradshaw