



Hillcrest Primary School

Medium Term Plan

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.

TLC Text: Iron Man



TLC Hook: Making a Movie Trailer for their robot creation.

Year Group: 3

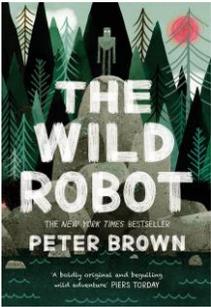
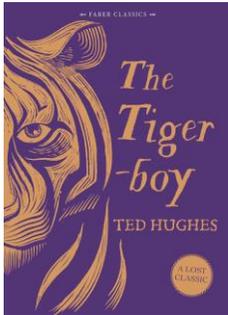
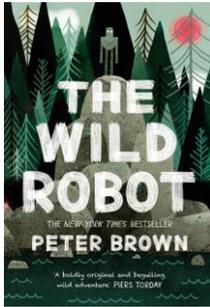
Term: Spring 1

Spring Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To read the story. To describe the characters. To draw a scene. To show the change in feelings towards the main character.	To look at and rehearse a model text. To work together to create a shared write of a character description. To write a first draft of a character description. To edit and review.	Author Write - Character description To look at a model text and pick out features of a letter. To understand persuasive devices.	To sentence map a model text to learn sentence structure. To work together to create a share letter.	To write a first draft of our own persuasive letter. To review, edit and improve upon our drafts. Author Write – Persuasive letter	To watch 'The Iron Giant' and make comparisons between the book and the movie.
Grammar & Punctuation	To use possessive apostrophes. To use multi-clause sentences.	To use expanded noun phrases. To use prepositions.	To use persuasive devices To use contractions.	To use fronted adverbials. To use adverbs and prepositions.	To read and edit work. To use pronouns.	To propose changes to grammar and vocabulary.
Spelling	To spell contracted words with apostrophes.	To spell words using the 'ch' digraph as a 'sh' sound.	To spell words ending with 'ure' and 'sion'.	To spell words ending the with suffixes 'ly' and 'less'.	To spell a selection of the year three tricky words.	Words beginning with the prefixes 'auto' and 'super'.
Maths <i>Multiplication and Division Fractions</i>	To recognise multiples of 10. To explore the relationship between multiplication and division facts. To multiply 2 digit by 1 digit numbers with exchange.	To understand how multiplying and dividing by 10 affects answers. To solve division problems involving remainders. To understand scaling using bar models.	To measure in m, cm and mm. To work out equivalent lengths (m to cm)	To work out equivalent lengths (cm to mm). To compare, add and subtract lengths. To understand perimeter.	To measure and calculate perimeter. New Unit – Fractions To understand the denominators of a fraction. To compare and order unit fractions.	To understand the numerators of non unit fractions. To understand the whole. To compare and order non-unit fractions. To understand factions and scales.
Science <i>Working Scientifically Forces</i>	Notice that some forces need contact between two objects To compare how things move on different surfaces. Asking questions	To compare how things move on different surfaces. Making observations	TAPs Assessment: To compare how things move on different surfaces Presenting data	To compare how things move on different surfaces Drawing conclusion	To observe how magnets attract or repel each other and attract some materials and not others. Asking questions	To observe how magnets attract or repel each other and attract some materials and not others. Making observations
Art	To look at how light and shadow affects colour.	To draw observational sketches thinking about light and shadow.	To draw The Iron Man in the style of Chris Mould.	<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>		
Music	To begin to learn the song Latin dance. To get the rhythms of salsa into their bodies through movement.	To learn to play the chords of A minor and F major. To practise the first step of the salsa dance	To revisit the song Tongo, working in small groups to sing in call-and-response, and invent and add a drone to their performance.	To learn about the music and dances of Cuba. To practise playing the chords A minor and F, and accompany singing.	To invent short rhythm patterns to add to the instrumental sections. To practise playing in the instrumental sections and singing the choruses.	To play, sing, dance (or any combination of these things) in a class performance of Latin dance.
MFL (French)	To learn how to recognise, recall and remember 5 common instruments	To learn how to recognise, recall and remember a further 5 different instruments	To consolidate all 10 instruments learnt, with a particular focus on the spellings.	To further consolidate all 10 instruments, with a particular focus on the role of the definite article/determiner.	To learn the verb 'to play (an instrument)' in the 1st person singular, with the aim of being able to form a short sentence with the instrument nouns	To revise and consolidate all language covered in the unit and complete the end of unit assessment.

Geography	To understand borders and boundaries of countries and cities.	To name and locate the main rivers and seas in the UK.	To name and locate counties of the UK.	To name and locate areas of high ground in the UK.	To understand what coastal erosion is and how it impacts the UK.	To revise and consolidate learning covered and complete end of unit quiz.
Outdoor P.E. Fundamentals	To develop balance and apply it to other fundamental movement skills.	To understand how the body moves differently at different speeds.	To develop technique when changing speed.	To develop agility using a change of speed and direction.	To develop technique and control when jumping, hopping and landing.	To apply fundamental skills to a variety of games.
Indoor PE Dance	To use straight pathways and clear changes in direction in a dance.	To use canon and unison to make our dance look interesting.	To use formations, canon and unison to make our dance look interesting.	To remember, repeat and create actions around a theme	To understand and use formations	To structure a dance to represent a theme.
R.E.	To explore some key Jewish beliefs about scripture by looking at religious practices, art and writings.	To explore beliefs about scripture by looking at the Torah and the Chumash.	To make connections between beliefs about the Qur'an and the Hadith and their use.	To identify similarities and differences between Jewish and Christian scripture.	To recognise the value of the Bible by exploring how and why some Christians use it.	To reflect on learning about scripture and its importance in religion.
Computing						
Life Skills (PSHE & RSHE)	To understand the role I can take in an emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.	To understand that not all emails are genuine.	To understand the choices people make and those which are made by others

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
					
The Wild Robot Peter Brown	The Iron Woman Ted Hughes	The Tiger Boy Ted Hughes	The Wild Robot Peter Brown	Scrap Guy Bass	DK Find out! Robots Dr Nathan Lepora
					
					Everything Robotics Jennifer Swanson