

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: 'Make a giant robot' competition

Year Group: 3 Term: Summer 1

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Summer Half Term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Half Term	Week 6
English	To create vocabulary walls describing the Iron Man and look at WAGOLLs to expand our descriptive vocabulary. To uplevel sentences to compound and complex.	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 correctly punctuate speech. To use our senses to describe a setting. To use ambitious descriptive vocabulary. To plan a sequel story.	To use coordinating and subordinating conjunctions. To look at the use of language and punctuation to create suspense.	To write a first draft of a sequel story. To review, edit and improve upon our drafts. Author Write - Narrative		To watch 'The Iron Man' 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 punctuate speech. 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 continue to develop strategies for spelling words from the statutory spelling list.	To teach and practice the sound 'u' spelt 'ou'.	T apply the sound 'u' spelt 'ou'. Look at words ending in the 'sh' sound made by 'sion'.	To teach and practice homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign).	To apply the spelling of homophones previously taught. Proof read work containing previously learnt spellings and those within the statutory spelling list.		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.
Maths Fractions of amounts/ Money/ Time/ Shape	To add and subtract fractions. To partition the whole. To understand unit and non-unit fractions of amounts. To reason with fractions of amounts. End of unit assessment.	To understand and convert pounds and pence. To add and subtract money. To find change. End of unit assessment	To understand Roman numerals to 12. To tell the time to 5 and 1 minute intervals. To read time on a digital clock and use a.m. and p.m.	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.
Science Magnets and forces	To describe magnets as having two poles.	To notice that some forces need contact between two objects, but magnetic forces can act at a distance.	To predict whether two magnets will attract or repel each other, depending on which poles are facing.	To observe how magnets attract or repel each other and attract some materials and not others.	To investigate how magnets attract or repel each other.		Start Light unit.
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.	Please note that addition	onal time is dedicated to Art lessons in the first part of the half-term to ensure we objectives effectively.		erm to ensure we cover all
Music Samba with Sérgio	To learn about Brazilian carnival, samba, and Sérgio Mendes		Tp feel the beat and move in time with the music of Magalenha.		To discover that using word rhythms, and the voice, are important ways to learn to play percussion instruments.		
MFL (French) Les Glace (Ice cream)	To recognise, recall and spell five different ice-cream flavours in French	To recognise, recall and spell a further five different ice-cream flavours in French.	To apply their knowledge of the ten different ice-cream flavours in French to the structure 'I would like' along with the conjunction 'and'.	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 revise and consolidate all language covered in the unit and complete the end of unit assessment.
Outdoor P.E. Cricket	To learn how to score points in a striking and fielding game.	To develop batting to score points.	To develop fielding skills to limit the batter's score.	To understand the role of a bowler.	To develop my understanding of tactics and begin to use them.		To apply skills and knowledge to play games using cricket rules.
Indoor P.E. Swimming	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. Why is water symbolic?	To explore how water is important to life practically and symbolically	To explore the significance of water in rituals.	To analyse the importance of water in some Christian, Jewish and Muslim stories.	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.
Computing		To plan a survey based on a topic.	To develop questions for the survey.	To create an online survey.	To collect data online.	To analyse and evaluate the data collected.
Life Skills (PSHE & RSHE) Citizenship (cont)	To understand the groups which make up the community	To understand that charities care for others and how people can support them	To begin to understand how democracy works in the local area	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 how to put together a budget

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	Supplementary Texts Same Author		Readers also liked		Non-Fiction	
THE TOURS TO THE TOUR	Ted Hughes Iron Woman	The Tiger -boy	THE WILD ROBOT TO BE SET TO THE S	SCRAP GUY BASS GUYMITE IT ACETA TRANSPORT	what dayou want to find out? Ten facts, Amazing Pictures, Quizzes	EVERYTHING ROBOTICS
	The Iron Woman	The Tiger Boy	The Wild Robot	Scrap	DK Find out!	Everything
	Ted Hughes	Ted Hughes	Peter Brown	Guy Bass	Robots Dr Nathan	Robotics Jennifer
					Lepora	Swanson