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| Medium Term Plan-Class 3 Summer 2-Term 6 | | | | | | | |
| **Week beginning & Subject** | **5th June** | **12th June** | **19th June** | **26th June** | **3rd July** | **10th July** | **17th July** |
| **Computing-**  **Coding** | Algorithms | Collision Detection | Using a timer | Different object types | Buttons | coding | Assessment |
| **Geography** | Continents-Retrieval from previous terms | Extreme weather | Extreme weather | Extreme weather | Oceans | Oceans | Assessment |
| **Science-** | Living things and their habitats  Living, dead and never alive | What habitats have we got in our local area | Mirco Habitats | What habitats are around the world | How we can help habitats | Food chains | Assessment |
| **RE** | What do Christians believe about caring for people | What do Christians believe about caring for people | How some people shown they cared? The golden rule an encouragement to care? | How some people shown they cared? The golden rule an encouragement to care? | What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world | What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world | Assesment |
| **Art** | Introduction- to introduce vocab-Walk around looking at local buildings | Looking at different sculptures and how sculptures join | To make a design | To follow the design | To add details to your sculpture | To paint your building | What went well and what can I improve |
| **French-** | Madame Ash | Madame Ash | Madame Ash | Madame Ash | Madame Ash | Madame Ash | Madame Ash |
| **PSHE-**  **Wilder World** | how jobs help people earn money to pay for things they need and want | about a range of different jobs, including those done by people they know or people who work in their community | how people have different strengths and interests that enable them to do different jobs | how people have different strengths and interests that enable them to do different jobs | how people use the internet and digital devices in their jobs and everyday life | In the future… | Transition -all about me |
| **ENGLISH** | | | | | | | |
| **Handwriting** | I can use diagonal joins when joining three letters  Ilk, air, ell-To write common exception words | I can use diagonal joins when joining three letters  Ilk, air, ell - To write common exception words | I can join difficult double letters  I can use horizontal joins- To write common exception words | I know when to break the letters x and z- To write common exception words | I can write break letters- punctuation focus- To write common exception words | I can use diagonal and horizontal joins- To write common exception words | WriteWell challenge |
| **Phonics** | Assessment | TI(SH) A potion for a taxi | I(CEW)-Wild Explores | Homophones, Vowel suffix | Vowel suffix double Y to I-Rules | Consonants, prefix, suffix | Assessment |
| **Word reading** | Assessment-Phonics and common exception words-To read and write | I can say a sound for more than 40 letters or groups of letters | I can say a sound for more than 40 letters or groups of letters | I can read new words correctly by blending the letter and letter group sounds I have been taught | I can read words of more than one syllable using sounds that I have been taught | I can use letter sounds to work out and read new words | Assessment |
| **Comprehension** | Assessment | I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others | I can enjoy reading and discussing the order of events in books and how items of information are related | I can retell some of a story I know when being read to by an adult | I can join in with words when I can guess what is coming next-inference | I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features | Assessment |
| **Writing** | Recount-Writing assessment | Non-chronological reports | Non-chronological reports-Fun Write | Newspaper report/Descriptions | Newspaper report/Descriptions | Fun write- News Paper/Descriptions | All about me-transition |
| **EPS** | Assessment-retrieval of previous terms | Contractions-do not- don’t | Using nouns with ‘ness’ and ‘er’ | Using adjectives with ‘ful’ and ‘less’  Using adjectives with ‘er’ and ‘est’ | Using adjectives with ‘ful’ and ‘less’  Using adjectives with ‘er’ and ‘est’ | Assessment- |  |
| **Spelling** | h/r/  write written wrote wrong wrap wrist wriggle wreck wrinkle wrestle | Ai/y/  cry fly dry try reply July spy fry supply magnify | Es/y/  flies tries replies copies babies carries cries spies supplies magnifies | s/spelt c before e, I and y  all ball call walk talk always mall fall tall natural | Exception words  last past father class grass dad plant path bath hour make | Consolidating from this half term’s spellings  this have try wrong supply replies carries always natural plant |  |
| **Guided Reading-**  **Phonic books**  **The Secret Garden and The Curious Garden** | I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say | I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say | I can answer and ask questions | I can answer and ask questions | I can discuss my favourite words and phrases | I can discuss my favourite words and phrases | Book review |
| **Maths** | | | | | | | |
| **White Rose** | Length/height | Length/height | Position/Direction | Position/Direction | Statics | Statics | Assessment |
| **PE** | Athletics  Striking and fielding | Athletics  Striking and fielding | Sports Week  Sports Day | Athletics  Striking and fielding | Athletics  Striking and fielding | Athletics  Striking and fielding |  |
| **Music** | Mrs Stroud | Mrs Stroud | Mrs Stroud | Mrs Stroud | Mrs Stroud | Mrs Stroud | Mrs Stroud |