



Term 4 Medium Term Plan 2020 – YEAR 3

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English	Persuasive writing <ul style="list-style-type: none"> • Discussing example texts • Looking at features • Collecting vocabulary used in Persuasive writing 	Persuasive writing <ul style="list-style-type: none"> • Discussing features of tv adverts • Create word bank for own product • Plan and write a TV advert 	Persuasive writing <ul style="list-style-type: none"> • Use skills learnt to write final independent piece • Use knowledge from cross curricular learning 	Haiku	Take one Book – The Egyptian Cinderella Story writing <ul style="list-style-type: none"> • Compare and contrast traditional tale • Retell key events in story 	Take one Book – The Egyptian Cinderella Story writing <ul style="list-style-type: none"> • Plan and write traditional story • Edit and improve

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
GRAMMAR	Coordinating and subordinating conjunctions Adjectives Rhetorical questions	Coordinating and subordinating conjunctions Adjectives Rhetorical questions	Coordinating and subordinating conjunctions Adjectives Rhetorical questions	Personification Simile Metaphors	Sentence starters Direct speech Nouns and pronouns	Sentence starters Direct speech Nouns and pronouns Editing

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Maths	Measure and compare lengths in mm, cm and m.	Add and subtract lengths.	Measure perimeter of 2D shapes.	Fractions Unit and non-unit fractions Equivalent fractions	Fractions Adding fractions	Fractions Subtracting fractions

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RE	<p>Lent</p> <p>To be able to understand that lent is a time of change when we get ready for Easter</p> <p>Look for signs of new life around school discuss how they make you feel.</p> <p>To draw symbols of new life</p>	<p>Lent</p> <p>To be able to explore the meaning associated with receiving the ashes on Ash Wednesday.</p> <p>Children create a collage or stained glass window identifying signs and symbols of lent including ashes and the words “Repent and believe in the Gospel”</p>	<p>Lent</p> <p>To know the act of contrition and identify what it tells us about God. (“O my God, because you are so good...”)</p> <p>Design a poster advertising support for the chosen Lentern charity CAFOD</p>	<p>Lent</p> <p>To be able to know that the miracles of Jesus showed God’s love and forgiveness, which enable people to change.</p> <p>Miracle of the widow of Nain’s Son</p> <p>Children to draw accurate pictures detailing the scene of the widow of Nain’s son. They can go on to add labels and captions to their picture.</p>	<p>Lent</p> <p>To be able to know the miracles of the healing of the paralysed man</p> <p>Children role play the story, freeze framing at certain points and think about what questions could be asked.</p> <p>Create a diary entry or series of pictures to show what happened to the man after he was cured.</p>	<p>Holy week</p> <p>To be able to explore how Jewish people pray and understand why it is important to them.</p> <p>Children write prayers of thanksgiving For example Blessed be God, who makes the world.</p>
ART/DT	To be able to design a canopic jar	To be able to sculpt a canopic jar from clay	To be able to sculpt a canopic jar from clay	To be able to paint a canopic jar	To be able to paint a canopic jar	I can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.
COMPUTING	To be able to understand the terminology around databases	To be able to compare paper and computerised databases	To be able to sort, filter and interpret data	To be able to represent data in different ways	To be able to sort data for a purpose	To be able to evaluate own learning on databases
SCIENCE	To be able to explore the requirements of plants for life and growth	To be able to identify fruit and vegetable as different parts of a plant	To be able to investigate and explain how water is transported in plants	To be able to understand there are 7 life processes common to all living things	NEW TOPIC – LIGHT	To be able to understand that light is reflected from surfaces

GEOGRAPHY	<p><u>To be able to compare similarities and difference between Egyptian hieroglyphs and my own writing</u></p> <p>Children to learn what hieroglyphs were and why and where they were used</p> <p>Children to write their name in hieroglyphs by cutting and pasting and extend to reading and writing their own messages</p>	<p><u>To be able to compare and contrast the powers of different Egyptian gods</u></p> <p>Children to be different Egyptian gods and use hot seating as a way of learning about what they did</p> <p>Children to write a fact file on different gods in a style of top trump cards</p>	<p><u>To be able to name and order the Egyptian pharaohs</u></p> <p>Children to discuss what it meant to be a pharaoh. Use cards of the different pharaohs to put them in chronological order of when they reigned. Which pharaoh reigned for the longest / shortest amount of time?</p>	<p><u>To be able to write facts about pyramids</u></p> <p>Children to read information on the pyramids and make notes in book.</p> <p>Children make 3D models of pyramids and write facts on them.</p>	<p><u>To be able to describe the geographical features of ancient Egypt</u></p> <p>Children to use world atlases to locate first continent of Africa then the country Egypt.</p> <p>Label map with key places, such as Cairo. Consider the landscape.</p>	<p><u>To be able to explain the importance of the river Nile</u></p> <p>Children to learn about how the river Nile was used in Ancient Egyptian times and compare and contrast this to how it is used today.</p>
PE – (Coach)	<p>Hockey To develop open stick dribbling.</p>	<p>Hockey To develop sending the ball with a push pass and receiving a pass.</p>	<p>Hockey To develop dribbling using the reverse stick (Indian dribble) and to beat a defender</p>	<p>Hockey To develop moving into space after passing the ball.</p>	<p>Hockey To be able to use an open stick tackle.</p>	<p>Hockey To apply defending and attacking principles and skills in a hockey tournament.</p>
PE	<p>Fitness</p> <p>To be able to develop an awareness of what your body is capable of. To be able to test and record baseline fitness scores.</p>	<p>Fitness</p> <p>To be able to develop your sprinting technique. To be able to develop your speed.</p>	<p>Fitness</p> <p>To be able to develop strength using my own body weight.</p>	<p>Fitness</p> <p>To be able to complete actions to develop coordination. To be able to complete actions to develop agility.</p>	<p>Fitness</p> <p>To be able to complete actions to develop balance. To be able to complete actions to develop stamina.</p>	<p>Fitness</p> <p>To be able to re-test fitness scores and recognise improvement.</p>
MFL (KS2) My Calendar	<p>To be able to name the days of the week.</p>	<p>To be able to say which day of the week it is today. “Hoy es lunes”</p>	<p>To be able to recognise the days of the week and order them by heart</p>	<p>To be able to recognise and name some months.</p>	<p>To be able to recognise, and answer ¿Cuándo es tu cumpleaños? “Mi cumpleaños es en noviembre”</p>	<p>To be able to count up to 31! To be able to answer to the question ¿Cuándo es tu cumpleaños? Adding the date, “Mi cumpleaños es el 30 de noviembre”</p>
MUSIC	<p>To be able to start to learn the song The Dragon Song</p>	<p>To be able to sing the song The Dragon Song</p>	<p>To be able to improvise using voices and instruments within the song</p>	<p>To be able to sing the song The Dragon Song and perform compositions within the song</p>	<p>To be able to sing the song The Dragon Song and perform compositions within the song</p>	<p>To be able to sing the song The Dragon Song and perform compositions within the song</p>
PHSE	<p>Healthy Me To be able to understand how</p>	<p>Healthy Me To be able to know that the amount of calories,</p>	<p>Healthy Me To be able to discuss what I know and how I</p>	<p>Healthy Me</p>	<p>Healthy Me</p>	<p>Healthy Me</p>

	exercise affects the body and know why the heart and lungs are so important	fat and sugar put into the body will affect your health.	feel about drugs	To be able to describe how to keep yourself safe and know who you could go to for help	To be able to identify if something feels safe or unsafe	To be able to understand how complex the body is and why it is important to look after it
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