

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 – Spring Term 2023 Medium Term Plan**  
**Topic: Who Let the Gods Out?**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>a) Trusted adults</li> <li>b) Sign Home-School Planners</li> <li>c) Class Charter (including 4 school rules/rights)</li> <li>d) School Council</li> <li>e) Subject Ambassadors (inform children)</li> <li>f) Curriculum Overview for parents</li> <li>g) Buddies/Playground Friends/Sports Ambassadors</li> <li>h) Pupil progress meeting</li> <li>i) English, Maths and Standards Scrutiny</li> <li>j) ScholarPack assessment update end of term</li> <li>k) Class track assessments part of PPA</li> </ul>	<ul style="list-style-type: none"> <li>• Martin Luther King Day</li> <li>• World Religion Day</li> <li>• Winnie the Pooh</li> <li>• Burns Night</li> <li>• Chinese New Year</li> <li>• Holocaust Memorial Day</li> <li>• National Story Telling Week</li> <li>• Valentine's Day</li> <li>• Safer internet Day</li> </ul>	<ul style="list-style-type: none"> <li>• Class Story – Who let the Gods out?</li> <li>• Homework – given on a Friday</li> <li>• PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Science – Explorify</li> </ul>
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <ul style="list-style-type: none"> <li>• Can I apply my knowledge of root words, prefixes and suffixes to read unfamiliar words?</li> <li>• Can I read further exception words?</li> <li>• Can I read a range of books structured in different ways?</li> <li>• Can I use dictionaries to check the meaning of words that they have read?</li> <li>• Can I identify themes and conventions in a wide range of books?</li> </ul>	<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Can I use diagonal and horizontal strokes needed to join letters?</li> <li>• Can I understand which letters are best left un-joined?</li> <li>• Can I increase the legibility, consistency and quality of my handwriting?</li> </ul>	<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Can I use commas?</li> <li>• Can I use apostrophes for possession?</li> <li>• Can I identify and use determiners?</li> <li>• Can I use conjunctions to express time, place and cause?</li> <li>• Can I identify formal and informal language?</li> <li>• Can I use exaggeration?</li> </ul>

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- Can I discuss words and phrases that capture the reader’s interest and imagination?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and their peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

**Genres**

Historical fiction (Greek myths)  
 Non-Chronological report  
 Description  
 Diary Entry

**Writing**

**Character description (Mythical creature)**

- Can I identify the features of a character description? (colour coding and create genre checklist).
- Can I use determiners in a sentence?
- Can I identify and create 2A sentences?
- Can I use similes?
- Can I innovate a character description (shared write)?
- Can I plan and write a character description (independent write)?
- Can I edit and up level a character description?

**Greek Myth**

- Can I identify the features of Greek myths? (colour coding and create genre checklist)
- Can I identify coordinating conjunctions?
- Can I write BOYS sentences?
- Can I write paired conjunction sentences? (Alan Peat PC)
- Can I innovate a Greek myth (shared write)?
- Can I plan and write my own Greek myth (independent write)?

- Can I use prepositions?

**Spelling List coverage:**

- Words with the ‘ai’ digraph
- Words with the ‘ei’ digraph
- Words where ‘ey’ makes an /ai/ sound
- Adding the suffix ‘-ly’
- Words that are homophones
- Challenge Words
- Words ending in ‘al’
- Words ending in ‘le’
- Adding ‘-ly’ when the root word ends in ‘-le’
- Adding ‘-ally’ when the root word ends in ‘-ic’
- Adding ‘-ly’ when the words do not follow the spelling patterns
- Challenge Words

**Exciting sentences:**

2A

Similes

BOYS

PC

**Phonics:**

Phase 5 Rapid Catch Up

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- Can I edit and up level my writing?

Diary entry

- Can I identify the features of a Diary entry? (colour coding and create genre checklist)
- Can I use conjunctions to express time, place and cause?
- Can I identify and use subordinate clauses?
- Can I use apostrophes for possession?
- Can I innovate a diary entry (shared write)?
- Can I plan and write my own diary entry? (independent write)
- Can I edit and up level my writing?

Non-Chronological Report (The Greeks)

- Can I identify the features of a non-chronological report? (colour coding and create genre checklist)
- Can I identify the difference between fact and fiction?
- Can I identify formal and informal language?
- Can I use subheadings to organise my writing?
- Can I innovate a Non-Chronological report? (shared write)
- Can I plan and write a non-chronological report? (independent write)
- Can I edit and up level a non-chronological report? (independent write)

Maths

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**Focus:**

- Ruler Lines
- Setting out/Presentation

Multiplication and division

**Cold Task** - Multiplication and division B

- Can I count in multiples of 10?
- Can I identify and solve related calculations?
- Can I solve multiplication problems and reasoning?
- Can I multiply a 2-digit number by a 1-digit number? (no exchange)
- Can I multiply a 2-digit number by a 1-digit number? (with exchange)
- Can I link multiplication and division together?
- Can I divide a 2-digit number by a 1-digit number? (Part Whole Model -no exchange)
- Can I divide using flexible partitioning?
- Can I divide a 2-digit number by a 1-digit number (with remainders)?
- Can I solve scaling problems?

**Hot Task** - Multiplication and division B.

**Focus:**

Length and perimeter

**Cold Task** – Length and perimeter

- Can I measure in metres and centimetres?
- Can I measure in millimetres?
- Can I measure in centimetres and millimetres?
- Can I compare and consider metres, centimetres and millimetres?
- Can I convert metres to centimetres?
- Can I convert centimetres to millimetres?
- Can I compare different lengths?
- Can I add lengths?
- Can I subtract lengths?
- Can I explore perimeter?
- Can I measure the perimeter?
- Can I calculate perimeter?

**Hot Task** – Length and perimeter.

Fractions A

**Cold Task** – *Fractions A*

- Can I understand the denominators of unit fractions?
- Can I compare and order unit fractions?
- Can I understand the numerators of non-unit fractions?
- Can I understand the whole?
- Can I compare and order non-unit fractions?
- Can I interpret scales?
- Can I identify fractions on a number line?
- Can I count in fractions on a number line?
- Can I find equivalent fractions on a number line?

**Focus: Mass and capacity**

**Cold Task** – Mass and Capacity

- Can I use scales?
- Can I measure mass in grams?
- Can I measure mass in kilograms and grams?
- Can I find equivalent masses (kilograms and grams)?
- Can I compare mass?
- Can I add and subtract mass?
- Can I measure capacity and volume in millilitres?
- Can I measure capacity and volume in litres and millilitres?
- Can I find equivalent capacities and volumes (litres and millilitres)?
- Can I compare capacity and volume?
- Can I add and subtract capacity and volume?

**Hot Task** - Mass and Capacity.

Additional Maths Teaching

Daily:

- Counting/ Learn Its
- Flashback – Fluent in Five
- Assessment for Learning
- Problem-Solving and Reasoning

Weekly:

- Times tables practice
- Arithmetic practice
- Times Tables grids/written questions test
- Rapid recall boards/fact family

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Can I identify equivalent fractions as bar models?  
**Hot Task – Fractions A**

Art

Design and Technology, Cooking and Nutrition,  
including STEM

Science including STEM

Prior Learning/Knowledge:

Have an awareness of techniques, including control and use of materials, with creativity, experiment and an awareness of different kinds of art, craft design.

Developed work in sketch books recording observations and use them to review and revisit ideas

Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, fabric.

Focus:

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history including those from the Greek period and potters.

Prior Learning/Knowledge:

Have an awareness of designing linked to past topics including the photo frames. Be able to make simple joins using glue. Understand how to strengthen some materials. Know some properties of materials.

Focus:

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils are taught to:

**Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated

Prior Learning/Knowledge:

- Explore how things work (nursery- Light)
- Talk about the differences in materials and the changes they notice (nursery- Light)
- Describe what they see, hear and feel when outside (Reception- Light)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with sense (y1- animals including humans)
- Describe the simple physical properties of everyday materials (Y1 – Materials)

Focus:

Light

- Can I understand what light is?
- Can I identify primary and secondary sources of light?
- Can I investigate how and why light is reflected?
- Can I understand how and why light from the Sun can be dangerous?
- Can I explore how different objects are more or less visible in different levels of lighting?
- Can I investigate how shadows are formed?

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- Pattern, shape, form, colour, mix, blend, brush, stroke, Uncertain, Former, Latter, Phase, Decline, Trend, Continuity, School, Workshop, Influence,

**Vocabulary:**

Pottery, potter, papier mâché, evaluate, vase.

Lucie Rie or Kate Malone/ Parrhasius, Pheidias,

Appelles, Lyssipus

- Can I recreate Greek patterns?
- Can I study a potter?
- Can I design a Greek vase?
- Can I decorate my design?
- Can I add detail to my design?
- Can I evaluate my design?

sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

- Can I identify patterns in the way that shadows are formed?
- Can I plan an investigation to find which objects are translucent, transparent and opaque?

**Vocabulary:**

Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous

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- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
  - apply their understanding of computing to program, monitor and control their products.
- Vocabulary:**
- Pneumatic, design, plan, develop, analyse, evaluate.*
- Moving Monsters**
- Can I investigate a variety of familiar objects that use air to make them work?
  - Can I investigate techniques for making simple pneumatic systems?
  - Can I gather ideas for creating moving mythical beasts?
  - Can I design a mythical beast including a moving pneumatic system?
  - Can I make a mythical beast with a moving pneumatic part?
  - Can I evaluate a finished product?

**French (Modern Foreign Languages)**

**Geography**

**History**

**Prior Learning/Knowledge:**

Year 1 and 2 basic French words, phrases and sentences.  
 Knowledge of vegetables and healthy eating in English.

**Prior Learning/Knowledge:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary

**Prior Learning/Knowledge:**

Pupils have a knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane

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**Focus:**

**Musical Instruments**

- Can I name 5 instruments?
- Can I name 5 more instruments?
- Can I revise the 10 instruments and learn the appropriate French word for ‘the’ for each instrument?
- Can I learn how to say ‘je joue’ (I play) a particular instrument in French?
- Can I consolidate all the language covered so far?

**Vegetables**

- Can I name 5 vegetables?
- Can I name 5 more vegetables?
- Can I revisit all 10 vegetables and learn how to say ‘a kilo of’?
- Can I formulate a short phrase plus a quantity of various vegetables?
- Can I use the conjunction ‘et’ to list vegetables?

**Vocabulary:**

**Musical Instruments:**

la, le, les, trompette, guitare, clarinette, flute a bec, batterie, harpe, piano, triangle, violon, cymbals, je joue.

**Vegetables:**

les legumes, carottes, epinards, aubergines, courgettes, oignons, tomates, haricots verts, champignons, petits pois, pommes de terre

relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children should use prior knowledge of seven continents and five oceans plus their place in the world to understand how far reaching the Ancient Greeks were.

**Focus:**

Children to understand the impact the Ancient Greeks had on the world and where they travelled from and to. They are to see where they are in the world and compare it key countries impacted by the ancient Greeks- not just Greece itself but the wider world including building on locational knowledge of world’s seven continents and five oceans. Children to be able to understand how and why the Ancient Greeks developed colonies in other countries.

**Key Questions:**

EQ: Where in the world is Greece?

Ancillary Questions: Can I find out how far is Greece from us?

Can I show on a map where the Ancient Greeks travelled from and to?

Can I identify which rivers and oceans were important to Ancient Greeks and give reasons why?

flight or events commemorated through festivals or anniversaries.

**Focus:**

Children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied.

[Scheme of Work: Ancient Greece / Historical Association \(history.org.uk\)](https://www.history.org.uk)

[StaffShared - Who let the Gods out \(Ancient Greeks\) - All Documents \(sharepoint.com\)](https://www.sharepoint.com)

**Vocabulary:**

*Democracy, philosophy, acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy*

**Key Question:**



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<https://www.geography.org.uk/teaching-resources/near-and-far>  
<https://www.geography.org.uk/teaching-resources/base-maps>

Vocabulary:

*Democracy, philosophy, acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy,*

**Key Knowledge**

Understand our location in the world- near and far  
Understanding of a location on European continent- Greece

Key oceans and rivers in and around Greece –  
Mediterranean Sea, Ionian, Aegean Sea, Evros, Axios, The Haliacmon,

Resources- Near and far sheet.

- World maps (printed)
- Atlases.

**GA scheme link:**

<https://www.geography.org.uk/teaching-resources/near-and-far>  
<https://www.geography.org.uk/teaching-resources/base-maps>

- How can we find out about the civilisation of Ancient Greece?
- Can we thank the Ancient Greeks for anything in our lives today?

Lesson focus:

- Who were the Ancient Greeks?
- What do artefacts tell us about what life was like in Ancient Greece?
- What do archaeological sites tell us about what life was like in Ancient Greece?
- Can we learn anything from Greek myths and legends?
- What do we know about the achievements of Alexander the Great?
- Final activity: What sources should we include in a museum display on the life and achievements of the Ancient Greeks?

Impact: Impact on philosophy, medicine, democracy.

Comparison of religious beliefs to Maya.

Significant Individual Study: Hippocrates, Plato, Socrates, Aristotle, Alexander the Great.

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Impact: development of colonies in other countries.

Significant Individual Study: Eratosthenes of Cyrene (Father of Geography)

Music

Physical Education

Personal, Social and Health Education

**Prior Learning/Knowledge:**

Recognise and use accurately musical vocabulary, appraise and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.

**Focus:**

In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are overlapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.

- Can I understand duration, pulse, rhythm and pitch?
- Can I listen to and appraise music from different genres?

**Prior Learning/Knowledge:**

Gymnastics, Benchball, Bat and Ball skills and dance by KSoD

**Focus:**

**Gymnastics: Floor Exercises**

- Can I move with control and fluency?
- Can I roll with control?
- Can I perform a variety of rolls?
- Can I create a complex sequence?
- Can I create and evaluate paired sequence?
- Can I adapt sequence to include apparatus?

**Interpretive Dance**

- Can I explore and respond to a stimuli?
- Can I explore movement and respond to stimuli?
- Can I create a link dance phrases?
- Can I create and link dance phrase with partner?
- Can I create and link dance phrases in a group?
- Can I refine and evaluate a performance?

**Prior Learning/Knowledge:**

*Jigsaw Year 1 and 2 Curriculum*

**Focus:**

**Jigsaw Piece: Dreams and Goals**

- a) PSHE
- b) Social and Emotional Development Learning

**Jigsaw Piece 1:**

- a) Can I tell you about a person who has faced difficult challenges and achieved success?
- b) Can I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)?

**Jigsaw Piece 2:**

- a) Can I identify a dream/ambition that is important to me?
- b) Can I imagine how I will feel when I achieve my dream/ambition?

**Jigsaw Piece 3:**

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- Can I read and play a variety of musical notes with accuracy? (C, D, E, F, G, A, B)
- Can I sing with confidence as part of a group?
- Can I play a musical instrument with accuracy?
- Can I compose and perform a piece of music using an instrument? (recorder or Glockenspiel)
- Can I record my improvisation on a stave?

**Vocabulary:**

Cadence, coda, motif, concerto, sonata, mass, fast/slow, movement, jam, improvise, a cappella, dynamics, accent, octave, tone/semitone, sharp/flat (for note names), major/minor, key, chord, slur, pules, Rhythm, pitch, Semiquaver, semibreve, notation, stave/staff, clef, (bass) riff, backbeat, A Side, feedback, slapping bass, pitch bending, amplifier, orchestral sections, strings, Woodwind, wind, brass, percussion, timpani, conductor, soloist.

**Gymnastics: Flight**

Can I apply principles of landing and take-of?  
 Can I perform half turn and full turn from floor and apparatus?  
 Can I perform short sequence?  
 Can I perform sequence with a partner?  
 Can I perform sequence with a partner?  
 Can I adapt a sequence?

**Games: Net/Wall**

Can I develop hand/eye coordination?  
 Can I develop racket skills?  
 Can I develop racket/eye coordination?  
 Can I develop hitting technique?  
 Can I hit a moving ball accurately?

**Vocabulary:**

**Gymnastics (Floor):** control, confidence, purpose, speed, fluency, fluid, balance, posture, professional, levels, direction, speed.

**Interpretive Dance:** performance, expression, linking, clean, technical, original, phrase, stimuli, movement, performance, refine, repeat, canon, shadow, support, coordination, creativity, composition, direction, speed, level, freely.

**Gymnastics (Flight):** safety, softly, power, elegance, control, teamwork, communication, mirroring, unison, canon, cooperation, poise, speed, height.

- a) Can I enjoy facing new learning challenges and working out the best ways for me to achieve them?
- b) Can I break down a goal into a number of steps and know how others could help me to achieve it?

**Jigsaw Piece 4:**

- a) Can I be motivated and enthusiastic about achieving our new challenge?
- b) Can I understand that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge?

**Jigsaw Piece 5:**

- a) Can I recognise obstacles which might hinder my achievement and take steps to overcome them?
- b) Can I understand how to manage the feelings of frustration that may arise when obstacles occur?

**Jigsaw Piece 6:**

- a) Can I evaluate my own learning process and identify how it can be better next time?
- b) Can I be confident in sharing my success with others and can store my feelings in my internal treasure chest?

**Jigsaw Piece: Healthy Me**

- a) PSHE
- b) Social and Emotional Development Learning

**Jigsaw Piece 1:**

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**Games: Net/Wall:** coordination, focus, concentration, movement, control, competition, tennis racket, tennis ball, volley.

a) Can I understand how exercise affects my body and know why my heart and lungs are such important organs?

b) Can I set myself a fitness challenge?

**Jigsaw Piece 2:**

a) Can I know that the number of calories, fat and sugar I put into my body will affect my health?

b) Can I know what it feels like to make a healthy choice?

**Jigsaw Piece 3:**

a) Can I can tell you my knowledge and attitude towards drugs?

b) Can I can identify how I feel towards drugs?

**Jigsaw Piece 4:**

a) Can I identify things, people and places that I need to keep safe from and know some strategies for keeping myself safe, who to go to for help and how to call emergency services?

b) Can I express how being anxious or scared feels?

**Jigsaw Piece 5:**

a) Can I identify when something feels safe or unsafe?

b) Can I take responsibility for keeping myself and others safe?

**Jigsaw Piece 6:**

a) Can I understand how complex my body is and how important it is to take care of it?

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		<p>b) Can I respect my body and appreciate what it does for me?</p> <p><b><u>Vocabulary:</u></b>  <b><u>Dreams and Goals</u></b>          Perseverance, challenges, success, obstacles, dreams goals, ambitions, future, aspirations, team work, enterprise, design, cooperation, strengths, motivated enthusiastic, excited, efficient, responsible, obstacles frustration, technique, solution, self-review, evaluate, celebrate.</p> <p><b><u>Healthy Me</u></b>          Oxygen, energy, calories/ kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice dangerous, emergency, emergency services, ambulance, fire engine, police car, coastguard helicopter, safe, harmful, risks, choice, feelings, body, appreciate, complex.</p>
<b><u>Religious Education</u></b>	<b><u>Computing</u></b>	<b><u>Meta-Cognition Session</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b>          Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to organise data use a database and can retrieve specific data for conduction simple searches.</li> <li>• Can create, name, save and retrieve content.</li> </ul>	<p><b>WINK</b>-What I Now Know about...          Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.  <b>Process</b>-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop,</p>

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they're taught.

**Vocabulary:**

beliefs, values, Brahman, Trimurti, Samsara, Vishnu, Shiva, Atman, moksha, Dharma, Karma, duties, actions, Rama, Sita, mandir.

**Lincolnshire Syllabus – God Believing – Hinduism**

- Can I explain what a Worldview is?
- Can I explain who founded Hinduism and where?
- Can I explore the main beliefs of Hinduism?
- Can I understand the importance of the Hindu deities?
- Can I explore Hindu sacred texts and stories?
- Can I explore the connection between symbols and a Hindu Worldview?

- Develop an understanding of using email safely and know ways of reporting inappropriate content to a trusted adult.

**Focus:**

**3.3 – Spreadsheets**

- Can I create pie charts and bar graphs? (1)
- Can I use the 'more than,' 'less than' and 'equals' tools? (2)
- Can I use advanced mode to find cell locations? (3)

**3.4 – Touch Typing**

- Can I sit correctly and use the home, top and bottom row keys? (1)
- Can I practice and improve typing for home, bottom and top rows? (2)
- Can I practice the keys typed with the left hand? (3)
- Can I practice the keys typed with the right hand? (4)

**3.5 – Email**

- Can I open and respond to an email using an address book? (2)
- Can I learn how to use email safely? (3)
- Can I learn how to use email safely? (4)
- Can I add an attachment to an email? (5)
- Can I explore a simulated email scenario? (6)

**Vocabulary:**

3.3 Spreadsheets; advance, cells, columns, delete, equals, spin, move cell, rows, spreadsheet.

improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation

**A Double Page Spread (A3) is to also be completed.**

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 – Spring Term 2023 Medium Term Plan**  
**Topic: Who Let the Gods Out?**

3.4 Touch Typing; posture, top row keys, home row keys, bottom row keys, space bar.

3.5 Email; communication, email, compose, send, CC, attachment, formatting, report, password, address book, save to draft.