

LEYS FARM JUNIOR SCHOOL
Year 3 – Spring Term 2024 Medium Term Plan
Topic: Invade, Raid or Settle?

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Safe adult list ● Sign Home-School Planners ● Class Charter (including 5 school rules/rights) ● School Council ● Subject Ambassadors (inform children) ● Curriculum Overview for parents ● Buddies/Playground Friends/Sports Ambassadors. 	<ul style="list-style-type: none"> ● World Religion Day – 15th Jan ● Marti Luther King Day – 15th Jan ● Energy Saving Day – 17th Jan ● National Handwriting Day 22nd Jan ● Burns Night – 25th Jan ● Story Telling Week – 28th Jan ● Thursday 1st February – visit to museum – Fearsome Craftsmen. ● NSPCC Number Day – 2nd Feb ● Safer Internet Day – 6th Feb ● Chinese New Year – 10th Feb ● Shrove Tuesday ● Lent – 5th March ● Mother’s Day – 10th March ● Ramadan – 10th March ● St Patrick’s – 17th March ● World Maths Day – 23rd March ● Holi – 25th March. 	<ul style="list-style-type: none"> ● Entry point - Trip to Lincolnshire Museum ● Exit point - Sharing work ● Class Text – How to Train your Dragon ● Class Story – Picture Books suitable for Lower KS2 ● Homework- Maths Shed/Spelling Shed/TT Rockstars ● PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers ● Science – Explorify/Grammarsuarus ● Weekly Enrichment – Baking/Salt dough/Art/Music ● Outdoor Learning ● Thrive ● Zones of Regulation.
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout</p>	<p><u>Focus:</u></p>	<p><u>Focus:</u> <u>Spring 2:</u></p>

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guided reading lessons and applied across the curriculum:

How to train you dragon
Norse Myths and Legends
The boy who grew dragons
Erik the Viking
Arthur and the Golden Rope
Beowulf

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 give well-structured descriptions, explanations and narratives for different purposes?
- Can I express feelings, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?
- Can I use spoken language to develop understanding through speculating, imagining and exploring ideas?
- Can I speak audibly and fluently with an increasing command of Standard English?

The objectives are taken from the National Curriculum and will be taught throughout lessons and applied across the curriculum:

Writing
Spring 1:

Balanced argument – Should the wolf be blamed?

Other POV

- Can I identify the features of a discussion text?
- Can I take part in a balanced debate? (Experience)
- Can I use coordinating and subordinating conjunctions?
- Can I oppose a view point?
- Can I identify formal and informal language?
- Can I organise information into paragraphs?
- Can I use fronted adverbials to structure a discussion?
- Can I take part in a discussion?
- Can I write a discussion? –

Plot point 1 – Introduction

Plot point 2 – Against

Plot point 3 – For

Plot point 4 – Conclusion

- Can I complete a reading comprehension? (Experience)

Poetry – Revolting Rhymes

I am a... recipe for me

booktrust_childrens-laureate-2022--2024-poetry-prompts-resources_week37.pdf

- Can I identify the layout and structure of poem? (Experience)
- Can I identify figurative language? (Experience)
- Can I write sentences with figurative language? (Shared)
- Can I write a poem with figurative language? (Independent)
- Can I edit and improve a poem?

Instructions

How to go Viking

- Can I identify the features of instructions?
- Can I use fronted adverbials?
- Can I write a set of instructions for a Viking recipe? (Plot point 1)
- Can I write a set of instructions to raid? (Plot point 2)
- Can I write a set of instructions to dress like a Viking?
- Can I write instructions for how to be a Viking?
- Can I edit and improve my instructions?

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<ul style="list-style-type: none"> • Can I participate in discussions, presentations, performances, role play, improvisations and debates? <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I correctly join high frequency words consistently? • Can I understand which letters are best left un-joined? • Can I increase the legibility of my handwriting? <p><u>Grammar</u></p> <p>Can I identify consonants vs vowels? Can I use clauses? Can I use conjunctions – BOYS and FANBOYS? Can I use persuasion language? Can I use a prepositional phrase? Can I use nouns and pronouns? Can I use commas in clauses? Can I use paragraphs? Can I use inverted commas for speech? Can I use expanded noun phrases?</p>	<ul style="list-style-type: none"> • Can I construct a balanced argument? (Independent) • Can I edit and improve my work? <p><u>Spring 1 & 2:</u> Recount – Newspaper The Three Little Pigs Museum visit</p> <ul style="list-style-type: none"> • Can I identify the features of a newspaper? • Can I take part in the visit to the museum? (Experience) • Can I gather information to include in a newspaper report? <p>Plot point 1 – Past tense Plot point 2 – Second person Plot point 3 – Impersonal Language Plot point 4 – Paragraphs, picture and captions</p> <ul style="list-style-type: none"> • Can I complete a newspaper recount linked to the visit? (Experience) • Can I edit and improve my work? 	<p>Non-chronological Report – Double Page Spread – Vikings and Anglo-Saxons</p> <p><u>Spelling</u> List coverage:</p> <ul style="list-style-type: none"> • Can I spell using words from the Y3/4 statutory word lists? (statutory word list) • Long a spelt ‘aigh’ • Long a spelt ‘ai’ • Suffix -ly • Homophones • Challenge • /l/ sound spelt -al • /l/ sound spelt -le • Adding -ly to -le words • Adding -ally to -ic words • -ly exceptions • Challenge. <p><u>Phonics:</u> Small Intervention Groups following Phase 3, 4 and 5 Little Wandle Phonics planning.</p>
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Maths

<p><u>Prior Learning/Knowledge:</u> Multiplication and Division:</p>	<p><u>Focus:</u> <i>Multiplication and Division</i></p>	<p><u>Focus:</u> <i>Fractions</i></p>
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<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of 2 numbers can be done in any order (commutative) but division cannot. Calculate mathematical statements for multiplication and division within the tables and write them using the appropriate signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods. <p>Length and Perimeter:</p> <ul style="list-style-type: none"> Measure in cm. Measure in m. Compare lengths. Order lengths. Add and subtract lengths. <p>Fractions:</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions for $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Write simple fractions, for example $\frac{1}{2}$ of 6 = 3. <p>Vocabulary: Multiplication and Division; lots of, groups of, times, multiply, multiplication, multiple, product, array, share, group, equal, divide, division, inverse.</p>	<p>Can I multiply by 8? Can I divide by 8? Can I complete the 8-time tables? Can I complete the 2, 4- and 8-times tables? Hot Task – Multiplication and division</p> <p>Cold Task – Multiplication and division B Can I find multiples of 10? Can I complete related calculations? Can I reason about multiplying? Can I multiply 2 digits by 1 digit? (no exchange) Can I multiply 2 digits by 1 digit? (with exchange) Can I link multiplication and division? Can I divide 2 digits by 1 digit? (no exchange) Can I divide 2 digits by 1 digit? (with exchange) Can I divide with remainders? Can I use scaling to multiply? Can I explore 'how many ways?' Hot Task: Multiplication and division B</p> <p><u>Length and Perimeter</u> Cold Task: Length and perimeter Can I measure length in m and cm? (revision) Can I measure in mm? Can I measure in cm and mm? Can I measure in cm and m? Can I find equivalent lengths? (cm and m) Can I find equivalent lengths (mm and cm)? Can I compare lengths? Can I add lengths?</p>	<p>Cold Task: Fractions A Can I understand denominators of unit fractions? Can I compare and order unit fractions? Can I understand the numerators of non-unit fractions? Can understand the whole? Can I compare and order non-unit fractions? Can I use fractions and scales? Can I place fractions on a number line? Can I count in fractions on a number line? Can I find equivalent fractions on a number line? Can I find equivalent fractions as bar models? Hot Task – Fractions A</p> <p>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? Can I compare mass? Can I add and subtract mass? Can I measure capacity and volume in millimetres? Can I find equivalent capacity and volume? Can I compare capacity and volume? Can I add and subtract capacity and volume? Cold task – Mass and capacity</p> <p><u>Additional Maths Teaching</u> Daily: <ul style="list-style-type: none"> TT Rockstars </p>
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<p>Length and Perimeter; m, cm, tape measure.</p> <p>Fractions; part, equal, fraction, whole, half, halves, quarter, quarters, third.</p> <p>Mass, grams, kilograms, capacity, volume.</p>	<p>Can I subtract lengths? Can I explore perimeter? Can I measure perimeter? Can I calculate perimeter? Hot Task: Length and perimeter</p>	<ul style="list-style-type: none"> ● Fluency ● Challenge ● Problem Solving and Reasoning
<p><u>Art</u></p>	<p><u>Design and Technology, Cooking and Nutrition, including STEM</u></p>	<p><u>Science including STEM</u></p>
<p><u>Prior Learning/Knowledge</u> – (What should I already know?):</p> <p>Children have an awareness of techniques, including control and use of materials, with creativity, experiment and an awareness of different kinds of art, craft design.</p> <p>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.</p> <p><u>Focus:</u></p> <p>Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Children have an awareness of designing linked to past topics including food products. Be able to make simple joins using glue. Understand how to strengthen some materials. Know some properties of materials.</p> <p><u>Focus:</u></p> <p>Through a variety of creative and practical activities, pupils should 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].</p> <p><u>Design</u></p> <p>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</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Physics: Electricity KS1 – Electricity is not taught as a discrete topic in KS1 however some children may have looked at which items use electricity in other curriculum areas (e.g. Toys topic in history)</p> <p>Physics: Sound KS1 – sound is not taught as a separate topic in KS1 science however children may have some knowledge of pitch and volume through their music lessons. KS2 – children continue to explore sound through music (in their music lessons) and in the topic on light, children may compare how fast sound travels compared to light.</p> <p><u>Focus:</u> Physics - Electricity KQ: What is electricity?</p>

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of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history - Oseberg, Borre, Jelling, Mammem, Ringerike, Urnes.

3D

When working with clay, they make a slip to join to pieces of clay. Pupils decorate, coil, and produce Marquettes confidently when necessary Children gain more confidence in carving as a form of 3D art. Children use language appropriate to skill and technique. Children demonstrate awareness in environmental sculpture and found object art. They show awareness of the effect of time upon sculptures.

Painting:

Pupils confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Children begin to choose appropriate media to work with. Children use light and dark within painting and show understanding of complimentary colours. Children mix colour, shades and tones with increasing confidence. They work in the style of a selected artist.

- Can I sketch from secondary sources?
- Can I sketch using first hand sources?
- Can I create patterns in my designs?

communicate their ideas through discussion, annotated 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]: 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.

Moving monsters

- Can I identify common appliances that use electricity?
- Can I construct a simple circuit and name the parts of a circuit?
- Can I identify if a build will light up in a circuit?
- Can I recognise common conductors and insulators?
- Can I investigate switches?

Physics - Sound

KQ: Can materials change state?

- Can I identify how sounds are made, associating some of them with something vibrating?
- Can I recognise that vibrations from sounds travel through a medium to the ear?
- Can I recognise that vibrations from sounds travel to the ear?
- Can I investigate if the size of the pinna affects the volume of the sound?
- Can I find patterns between the pitch of a sound and features of the objects that produced it?
- Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?
- Can I set up simple fair tests?

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<ul style="list-style-type: none"> • Can I add ink to my designs? • Can I mix appropriate colours? • Can I apply paint neatly to my designs? • Can I design a brooch? • Can I design a shield? • Can I add colour to my design? • Can I use a variety of stitches? • Can I create a Viking pattern? <p><u>Vocabulary:</u> 3D art, Bend, Clay, Chop, Flatten, Join, Pinch, Poke, Push, Reflect, Roll, Sculpture, Silky, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet, Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Handle, Join, Pattern, Rip, Roll, Scissors, Scrunch, Slot, Snip, , Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag.</p> <p><u>Painting:</u> Abstract, Natural, Bold, Delicate, Detailed, Watery, Intense, Strong, Opaque, Translucent, Wash, Tint, Shade, Background, Foreground, Middle ground, Scenery, Imaginary, Impressionist, Abstract, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, Middle ground, Horizon.</p>	<ul style="list-style-type: none"> • Can I investigate objects which use air to make them work? • Can I investigate ideas for simple pneumatic systems? • Can I gather ideas for creating moving monsters? • Can I design a monster using a pneumatic system? • Can I make a moving monster? • Can I evaluate my moving monster? <p><u>Vocabulary:</u> Uncertain, Former, Latter, Cause, Consequence, Phase Trend, Continuity, Medium, Intricate, Audience, Impact, Program, Develop, Pattern piece, Structure, Unique, Characteristic, Convention, Aesthetic, Series, Circuit, Program</p>	<p><u>Vocabulary:</u></p> <p>Electricity: appliance, battery, circuit, components, conductor, current, electrical, insulator, mains power, portable, pylon, switch.</p> <p>Sound: vibrate, vibrations, volume, pitch, pinna, cochlea, ear drums: Physics - Electricity</p>
<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>

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Prior Learning/Knowledge:

During KS1, children learn phonics and reading language skills.
 Children begin their French language journey in Y3 by focusing on phonics and vocabulary including numbers and greetings.

Focus:

La Phonetique (Phonics)

- Can I say four essential sounds?
- Can I say the next four essential sounds?
- Can I work on the third group of sounds?
- Can I say the last set of sounds?

Les animaux (Animals)

- Can I say 5 animal names in French?
- Can I add 5 more animal names?
- Can I revise all ten animals?
- Can I explore the role of indefinite article/determiner?
- Can I use the verb 'je suis' in French?

Vocabulary:

Prior Learning/Knowledge:

During KS1, children were able to learn about the natural and human aspects of the world.
 Through themes curriculums, children make links with the wider world through the use of Blue Tack Man, They have been able to:
 Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.

Lesson Focus:

- Can I understand the difference between weather and climate?
- Can I use compasses, keys and symbols to read a map?
- Can I use four figure grid references to read a map?
- Can I find the key topographical features found in the UK?

Prior Learning/Knowledge:

During KS 1, children are introduced to the history of their local area.
 They look at the wider world including a chronology within living memory.

Focus: Invade, Raid or Settle?

Key Enquiry Questions:

- What was Britannia like before the Anglo-Saxons and Vikings?
- Why did the Angles, Saxons, Jutes and Vikings settle in Britain?
- How did monarchy change during this time?
- How did religion change during this time?
- Why was Yorkshire and the Humber important during this time?

- Can I explain what Britannia was like before the Anglo-Saxons and Vikings?
- Can I explain why Angles, Saxons and Jutes settled in Britain?
- Can I explain how England changed ruling during the settlement of the Anglo-Saxons and Vikings?
- Can I explain how England changed religiously during the settlement of the Anglo-Saxons and Vikings?

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<p>Ch, ou, on, oi, l, in, ique, ille, eau, eux, e, e, e, qu, gne, c, en, an</p> <p>Les animaux, un, une, un cochon, un lapin, Un lion, un oiseau, un cheval, un canard, un singe, un mouton, une souris, une vache, je suis.</p>	<ul style="list-style-type: none"> • Can I explain how land use patterns changed over time in the UK? • Can I describe the key human and physical features of the Yorkshire and Humber region? <p>Vocabulary: Compass, key, symbol, grid reference, topographical, human features, physical features.</p>	<ul style="list-style-type: none"> • Can I explain where the Vikings settled? • Can I explain what like was like in the Yorkshire and Humber region during these times? <p>Vocabulary: Barbarians, legions, raids, settlement, migration, tribe, kingdom, capital, pagan, hostile, idol, Viking, excavation.</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>Children will build on skills developed through the Autumn term including singing and learning basic musical notations.</p> <p><u>Focus:</u> <i>Charanga – Three Little Birds</i></p> <ul style="list-style-type: none"> • Can I sing a song? • Can I sing a song and play instrumental parts within the song? • Can I sing a song and improvise using voices and/or instruments within the song? • Can I sing a song and perform compositions within the song? • Can I prepare a piece for performance? • Can I perform a composition to an audience? <p><i>Dragon Song</i></p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Children will build on the skills developed during KS1 and the Autumn term including a range of warm up, stretches and cooldown activities.</p> <p><u>Focus:</u></p> <p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I create actions to move in time with a partner? • Can I link appropriate actions and dynamics to show our dance area? • Can I use choreography ideas to develop our dance? • Can I use canon and unison to make our line dance look interesting? • Can I use formations? • To structure a dance to represent a theme? 	<p><u>Prior Learning/Knowledge:</u></p> <p>During KS1, children have the opportunity to learn about physical and social awareness. Children gain an understanding of how to build appropriate relationships including personal responsibility. They have an aware for managing some aspects of keeping safe.</p> <p><u>Focus:</u> <i>Dreams and Goals</i></p> <ul style="list-style-type: none"> • Can I tell you about a person who has faced difficult challenges and achieved success? • Can I identify a dream/ambition that is important to me? • Can I break down a goal into a number of steps and work out the best way for me to achieve them?

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- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for performance?
- Can I perform a composition to an audience?

Vocabulary:

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes

Composer of the Month

- **Johann Sebastian Bach** (1685–1750).
- **George Frideric Handel** (1685–1759).
- **Joseph Haydn** (1810–1849).
- **Frédéric Chopin** (1732–1809).
- **Wolfgang Amadeus Mozart** (1756–1791).
- **Ludvig van Beethoven** (1770–1827).
- **Richard Wagner** (1813–1883),
- **Giuseppe Verdi** (1813–1901).
- **Pyotr Ilyich Tchaikovsky** (1840–1893).

Net and Wall Games – Football

- Can I develop the attacking skill of dribbling?
- Can I develop changing direction and speed when dribbling?
- Can I develop passing?
- Can I apply attacking skills?
- Can I defend to delay an opponent?
- Can I apply skills and knowledge to compete in a tournament?

Net and Wall Games - Netball

- Can I develop passing and moving and play within the footwork rule?
- Can I use a variety of passes to move towards a goal?
- Can I develop movement skills to lose a defender?
- Can I defend an opponent and try to win the ball?
- Can I develop the shooting action?
- Can I apply skills and knowledge to play games using netball rules?

Golf

- Can I explore hitting technique and aiming towards a target?
- Can I develop hitting accuracy?
- Can I explore technique for hitting over a short distance?
- Can I explore technique for hitting over a long distance?

- Can I identify that I am responsible for my own learning and can use my strengths to achieve challenges?
- Can I recognise obstacles which may hinder my achievement and take steps to overcome them?
- Can I evaluate my own learning process and identify how it can be better next time?

Healthy Me;

- Can I understand how exercise affects my body?
- Can I make healthy choices?
- Can I identify how I feel towards drugs?
- Can I identify things, people and places that I need to keep safe from, and who to go to for help?
- Can I identify when something feels safe or unsafe?
- Can I understand how complex my body is and how important it is to take care of it?

Vocabulary:

Dreams and Goals; perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, decoration, goal, teamwork, enterprise, design, cooperation, challenge, product, strengths, motivated, enthusiastic, excited, efficient, responsible, obstacles, frustration, solution, review, learning, success, celebrate, evaluate.

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- **Gustav Mahler** (1860–1911).
- **Claude Debussy** (1862–1918).
- **Igor Stravinsky** (1882–1971).
- **Dmitri Shostakovich** (1906–1975).
- **Benjamin Britten** (1913–1976).

- Can I apply skills and knowledge to compete in a tournament?

Vocabulary:

PE – Get set for PE lesson planning/Knowledge organisers.

Healthy Me; oxygen, energy, calories, kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, attitude, drugs, safe, anxious, scared, strategy, advice, dangerous, emergency, emergency services, ambulance, fire engine, police car, coastguard, safe, harmful, risk, feelings, complex, appreciate, body, healthy, safe, choice, risk

Religious Education

Computing

Meta-Cognition Session

Prior Learning/Knowledge:

During the Autumn term, children have been introduced to Christianity and the belief system of Christians.

Focus:

Lincolnshire Syllabus – God Believing – Hinduism

LAS Compulsory God – Hinduism Believing

- 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 explore Hindu sacred texts and stories?
- Can I explain what Hindus might understand about the divine through these stories?
- Can I explore the connection between symbols and

Prior Learning/Knowledge:

- Demonstrate an ability to organise data use a database and can retrieve specific data for conduction simple searches.
- Can create, name, save and retrieve content.
- Develop an understanding of using email safely and know ways of reporting inappropriate content to a safe adult.

Focus:

3.4 – Touch Typing

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

WINK-What I Now Know about...

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

Process-plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, 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

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Year 3 – Spring Term 2024 Medium Term Plan
Topic: Invade, Raid or Settle?

<p>a Hindu Worldview?</p> <p>Easter: Sequence of events Holy Week.</p> <p>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the Mandir?</p> <p><u>EASTER - Holy Week</u> <u>Sequence of events in Holy week.</u> <u>Vocabulary:</u></p>	<p>3.5 – Email</p> <ul style="list-style-type: none"> • Can I open and respond to an email using an address book? • Can I learn how to use email safely? • Can I learn how to use email safely? • Can I add an attachment to an email? • Can I explore a simulated email scenario? <p>3.6 - Branching Databases</p> <ul style="list-style-type: none"> • Can I sort objects using just YES/NO questions? • Can I complete a branching database using 2Question? • Can I create a branching database of my choice? <p><u>Vocabulary:</u></p> <p>3.4 Touch Typing; posture, top row keys, home row keys, bottom row keys, space bar.</p> <p>3.5 Email; communication, email, compose, send, CC, attachment, formatting, report, password, address book, save to draft,</p> <p>3.6 Branching databases; data, database, question.</p>	<ul style="list-style-type: none"> • Diagram. <p>A Double Page Spread (A3) is to also be completed.</p>
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