

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 – Summer Term 2024 Medium Term Plan**  
**Topic: Around the World in 80 Days**

| <u>Jobs for the Term</u>  | <u>Key Dates/Events</u>  | <u>Further Enrichment</u>   |
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| <ul style="list-style-type: none"> <li>● Trusted/safe adult reminders</li> <li>● Protected characteristics</li> <li>● Class Charter (including 4 school rules/rights)</li> <li>● School Council</li> <li>● Pupil progress meeting</li> <li>● ScholarPack assessment update end of term</li> <li>● Class track assessments.</li> </ul>     | <p>St George’s Day – 23<sup>rd</sup> April<br/>           Children’s Book Week – 2<sup>nd</sup> May<br/>           Mental Health Awareness Day 6<sup>th</sup> May<br/>           SATS – 13<sup>th</sup> – 17<sup>th</sup> May<br/>           Pride Month – 1<sup>st</sup> June to 30<sup>th</sup> June<br/>           D-Day – 6<sup>th</sup> June<br/>           World Oceans Day – 8<sup>th</sup> June<br/>           Healthy Eating Week – 13<sup>th</sup> June to 17<sup>th</sup> June<br/>           Butterfly House Visit – 17<sup>th</sup> June<br/>           Father’s Day – 16<sup>th</sup> June<br/>           World Refugee Week – 20<sup>th</sup> June<br/>           Sports Week England – 20<sup>th</sup> June.</p> | <ul style="list-style-type: none"> <li>● Visit to The Tropical Butterfly House</li> <li>● Class Text – The Boy who Biked the World!</li> <li>● Class Story -</li> <li>● Homework – weekly Maths, English and Spelling</li> <li>● PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>● Science – Explorify</li> <li>● Baking</li> <li>● Outdoor Learning</li> <li>● Kagan Structures</li> <li>● Brain Breaks.</li> </ul> |
| <u>English (Reading/Spoken Language)</u>  | <u>English (Writing)</u>   | <u>English (Grammar and Phonics)</u>  |
| <p><b><u>Focus:</u></b><br/>           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>Can I make more precise vocabulary choices, and use descriptive words and phrases, e.g., when discussing story language?</p> | <p><b><u>Focus:</u></b><br/>           Use The Boy who Biked the World as the stimuli to create a wide variety of writing after reading two chapters a week.</p> <p><b><u>Summer 1:</u></b></p> <ul style="list-style-type: none"> <li>● Can I identify features of instructions?</li> <li>● Can I write a set of instructions on how to fix a puncture?</li> <li>● Can I write a travel blog?</li> </ul>  | <p><b><u>Handwriting:</u></b></p> <p>Can I correctly join letters consistently?</p> <p><b><u>Focus:</u></b></p> <p><i><u>Grammar</u></i></p> <ul style="list-style-type: none"> <li>● Can I use a range of prefixes – super-, anti-, auto-.</li> <li>● Can I find word families?</li> </ul>   |

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Can I compare and discuss story themes, settings (time and place), characters and plots linking directly to texts?  
 Can I tell and re-tell stories?  
 Can I identify and discuss themes?  
 Can I explore how authors use words and phrases to create impact and tension?  
 Can I recognise different forms of poetry?  
 Can I locate information in non-fiction texts using a range of features?  
 Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence?  
 Can I predict what might happen from details stated and implied?

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?

**Persuasive Writing**

**Choose Your Mode of Transportation:** After exploring the various modes of transportation used by Phileas Fogg and Passepartout in the Around the World in 80 Days, children will aim to persuade others as to why a specific mode of transport (e.g., hot air balloon, steamship, elephant, etc.) would be the best option for a modern-day journey around the world.

**Shared write – travelling by hot air balloon.**

- **Planning lesson** – Research and idea gathering.
- **Point 1** – Introduction, the idea of traveling around the world in a hot air balloon and setting the tone for the rest of the piece.
- **Point 2** - Describing the experience of flying in a hot air balloon, emphasizing the sensation of floating in the sky and the excitement of exploring the world from above. Highlighting the sensory experiences of being in a hot air balloon, including the sights, sounds, and colors encountered during the journey.
- **Point 3** – Benefits of traveling by hot air balloon
- **Point 4** – Conclusion, Summarizing the advantages and appeal of traveling around the world in a hot air balloon and encouraging readers to consider this mode of transportation for their adventure.

**Independent Write:**

- Planning lesson.
- Point 1 – introduction

- Can I use conjunctions to express time, place and cause?
- Can I use prepositions appropriately?
- Can I use adverbs in a sentence?
- Can I use fronted adverbials including a comma?
- Can I organise my writing into paragraphs?
- Can I use a possessive apostrophe?
- Can I use headings and sub-headings?
- Can I begin to use present perfect tense – he has gone out to play instead of he went out to play?
- Can I use inverted commas to punctuate speech?

**Spelling**

List coverage:

- Can I spell using words from the Y3/4 statutory word lists? (statutory word list)
  - Step 23: Words ending in –ly – exceptions
  - Step 24: Challenge words
  - Step 25: Words ending with suffix –er
  - Step 26: Words where the digraph ch makes a k sound
  - Step 27: Words ending in –gue and –que
  - Step 28: Words where the digraph sc makes a s sound
  - Step 29: Words that are homophones
  - Step 30: Challenge words
  - Step 31: Words ending in –sion
  - Step 32: Challenge words
  - Step 33: Revision

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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?  
 Can I participate in discussions, presentations, performances, role play, improvisations and debates?

- Point 2 – describing the experience of using their mode of transport
  - Point 3 – benefits
  - Point 4 – conclusion
- Summer 2: Writing Portfolio**  
 Children will write a range of genres including a narrative containing description and speech; a discussion; a set of instructions; a persuasive text and recounts.

Step 34: Revision

Non-chronological Report – Double Page Spread – linked to Geography or Art.

**Phonics:** Little Wandle Rapid Catch-Up intervention

**Maths**

**Prior Learning/Knowledge:**

Mass and Capacity;

- Choose and use appropriate standard units to measure mass.
- Compare and order mass, volume/capacity and record the results.

Fractions;

- 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  $6 = 3$

Money;

- Count money
- Compare money
- Calculate with money

Fractions; two thirds, three thirds, one tenth, tenths, denominator, numerator.  
 Money; change, pounds, pence, total, currency, convert, order, pence, coins.  
 Time; century, leap year, calendar, date, am, pm, noon, earliest, latest, 12-hour clock, 24-hour clock, roman numerals.  
 Shape; right angled triangle, hemi-sphere, semi-circle, pentagonal, hexagonal, octagonal, polyhedron, perpendicular, parallel, non-symmetrical, regular, irregular, right angle, acute angle, obtuse angle  
 Statistics; chart, graph, tally, total, tally, survey, data, pictogram, table, bar chart, range, value, statistics.

**Focus: Capacity**

**Cold Task - Mass and capacity**

**Focus: Time**

**Cold Task**

- Can I tell the time? (o'clock and half past)
- Can I tell the time? (quarter past and quarter to)
- Can I explore months and years?
- Can I investigate how many hours in a day?
- Can I tell the time to the nearest 5 minutes?
- Can I tell the time to the nearest minute?
- Can I use am and pm correctly?
- Can I compare durations?
- Can I explore start and end times?
- Can I measure time in seconds?
- Can I solve problems involving time?

**Hot Task: Time**

**Focus: Shape**

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| <p>• Find amounts which make £1</p> <p>Time;</p> <ul style="list-style-type: none"> <li>• Compare and sequence intervals of times.</li> <li>• Tell and write the time to 5 minutes including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> </ul> <p>Shape;</p> <ul style="list-style-type: none"> <li>• Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>• Identify 2D shapes on the surface of 3D shapes.</li> <li>• Compare and sort 2D shapes and everyday objects.</li> <li>• Recognise and name common 3D shapes</li> <li>• Compare and sort common 3D shapes and everyday objects.</li> </ul> <p>Statistics;</p> <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Use block diagrams</li> <li>• Draw and interpret pictograms</li> </ul> <p><b><u>Vocabulary:</u></b><br/> Mass and Capacity; approximately, measurement, convert, standard unit, metric unit, pint, measuring cylinder.</p> | <ul style="list-style-type: none"> <li>• Can I use scales?</li> <li>• Can I measure mass in grams?</li> <li>• Can I measure mass in kilograms and grams?</li> <li>• Can I find equivalent masses?</li> <li>• Can I compare mass?</li> <li>• Can I add and subtract mass?</li> <li>• Can I measure capacity and volume in millimetres?</li> <li>• Can I find equivalent capacity and volume?</li> <li>• Can I compare capacity and volume?</li> <li>• Can I add and subtract capacity and volume?</li> </ul> <p><b>Hot Task – Mass and capacity</b></p> <p><b><u>Focus: Fractions</u></b><br/> <b>Cold Task – Fractions</b></p> <ul style="list-style-type: none"> <li>• Can I add fractions?</li> <li>• Can I subtract fractions?</li> <li>• Can I partition the whole?</li> <li>• Can I find unit fractions of a set of objects?</li> <li>• Can I find non-unit fractions of a set of objects?</li> <li>• Can I reason with fractions of an amount?</li> </ul> <p><b>Hot Task: Fractions</b></p> <p><b><u>Focus: Money</u></b><br/> <b>Cold task: Money</b></p> <ul style="list-style-type: none"> <li>• Can I use pounds and pence?</li> <li>• Can I convert pounds and pence?</li> <li>• Can I add money?</li> <li>• Can I subtract money?</li> <li>• Can I find change?</li> </ul> | <p><b>Cold Task: Shape</b></p> <ul style="list-style-type: none"> <li>• Can I explore turns and angles?</li> <li>• Can I find right angles in shapes?</li> <li>• Can I compare angles?</li> <li>• Can I draw shapes accurately?</li> <li>• Can I explore horizontal and vertical lines?</li> <li>• Can I identify parallel and perpendicular lines?</li> <li>• Can I recognise and describe 2-D shapes?</li> <li>• Can I recognise and describe 3-D shapes?</li> <li>• Can I make 3-D shapes?</li> </ul> <p><b>Hot Task: Shape</b></p> <p><b>Focus: Statistics:</b><br/> <b>Cold Task: Statistics</b></p> <ul style="list-style-type: none"> <li>• Can I interpret pictograms?</li> <li>• Can I draw pictograms?</li> <li>• Can I interpret bar charts?</li> <li>• Can I draw bar charts?</li> <li>• Can I collect and represent data?</li> </ul> <p><b>Hot task: Statistics</b></p> <p><u>Consolidation of insecure concepts.</u></p> <p><u>Additional Maths Teaching</u><br/> Daily:</p> <ul style="list-style-type: none"> <li>• TT Rockstars</li> <li>• Flashback (revision)</li> <li>• Problem Solving and Reasoning</li> </ul> |
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|   | <b>Hot Task: Money</b>  |  |
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| <u><b>Art</b></u>   | <u><b>Design and Technology, Cooking and Nutrition, including STEM</b></u>  | <u><b>Science including STEM</b></u>   |
| <p><b><u>Prior Learning/Knowledge:</u></b></p> <p>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<br/>           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><b><u>Focus:</u></b><br/>           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.<br/>           Pupils will be taught:<br/>               to create sketch books to record their observations and use them to review and revisit ideas<br/>               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]</p> | <p><b><u>Prior Learning/Knowledge:</u></b></p> <p>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><b><u>Focus:</u></b><br/>           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].<br/>           When designing and making, pupils are taught to:<br/> <b>Design</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> | <p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children have Identified and described a variety of amphibians, reptiles, birds and mammals. They have named a variety of common animals including humans, amphibians, reptiles, birds and mammals, including pets. Animals, including human’s topic developed Identification and naming a variety of plants and animals in their habitats, microhabitats. Y2 - Living things and their habitats.</p> <p><b><u>Focus:</u></b><br/>           Pupils will learn to recognise that living things can be grouped in a variety of ways. Skills in exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment will be developed. An ability to recognise that environments can change and that this can sometimes pose dangers to living things will be covered during Living things and their habitats.</p> <p><b><u>Vocabulary:</u></b><br/>           classifying, present, keys, bar charts, tables, drawings, labelled diagram, predictions, hypothesis,</p> |

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about great artists, architects and designers in history.

**Photography:**

Pupils print simple pictures using different printing techniques. They continue to explore both mono printing and relief printing. They demonstrate experience in 3 colour printing. Pupils demonstrate experience in combining prints taken from different objects to produce an end piece. They increase awareness of mono and relief printing. They demonstrate experience in fabric printing. Pupils expand experience in three colour printing. They continue to experience in combining prints taken from different objects to produce an end piece. Pupils create repeating patterns.

Sketchbooks are used to collect ideas,

**Printmaking:**

Pupils make their own printing block using corrugated card and string/polystyrene. They design a pattern after researching appropriate patterns and press print their pattern using two or more colours. They explore using more than one motif to create a pattern.

- Can I research the artists Mondrian and Andy Warhol?
- Can I discuss the techniques used by the artists?
- Can I reflect on the work of others and my own?
- Can I use a sketchbook to record my ideas?

**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.

hypothesising, grouping, identifying patterns, secondary sources, variables, dependent, control, independent, investigation, experiment, observing, results, conclusions, measurement, standard, units, differences, similarities, changes, scientific evidence, measuring equipment, thermometer, datalogger, measuring cylinder, beaker, compass, scales, stopwatch, beaker, light sensor, measuring tape, ruler, spring balance, findings, explanations, scientific process. Scientific enquiry, comparative, fair tests, careful, systematic, observations, gather, recording,

Ferns, mosses, classify, environment, habitat, vertebrates, amphibians, reptiles, mammals, invertebrates, nature, reserve, ecological, deforestation, flowering, non-flowering, population, insect, classification, Venn diagram, Carroll diagram, classification key, organisms, characteristics, life processes, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, fur, feathers, legs, beaks, tusks, shells, skeleton, climate change, extinct, danger, oxygen, energy, young, waste, endangered species, pollution, urbanisation, nature reserves, specimen, group, identify.

**Exploration Questions**

- Can I name the seven life processes?
- Can I use a range of methods to sort living things?

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| <ul style="list-style-type: none"> <li>• Can I develop my skills using printing techniques?</li> <li>• Can I select appropriate materials and colours?</li> <li>• Can I develop my own ideas linked to an artist?</li> </ul> <p><b>Vocabulary:</b></p> <p>Printing:</p> <p>Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Pounce, Negative image, Positive image, Adhesive, Carve, Quilt, Fabric, Material, Shade, Tint, Tone, Warm, Etch, Plinth, Weave, Embroider, Pounce, Linear, Register, Manipulate, Block, Repeat, Continuous, Cylinder</p> <p>Photography: Aperture, Candid, Exposure, HD, IS, Lens, Macro, Negatives, Over-exposure, Portfolio, Resolution, Shutter speed, Under-exposure, Zoom. Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album.</p> | <p><b>Packaging</b></p> <ul style="list-style-type: none"> <li>• Can I investigate a range of packaging?</li> <li>• Can I construct a net?</li> <li>• Can I explore the use of graphics?</li> <li>• Can I design a packaging box?</li> <li>• Can I make a packaging box?</li> <li>• Can I evaluate a finished product?</li> <li>• Can I create recipes from around the world?</li> </ul> <p><b>Vocabulary:</b></p> <p>Shape, net, design, graphics, measure, purpose, packaging, cut, audience, 2D, 3D, structure, product.</p> | <ul style="list-style-type: none"> <li>• Can I identify vertebrates by observing similarities and differences?</li> <li>• Can I use a key to identify invertebrates?</li> <li>• Can I identify living things in my local area?</li> <li>• Can I classify living things found in different habitats based on their features?</li> <li>• Can I recognise positive and negative changes to the local environment? (Litter, tree planting)</li> <li>• Can I present my findings orally and in writing?</li> </ul> <p><u>STEM</u></p> <p><u>Scientists:</u></p> <p>Jacques Cousteau -Marine Biology<br/> Cindy Looy-Environmental Change and Extinction<br/> Joean Beauchamp Procter Zoologist.</p> |
| <b><u>French (Modern Foreign Languages)</u></b>   | <b><u>Geography</u></b>   | <b><u>History</u></b>  |
| <p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children have previously covered units including Greetings, Colours and Numbers, Phonics and Animals.</p> <p><b><u>Focus:</u></b></p>   | <p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Continents, major oceans and seas, localities near me</p> <p>To be able to use appropriate techniques to gather information.</p>  | <p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Vocabulary</u></b></p>   |



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**Instruments**

- Can I name five instruments?
- Can I name five more instruments?
- Can name all ten instruments?
- Can I quickly remember all ten instruments?
- Can I conjugate regular verb – er as in jouer to play?
- Can I revise all the language covered so far?

**I am able**

- Can I pronounce I am able – Je peux and five verbs?
- Can I remember 5 infinite verbs?
- Can I recall ten verbs?
- Can I put ten verbs into a sentence?
- Can I use ‘et’ and ‘mais’ in a sentence?
- Can I revise the language used?

**Vocabulary:**

Les instruments: la trompette, la guitare, la batterie, la flute a bec, la clarinette, la harpe,  
 Le piano, le triangle, les cymbales.

Je peux: danser, chanter, sauter, cuisiner, faire du velo,  
 Jouer d’un instrument, patiner, dessiner, nager, parler francais.

To be able to use and interpret globes and maps in a variety of scales.

To be able to explain how physical and human processes lead to similarities and differences between places.

To be able to collect and record evidence to answer geographical questions.

**Focus:** Our location and another locality in Europe

- Can I locate cities in the UK?
- Can I locate counties in the UK?
- Can I locate countries in Europe?
- Can I locate countries in the Americas?
- Can I locate countries in Asia?
- Can I locate countries in Africa?
- Can I name different types of biomes?
- Can I explain the different types of climate and ecosystems in Africa?
- Can I explain the different types of deserts and explain why the Sahara is important?
- Can I explain the impact of drought?
- Can I describe the rainforests across Africa, including their locations and wildlife within?
- Can I explain what an African savannah is and how its climate changes across the year?
- Can I examine ways in which wildlife adapts to survive in different African climates?
- Can I understand different time zones?
- Can I compare countries from around the world?



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|   | <p><b><u>Vocabulary</u></b><br/> Trend, land use, trade links, arable, mixed farming, vegetation, region, environmental, settlement, impact, biome, location, economic.</p>   |   |
| <b><u>Personal, Social and Health Education</u></b>   | <b><u>Physical Education</u></b>  | <b><u>Computing</u></b>   |
| <p><b><u>Prior Learning/Knowledge:</u></b></p> <p><b><u>Focus:</u></b><br/> <b>Healthy Me;</b><br/> Can I make healthy choices?<br/> Can I identify how I feel towards drugs?<br/> Can I identify things, people and places that I need to keep safe from, and who to go to for help?<br/> Can I identify when something feels safe or unsafe?</p> <p><b><u>Relationships;</u></b></p> <ul style="list-style-type: none"> <li>• Can I identify the roles of people in my family?</li> <li>• Can I identify and put into practice friendship skills?</li> <li>• Can I use strategies to keep myself safe online?</li> <li>• Can I explain how my actions help and influence my life?</li> <li>• Can I understand how my needs and rights are shared by children around the world?</li> <li>• Can I express my appreciation to my friends and families?</li> </ul> <p><b><u>Vocabulary:</u></b></p> | <p><b><u>Prior Learning/Knowledge:</u></b><br/> Invasion Games, Indoor Athletics</p> <p><b><u>Focus:</u></b><br/> Tag Rugby, Athletics, Tennis and Cricket.</p> <p><b><u>Vocabulary:</u></b><br/> Arm action, Bend, Carousel, Control, Direction, Distance, Effort, Extend, Handover, Knee, lift, Landing, Long jump, Pace, Position, Pull, Relax, Relay, Stride length, take off, Target, Technique Attack, Defend, Dribble, Passing, Play, Receiving, Support</p> <p><b><u>Can I take complete Athletics activities?</u></b></p> <ul style="list-style-type: none"> <li>• Can I sprint on the balls of my feet?</li> <li>• Can I develop changeover techniques in relay events?</li> <li>• Can I develop jumping techniques in a range of approaches and take-off positions?</li> <li>• Can I develop throwing for distance and accuracy?</li> <li>• Can I develop throwing for distance in a pull throw?</li> <li>• Can I develop performance skills?</li> </ul> <p><b><u>Can I play Tennis?</u></b></p> | <p><b><u>Prior Learning/Knowledge:</u></b><br/> Demonstrate an ability to organise data use a database and can retrieve specific data for conduction simple searches.<br/> Can create, name, save and retrieve content.<br/> Develop an understanding of using email safely and know ways of reporting inappropriate content to a trusted adult.</p> <p><b><u>Focus:</u></b><br/> 3.6 Branching Databases</p> <ul style="list-style-type: none"> <li>• Can I sort objects using just YES/NO questions?</li> <li>• Can I complete a branching database using 2Question?</li> <li>• Can I create a branching database of my choice?</li> </ul> <p>3.7 Simulations</p> <ul style="list-style-type: none"> <li>• Can I look at what simulations are?</li> <li>• Can I explore a simulation?</li> <li>• Can I analyse and evaluate a simulation?</li> </ul> <p>3.8 Graphing</p> <ul style="list-style-type: none"> <li>• To enter data into a graph and answer questions?</li> <li>• To solve an investigation and present the results in graphic form?</li> </ul> <p>3.9 Microsoft PowerPoint (Time Permitting)</p> |

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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.

Relationships; men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe, risky, internet, social media, private messaging, gaming, global, communications, transport, interconnected, food journey, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, family, appreciation.

- Can I develop racket and ball control?
- Can I explore rallying using forehand?
- Can I explore returning the ball using forehand?
- Can I explore returning the ball using a backhand?
- Can I learn how to score and use simple rules?
- Can I work co-operatively with others?

**Can I play Cricket?**

- Can I learn how to score points in a striking and fielding game?
- Can I develop batting to score points?
- Can I develop fielding skills to limit the batter's score?
- Can I understand the role of the bowler?
- Can I develop my understanding of tactics and begin to use them?
- To apply skills and knowledge to play games using cricket rules?

**Can I play Tag Rugby?**

- Can I develop throwing, catching and running with the ball?
- Can I develop an understanding of how to defend using tagging rules?
- Can I begin to use the forward pass and offside rule?
- Can I develop movement skills to dodge a defender?
- Can I track an opponent and begin to defend as a team?

- Can I create a page in presentation?
- Can I add media into a presentation?
- Can I animate a presentation?
- Can I create a presentation linked to a topic?

**Vocabulary:**

3.6 Branching Databases;

- Branching database, data, database, question

3.7 Simulations;

- simulation

3.8 Graphing;

- graph, field, data, bar chart, block graph, line graph

3.9 Microsoft PowerPoint;

- animation, audio, design template, entrance animation, font, media, presentation, presentation program, slide, slideshow, stock image, text box, text formatting, transition

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**Year 3 – Summer Term 2024 Medium Term Plan**  
**Topic: Around the World in 80 Days**

- Can I apply the rules and skills you have learnt and play in a tag rugby game?

**Religious Education**

**Music**

**Meta-Cognition Session**

**Prior Learning/Knowledge:**

Children continue to develop their knowledge and understanding of principal religions and worldviews. They have some understanding of subject-specific vocabulary, are beginning to ask questions and express their own views in response to what they're taught. They should use their knowledge of Hinduism from Spring to build upon.

**Focus:**

The ways in which Hindu beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.

**Lincolnshire syllabus: Being Human – Hinduism**

**Believing**

- Can I explain what Brahman is?
- Can I set up a café to explain Moksha?
- Can I explain why a Hindu seeks Moksha?
- Can I understand how Hindu's reflect their faith?
- Can I discuss karma?
- Can I explain how Karma drives the cycle of Samsara?

**Vocabulary:**

**Prior Learning/Knowledge:**

**Focus:**

*Charanga –*

*Bringing us Together*

*Blown Away*

*Recorder Book 1 - Reflect, Rewind and Replay*

- Can I listen and appraise a song (disco music) (Western Classical music)?
- 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*

***Wolfgang Amadeus Mozart***

***Vivaldi***

**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.

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

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Topic: Around the World in 80 Days

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

*Haydn*  
*Adagio*