



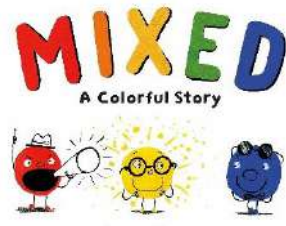
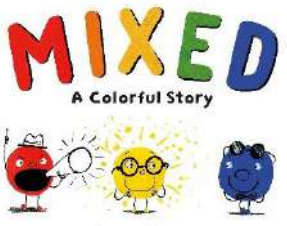
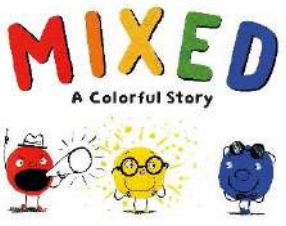



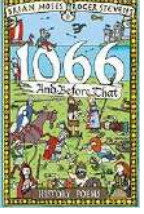





Medium Term Plan

Year/class: 3		Topic and subject: Summer 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	 <p>Poetry</p>	 <p>Poetry</p>	 <p>Narrative</p>	 <p>Narrative</p>	 <p>Persuasion</p>	 <p>Persuasion</p>	 <p>Persuasion</p>
Maths	<p><b>Geometry – Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>Turns and angles</li> <li>Right angles in shapes</li> <li>Compare angles</li> </ul>	<p><b>Geometry – Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>Horizontal and vertical</li> <li>Parallel and perpendicular</li> </ul>	<p><b>Geometry – Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>Recognise and describe 2D shapes</li> <li>Recognise and describe 3-D shapes</li> <li>Make 3-D shapes</li> </ul>	<p><b>Measurement: Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Measure mass (1)</li> <li>Measure mass (2)</li> <li>Compare mass</li> <li>Add and subtract mass</li> </ul>	<p><b>Measurement: Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Measure capacity (1)</li> <li>Measure capacity (2)</li> <li>Compare capacity</li> <li>Add and subtract capacity</li> </ul>	<p><b>Consolidation Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add a 3-digit number to a 3-digit number – exchange</li> <li>Subtract a 3-digit number from a 3-digit number – exchange</li> <li>Estimate answers to calculations</li> </ul>	
Science	<p>To know that humans need energy to survive</p> <ul style="list-style-type: none"> <li>Humans need food and water to survive</li> <li>They need a place to safe in</li> <li>They need clothes to keep warm</li> </ul>	<p>To know that humans must eat a balanced diet</p> <ul style="list-style-type: none"> <li>Name all the main food groups</li> <li>Say why each food group is important</li> </ul>	<p>To know the main functions of the human skeleton</p> <ul style="list-style-type: none"> <li>To support our muscles</li> </ul> <p>To protect our organs: our heart, lungs and brain to help us move</p>	<p>To understand that muscles help us move</p> <ul style="list-style-type: none"> <li>Muscles are attached to bones by tendons</li> <li>When we flex our muscles, we are able to move</li> </ul>	<p>To know how exercise helps our muscles become stronger</p> <ul style="list-style-type: none"> <li>We need more oxygen when we exercise</li> <li>We breathe deeper and faster to gain more oxygen</li> <li>Regular exercise makes our muscles grow</li> </ul>	<p>To know the function of the spinal column</p> <ul style="list-style-type: none"> <li>Protects the spinal cord</li> <li>Connects all the nerves in the body to the brain</li> </ul>	<p><b>End product:</b> give an illustrated presentation on health and fitness, using resources they have made throughout the unit and evidence from their own research.</p>
History							
Geography	<p><b>Coasts</b></p> <p>Identify key topographical features of coasts – key physical and human characteristics.</p>	<p><b>Coasts</b></p> <p>Land use at the coast. Change of focus from fishing to tourism in the UK.</p>	<p><b>Coasts</b></p> <p>Advantages and disadvantages of living by the coast</p>	<p><b>Coasts</b></p> <p>Field trip? Lythm &amp; St Annes</p>	<p><b>Coasts</b></p> <p>Case study: Non-UK Coast How does this differ to Lythm/St Annes?</p>	<p><b>Coasts</b></p> <p>End Product: A tourism booklet about the British Isle coasts.</p>	

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Art	Collage (Coasts)	Collage (Coasts)	Collage (Coasts)	Collage (Coasts)	Collage (Coasts)	Collage (Coasts)	Collage (Coasts)
DT							
P.E	Netball - To develop ball handling skills. To practise throwing and catching.  Rounders  Swimming	Netball - To develop passing and moving. To be able to play within the footwork rule  Rounders  Swimming	Netball - To develop passing and moving towards a goal.  Rounders  Swimming	Netball - To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball.  Rounders  Swimming	Netball - To develop the shooting action.  Rounders  Swimming	Netball - To develop playing using netball rules.  Rounders  Swimming	Netball - To learn the positions of 5-a-side netball and where each is allowed to go.  Rounders  Swimming
R.E	What does it mean to be a Christian?	What does it mean to be a Christian?	What does it mean to be a Christian?	What does it mean to be a Christian?	What does it mean to be a Christian?	What does it mean to be a Christian?	What does it mean to be a Christian?
Music	Reflect, ...'	Reflect, ...'	Reflect, ...'	Reflect, ...'	Reflect, ...'	Reflect, ...'	Reflect, ...'
Computing	<p><b>Programming B – Events and actions</b>            This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>						
Languages	Holidays	Holidays	Holidays	Holidays	Holidays	Holidays	Holidays

Medium Term Plan

Year/class: Year 3		Topic and subject: Stone Age			Duration: 7 Weeks		
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	 <p><u>poetry</u></p> <p><u>Monday</u> - INPUT – Explore poems from ‘1066 and before that’, especially focussing on ‘Ice and Snow’ and ‘What is the use of that?’ Discuss type of poem (free verse) and compare to poems covered (haikus and tankas). Explore use of questions in latter poem. Why would a caveman ask so many questions? Explain we are going to write a poem for a caveman about the sun to tell him all about it – how would you describe the sun to a Stone Age man? What kind of features could we use? Discuss expanded noun phrases, verbs and adverbs, onomatopoeia Note down for WW</p> <p><b>Tuesday</b>- INPUT – Show chn two sentences. One is a simile and one is a metaphor, which is which?</p>	 <p><u>poetry</u></p>	 <p><u>narrative</u></p>	 <p><u>narrative</u></p>	 <p><u>narrative</u></p>	 <p><u>non-narrative</u></p>	 <p><u>non-narrative</u></p>

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	<p>Discuss difference and how the can be used to improve writing and poetry. Show pictures – Talk partners: Can you think of a simile to describe each picture? Can you think of a metaphor?</p> <p><b>Wednesday</b> INPUT - Model using word bank to create free verse poem to describe the sun. Remind chn each line doesn't have to be a sentence.</p> <p><b>Thursday</b> – Give children the poem 'The Good old Stone Age Days' Read it together and discuss vocabulary.</p> <p><b>Friday</b> - What can we learn about the stone age from this poem. Children highlight information.</p>						
<p>Maths</p>	<ul style="list-style-type: none"> <li>Consolidate 2, 4 and 8 times-tables</li> <li>Data Collection – presents (based on last term children need to re-visit)</li> </ul> <p>What presents did you get for Christmas? Who else got that? How can we make a bar chart thinking of this?</p> <p><b>Monday</b> – Create tally chart</p>	<ul style="list-style-type: none"> <li>Consolidate 2, 4 and 8 times-tables</li> <li>Multiplying 2 digit by 1 digit using repeated addition with concrete manipulatives/ formal method of column multiplication alongside the concrete representation</li> <li>Multiplying 2 digit by 1 digit moving on to explore multiplication with exchange</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate 2, 4 and 8 times-tables</li> <li>Dividing 2 digit by 1 digit by partitioning into tens and ones and sharing into equal groups. They divide numbers that do not involve exchange or remainders.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate 2, 4 and 8 times-tables</li> <li>Dividing 2 digit by 1 digit, using numbers that involve exchanging between the tens and ones. The answers do not have remainders.</li> <li>Dividing 2 digit by 1 digit, solving division problems with a remainder.</li> <li>End of unit challenge: Chicken and sheep- be able to apply knowledge of multiplication and division facts for 2 and 4 times tables to solve problem, using inverse to check calculations</li> </ul>	<p><b>Measurement: Money (1)</b></p> <ul style="list-style-type: none"> <li>Count money (pence) (recap)</li> <li>Count money (pounds) (recap)</li> <li>Pounds and pence</li> <li>Convert pounds and pence</li> <li>Add money</li> <li>Subtract money</li> <li>Give change</li> </ul>	<p><b>Statistics (2)</b></p> <ul style="list-style-type: none"> <li>Make tally charts (recap)</li> <li>Draw pictograms (2,5,10) (recap)</li> <li>Interpret pictograms (2,5,10) (recap)</li> </ul>	<p><b>Statistics (2)</b></p> <ul style="list-style-type: none"> <li>Bar Charts</li> <li>Tables</li> </ul>

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	<p><b>Tuesday</b> – Collect data  <b>Wednesday</b> – Make Bar chart  <b>Thursday</b> – Write questions swap and answer  <b>Friday</b> – 4s,3s and 8s catch up</p>						
Science	<p>Rocks</p> <p>To know what the properties of rocks are</p> <ul style="list-style-type: none"> <li>Describe three different properties of rocks</li> <li>Explain why these properties are suitable to their uses</li> </ul> <p>Children will explore the rocks, touch them, rub them and see what they smell and feel like. They will write notes on large paper and we will share and create WW notes.</p> <p>Children will then be given fact files, they will match up the rocks from the fact files to the ones in class.</p> <p>Task: Children will create fact files in their books for the rocks.</p>	<p>Rocks</p> <p>To know that all rocks have different hardness properties</p> <ul style="list-style-type: none"> <li>Hard types of rocks are usually resistant to erosion some</li> <li>Soft rocks hold a lot of water</li> </ul>	<p>Rocks</p> <p>To know that rocks change over time</p> <ul style="list-style-type: none"> <li>Rocks are eroded over time – follow the rock cycle</li> <li>There are three main types of rocks: <ul style="list-style-type: none"> <li>Igneous</li> <li>Metamorphic</li> <li>Sedimentary</li> </ul> </li> </ul> <p>Rocks</p> <p>To know how soil is formed</p> <ul style="list-style-type: none"> <li>Soil is a mixture of tiny particles of rock, dead plants and animals, air and water</li> </ul>			<p>Rocks</p> <p>To know how fossils are formed</p> <ul style="list-style-type: none"> <li>A fossil is the preserved remains or traces of a dead organism</li> <li>After an animal dies, it decomposes and its skeleton is buried by small particles of rock - <b>sediment</b></li> <li>More sediment builds up and the skeleton turns to rock to become a fossil</li> </ul>	<p><b>SCIENCE/ART</b></p> <p><b>Drawing (Stone Age to Iron Age)</b></p> <p><b>Finished product</b> will be a series of sketches planning a finished result of a tonal drawing of a fossil. Also, a two colour print of a fossil. All to be added to children's sketchbooks.</p>
Geography (None this half term)							
History	<p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>Use a time line to place events I have found out about.</li> <li>Understand that a time line can be divided into BC and AD.</li> <li>Place a significant event from the past that they have</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b>Describe:</b></p> <ul style="list-style-type: none"> <li>the settlements built by people in the past and what they were used for – explain why they didn't live in caves.</li> <li>the culture of people from the past.</li> <li>the clothes, way of life and actions of people in the past.</li> </ul>	<p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b>Compare changes over time:</b></p> <ul style="list-style-type: none"> <li>Use evidence to give reasons why changes may have occurred.</li> <li>Show on a time line, the changes that I have identified.</li> <li>Describe some similarities and differences between some people, events and artefacts I have studied.</li> </ul>	<p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b>Explore peoples opinions of the stone age:</b></p> <ul style="list-style-type: none"> <li>Give reasons why there may be different accounts of history.</li> <li>Understand that people often imagine the Stone Age in incorrect ways.</li> </ul>	<p><b><u>STONE AGE TO IRON AGE</u></b></p> <p><b>Where did they go? What happened?</b></p> <ul style="list-style-type: none"> <li>Explain why the Stone Age come to an end about six thousand years ago.</li> <li>Explain how people were living in Britain</li> </ul>	

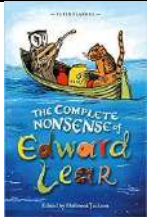
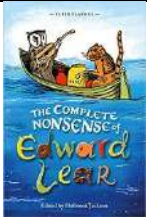
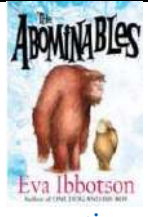
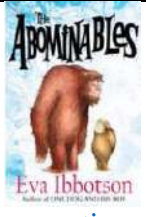
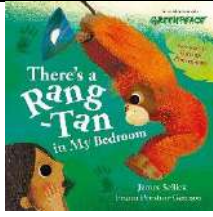
Medium Term Plan

	<p>studied in approximately the right place on a time line.</p> <ul style="list-style-type: none"> <li>Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.</li> <li>Use the correct terminology to describe periods of time – (Stone Age, Neolithic, Bronze Age, Iron Age)</li> </ul>		<ul style="list-style-type: none"> <li>the attitude and religion of people in the past (Stonehenge).</li> <li>their health, injuries and build compared to people today – the <b>Red Lady of Paviland</b> ( a fairly complete human skeleton, discovered in 1826 in the Paviland limestone caves).</li> </ul>		<ul style="list-style-type: none"> <li>Understand that archeologists may have different opinions, may change their minds as new discoveries are made and may not know all the answers to the questions which they have.</li> <li>Explain why clues help archaeologists reconstruct how people might have lived in Stone Age Britain.</li> </ul>		<p>at the end of the Stone Age compared with the beginning.</p> <p><b>End Product:</b></p> <p>Write a paragraph/diary about living in the stone age.</p>
Art		<ul style="list-style-type: none"> <li>Use printed sources, the Internet, cave paintings, photographs, artefacts and information about ancient sites to collect evidence about the past.</li> </ul>					
DT				<p><b>Mechanical Systems – Levers and linkages</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>Use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul>	<p><b>Mechanical Systems – Levers and linkages</b></p> <p>Making</p> <ul style="list-style-type: none"> <li>Order the main stages of making.</li> <li>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul>	<p><b>Mechanical Systems – Levers and linkages</b></p> <p>Making</p> <ul style="list-style-type: none"> <li>Order the main stages of making.</li> <li>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul>	<p><b>Mechanical Systems – Levers and linkages</b></p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul> <p>Technical knowledge and understanding</p>
Computing	<p>Creating media – Desktop publishing</p> <p>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>						
P.E	Tennis - To be able to use the ready position.	Tennis - To develop ball control and movement skills.	Tennis - To develop racket and ball control.	Tennis - To develop returning the ball using a forehand groundstroke.	Tennis - To develop the two handed backhand.	Tennis - To learn how to score. To develop playing against an opponent.	Tennis - To work collaboratively with a partner and compete against others.

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				To be able to rally using a forehand.			
R.E	<p><i>What do people believe about God?</i></p> <p>‘Seeing is Believing’ – is it? Discuss and share ideas on WB.</p> <p>What do I think about believing in God? Discuss and share ideas on WB.</p> <p>Children will answer 3 questions in a ‘Thoughtful Time’ style</p>	<p><i>What do people believe about God?</i></p> <p>What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</p>	<p><i>What do people believe about God?</i></p> <p>What do the stories of Moses and the Burning Bush and of Saint Paul’s conversion tell us about God in Christianity?</p>	<p><i>What do people believe about God?</i></p> <p>What do Muslims believe about Allah? (The Arabic word for God is Allah)</p>	<p><i>What do people believe about God?</i></p> <p>What do Muslims believe about the Holy Quran, Allah’s gift to humanity?</p>	<p><i>What do people believe about God?</i></p> <p>How do Hindu people show what they believe about gods and goddesses?</p>	
MFL	<p><b>School</b></p> <ul style="list-style-type: none"> <li>-Celebrate and value cultural diversity</li> <li>-Learn about aspects of everyday life/social conventions/attitudes and compare to own</li> <li>-Present information about an aspect of culture</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>-Celebrate and value cultural diversity</li> <li>-Learn about aspects of everyday life/social conventions/attitudes and compare to own</li> <li>-Present information about an aspect of culture</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>-Celebrate and value cultural diversity</li> <li>-Learn about aspects of everyday life/social conventions/attitudes and compare to own</li> <li>-Present information about an aspect of culture</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>-Celebrate and value cultural diversity</li> <li>-Learn about aspects of everyday life/social conventions/attitudes and compare to own</li> <li>-Present information about an aspect of culture</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>-Celebrate and value cultural diversity</li> <li>-Learn about aspects of everyday life/social conventions/attitudes and compare to own</li> <li>-Present information about an aspect of culture</li> </ul>	<p><b>To present information about an aspect of French culture in French and English – schools/weather</b></p>	<p><b>To present information about an aspect of French culture in French and English – schools/weather</b></p>
Music	‘3 little birds’	‘3 little birds’	‘3 little birds’	‘3 little birds’	‘3 little birds’	‘3 little birds’	
<b>Evaluation/notes:</b>							

Medium Term Plan

Year/class: Year 3		Topic and subject: Mountains			Duration: 5 Weeks	
	Week 1	Week 2	Week 3	Week 4	Week 5	
English	 <p><u>poetry</u></p>	 <p><u>poetry</u></p>	 <p><u>narrative</u></p>	 <p><u>narrative</u></p>	 <p><u>non-narrative</u></p>	
Maths	<p><b>Measurement: Length and Perimeter (2)</b></p> <ul style="list-style-type: none"> <li>Measure length</li> <li>Measure length (m) (recap)</li> <li>Equivalent lengths (m and cm)</li> <li>Equivalent lengths (mm and cm)</li> <li>Compare lengths (recap)</li> <li>Add lengths</li> <li>Subtract lengths</li> </ul>	<p><b>Measurement: Length and Perimeter (2)</b></p> <ul style="list-style-type: none"> <li>Measure perimeter</li> <li>Calculate perimeter</li> </ul>	<p><b>Number – Fractions (2)</b></p> <p>2 weeks to recap all previous learning</p> <ul style="list-style-type: none"> <li>Make equal parts</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> </ul>	<p><b>Number – Fractions (2)</b></p> <p>2 weeks to recap all previous learning</p> <ul style="list-style-type: none"> <li>Unit fractions</li> <li>Non-unit fractions Equivalence of 1 2 and 2 4</li> <li>Count in fractions</li> </ul>	<p><b>Consolidation: Multiplication and Division methods (1)</b></p> <ul style="list-style-type: none"> <li>Multiplying 2 digit by 1 digit using formal method of column multiplication alongside the concrete representation before moving on to explore multiplication with exchange</li> <li>Dividing 2 digit by 1 digit, solving division problems with a remainder. Scaling</li> </ul>	
Science	<p>Plants</p> <p>To identify and describe the functions of different parts of flowering plants:</p> <ul style="list-style-type: none"> <li>Importance of the plants leaves</li> <li>Plants make their own energy from the sun</li> <li>This process is photosynthesis and uses light from the sun</li> </ul>	<p>Plants</p> <p>To know the function of a plant's roots</p> <ul style="list-style-type: none"> <li>They are usually hidden underground</li> <li>Take up water and nutrients from the soil</li> <li>They also anchor the plant to the ground and keep it steady</li> <li>Store food for the plant</li> </ul> <p>To know what the two main types of roots are</p> <ul style="list-style-type: none"> <li>Taproots are long and thick roots that points straight down, for example, carrots</li> <li>Fibrous roots are made up of many small roots, all about the same size, for example, grass</li> </ul>	<p>Plants</p> <p>To know what pollen is</p> <ul style="list-style-type: none"> <li>Pollen is the male part of the flower</li> </ul> <p>To know how pollen is transferred from one plant to the next</p> <ul style="list-style-type: none"> <li>Pollen is transferred from one plant to the next by pollinators</li> <li>Insects and the wind are examples of pollinators</li> </ul>	<p>Plants</p> <p>To know why some flowers are brightly coloured</p> <ul style="list-style-type: none"> <li>Bright colours and scent attract insects and birds so that they can pollinate the plant.</li> <li>The most common types of pollination are: <ul style="list-style-type: none"> <li>Wind pollination: flowers are small and dull, with little or no scent, and often no petals at all</li> <li>Insect pollination: flowers show well in the ultraviolet range, often have honey guides, lines leading from the petal to the nectar and they use scent to attract them</li> <li>Bird pollination: large, colourful flowers with nectar</li> </ul> </li> </ul>	<p>Plants</p> <p><b>End product:</b> children to perform this humorous play script in groups to look at what plants need to grow: carbunckle a robot, princess creosote an alien and joseph soap the gardener, meet in a series of discussions trying to establish why plants die, or grow well. They could then create a poster or booklet to explain what plants need to grow well.</p>	



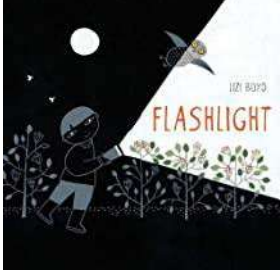
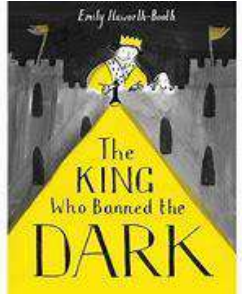




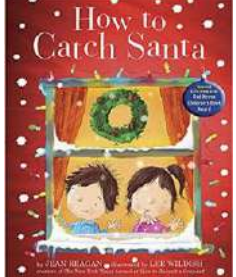
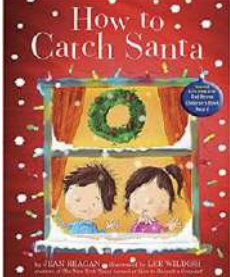
Medium Term Plan

<p>Geography</p>	<p><b>Mountains</b> LQ What are the advantages/disadvantages of living on a mountain?  How are mountains formed?</p>	<p><b>Mountains</b> LQ What are the advantages/disadvantages of living on a mountain?  Investigate, through research, other places in the UK, Europe and the wider world that have similar physical environments i.e. mountains.</p>	<p><b>Mountains</b> LQ What are the advantages/disadvantages of living on a mountain?  Using different sources the children will then focus on their individual choice of mountain range and consider what the advantages and disadvantages of living on a mountain might be. .</p>	<p><b>Mountains</b> LQ What are the advantages/disadvantages of living on a mountain?  They will investigate weather patterns and how these change over time (seasonally and a longer duration). They will consider how these changes impact on human activity – link to tourism and climate change.</p>	<p><b>Mountains</b> LQ What are the advantages/disadvantages of living on a mountain?  <b>End Product: booklet on living in a specific mountain range.</b></p>
<p>History (None this half)</p>					
<p>Art</p>	<p>Collage (mountain landscapes) Explore and imitate Mountain landscape art work. Using pencil and Water colour.</p> <ul style="list-style-type: none"> <li>• Begin to use the language of art to analyse mountain pictures.</li> <li>• Consider why so many artists choose to paint mountain landscapes.</li> </ul>	<p>Collage (mountain landscapes)  Create own mountain landscape.</p>			
<p>DT</p>			<p>Textiles - 2-D shape to 3-D product Pencil case – <b>projects on a page</b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>• Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> </ul>	<p>Textiles - 2-D shape to 3-D product Pencil case – <b>projects on a page</b></p> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of making.</li> <li>• Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>• Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul>	<p>Textiles - 2-D shape to 3-D product Pencil case – <b>projects on a page</b></p> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of making.</li> <li>• Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>• Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Investigate a range of 3-D textile products relevant to the project.</li> <li>• Test their product against the original design criteria and with the intended user.</li> <li>• Take into account others' views.</li> <li>• Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</li> </ul>

Medium Term Plan

Computing	Data and information – Branching databases  During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.				
P.E	Ball Skills - To develop confidence and accuracy when tracking a ball.	Ball Skills - To explore and develop a variety of throwing techniques. To develop throwing under pressure.	Ball Skills - To develop catching skills using one and two hands.	Ball Skills - To develop dribbling a ball with hands To use tracking, sending and dribbling skills with feet.	Ball Skills - To work with others to create a game using the skills learnt.
R.E	Why is the Bible important to Christians today?  Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?	Why is the Bible important to Christians today?  The Bible is a big book. How is it put together? Why is it so popular?	Why is the Bible important to Christians today?  What does the Bible teach Christian people about God, life, the universe and everything?	Why is the Bible important to Christians today?  How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?	Why is the Bible important to Christians today?  How can the Bible help people if they are tempted to do wrong things?
MFL	<b>Weather</b> - Recognise similarities and differences between places - Present information about an aspect of culture	<b>Weather</b> - Recognise similarities and differences between places - Present information about an aspect of culture	<b>Weather</b> - Recognise similarities and differences between places - Present information about an aspect of culture	<b>To present information about an aspect of French culture in French and English – schools/weather</b>	<b>To present information about an aspect of French culture in French and English – schools/weather</b>
Music	Dragon Song	Dragon Song	Dragon Song	Dragon Song	Dragon Song
<b>Evaluation/notes:</b>					



Medium Term Plan

Year/class: 3	Topic and subject: Autumn 2						Duration: 8 weeks
Content (NC) Overview and time dedicated							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	 <p><b>Poetry</b></p> <p><b>Mon</b> - Read Flashlight together – slowly unpicking story. Using a picture from the book collect vocabulary. What is a noun? Add nouns to image on the board.</p> <p>What is an adjective? Lets describe those nouns now! Add to board. Talk about age, shape, size, colour.</p> <p><b>Tues</b> – Using the same images from yesterday begin to generate figurative language. What is alliteration? <a href="#">What is alliteration? - BBC Bitesize</a></p> <p>Explore and then generate alliteration for the dark and the light. Then repeat with similes.</p>	 <p><b>Narrative</b></p> <p><b>Monday</b> – read the story and model letter writing.</p> <p><b>Tues</b> – re-read and build a whole group mountain</p> <p><b>Wed</b> – re-read and discuss how to use our voice and body to support role play. role play the story</p> <p><b>Thurs</b> - Oral news report</p> <p><b>Friday</b> – Write speech</p>	<p><b>Anti – bullying week video</b>  Children will re-tell the story of the video.</p>  <p><b>Narrative</b></p> <p><a href="https://metro.co.uk/video/the-john-lewis-christmas-advert-2020-finally-grab-tissues-2291742/?ito=vjs-link">https://metro.co.uk/video/the-john-lewis-christmas-advert-2020-finally-grab-tissues-2291742/?ito=vjs-link</a></p> <p><b>Monday</b> – Watch the video and discuss, what is it about? How did you feel? Why? Planning using the 8 mini problems that occur and how an act of kindness resolves them! What are the problems? Let’s watch and make notes as we go.</p> <p><b>Tuesday</b> – Generate vocabulary.</p> <p><b>Wednesday</b> – Recap non-negotiables and really focus on fronted adverbials from last term. Begin to write using plan as a whole class. Write beginning as a whole class.</p> <p><b>Thursday</b> – Edit from marking.</p> <p><b>Friday</b> – Final draft</p>	 <p><b>Narrative</b></p> <p><b>Mon</b> – Watch Mog’s Christmas Calamity <a href="#">video</a> – Drama opportunities? Vocab gathering of verbs and adverbs as a class on <a href="#">plan sheet</a></p> <p><b>Tues</b> - Model using vocab gathered to write sentences for <a href="#">plan</a>. <b>Plenary:</b> Gather fronted adverbials from previous weeks that you like and could use in your story.</p> <p><b>Wed</b> - Model write of start of “calamity” modelling using all Year 3 SPAG features learnt so far</p> <p><b>Thurs</b> - Chn to continue to write stories today <b>Plenary: Self and peer assessment</b></p> <p><b>Fri</b> - Editing and <a href="#">presenting</a></p>	 <p><b>Narrative</b></p> <p><b>Monday:</b> Read the book and discuss the vocab and characters. Teach the children how conscience alley works. Exploring the idea of the dark shouting and calling to Orion</p> <p><b>Tuesday:</b> Re-read, Give the children images to order and then record 7 main events of the story on the board altogether. <b>What must a diary include?</b></p> <p><b>Wednesday:</b> Edit lesson</p> <p><b>Thursday :</b> Have on the board a story mountain for the story – quick fire add in notes for Orion. Let’s imagine he was scared of something else, what could it be? Whole class new mountain on the board.</p> <p><b>Friday :</b> Finish and edit.</p>	 <p><b>Instructions</b></p> <p><b>Monday:</b> Chn to begin lesson by composing sentences for their own instructions using ‘battle plans’ from week. Gather fronted adverbials as a class WW</p> <p><b>Tuesday:</b> Chn to begin lesson by list of things they will need on w/b battle plans from last week.</p> <p>Recap features of a set of instructions. Model using own santa catching plan write set of instructions. Use list on board at start of lesson for “you will need” section.</p> <p><b>Wednesday:</b> Handwriting practice words</p> <p><b>Thursday:</b> Chn to follow simple recipe bake cookies in tables then begin to improve instructions as a group.</p> <p><b>Friday:</b> Chn to decorate cookies and continue writing instructions on how to decorate.</p>	 <p><b>Instructions</b></p> <p><b>Monday:</b> Chn to begin lesson by composing sentences for their own instructions using ‘battle plans’ from week. Gather fronted adverbials as a class WW</p> <p><b>Tuesday:</b> Chn to begin lesson by list of things they will need on w/b battle plans from last week.</p> <p>Recap features of a set of instructions. Model using own santa catching plan write set of instructions. Use list on board at start of lesson for “you will need” section.</p> <p><b>Wednesday:</b> Handwriting practice words</p> <p><b>Thursday:</b> Chn to follow simple recipe bake cookies in tables then begin to improve instructions as a group.</p> <p><b>Friday:</b> Chn to decorate cookies and continue writing instructions on how to decorate.</p>

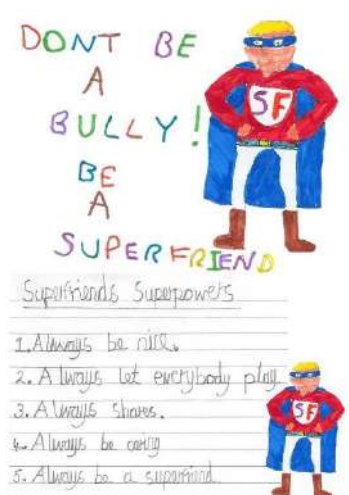
Medium Term Plan

	<p><b>Wed</b> – How can we use all this wonderful language to write a poem? Share ideas. Get children in groups to just WRITE a group poem. Share ideas. Write one as a whole class!</p> <p><b>Thurs</b> – Key spelling words on the board for all children to work on.  Model editing.  Discuss how we use thesaurus or our books to uplevel word choice.</p> <p><b>Friday</b> – Neat copy</p>						
Spelling	<p><b>NNS</b> Revise <b>Spellings and concepts that pupils need to secure</b></p> <p>ee ea igh</p>	<p><b>NNS</b> Revise <b>Homophones</b> Teach /ʌ/ sound spelt ‘o’</p>	<p><b>NNS</b> Teach /l/ or /əl/ sounds spelt ‘il’ at the end of words Revise <b>Strategies for learning words: common exception words</b></p>	<p><b>NNS</b> <b>Revise suffixes from Yr2 (-s, -es, -er, -ed, -ing)</b> Revise/Teach prefix ‘un-’ Teach prefix ‘dis-’ <i>(disappoint, disagree, disobey)</i></p>	<p><b>NNS</b> Practise/Apply <b>Practise prefix ‘dis-’ Apply prefix ‘un-’</b> Revise <b>From Year 2: Apostrophes for contractions</b></p>	<p><b>NNS</b> Learn <b>Strategies for learning words: Words from statutory and personal spelling lists</b> Revise/Teach <b>Strategies at the point of writing: Have a go</b></p>	<p><b>NNS</b> Teach <b>Rarer GPCs: words with /eɪ/ sound spelt ‘ei’ (veil), ‘eigh’ (eight), ‘aigh’ (strait) or ‘ey’ (they)</b></p>
Maths	<p><b>Number – Multiplication and Division</b> <a href="#">Input and task planning for week</a> Resources: <a href="#">Monday</a> <a href="#">Tuesday - Friday</a></p>	<p><b>Number – Multiplication and Division</b> • Multiply by 3, 4 and 8 <b>Showing times tables 3s 4s 8s using groups and arrays</b> Carousel each day. Input each day on arrays!</p>	<p><b>Number – Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Make equal groups – sharing &amp; grouping</li> <li>• Divide by 2, 5 and 10</li> <li>• Divide by 3, 4 and 8</li> </ul>	<p><b>Number – Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Use 4 operations, time and money knowledge to solve problems</li> </ul> <p><a href="#">Input and task planning for week</a> <a href="#">Resources</a></p>	<p><b>Consolidation to plan Geography field trip</b> <b>Monday</b> 3 x tables Whole class read through the task sheet. What do we think? What do we have to do? Children discuss in pairs. <b>Tuesday</b> 4 x tables Recap task and discuss.</p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Recap making tally charts</li> <li>• Recap pictograms and graphs</li> <li>• Use data collected on trip to create graphs, charts and pictograms</li> </ul> <p><b>Monday</b> – counting in 2s 5s and 10s to support intervals. What is a bar chart? Where are they used in real life? Look at types of charts on power point focussing on pictograms and bar.</p>	<p><b>Consolidation Time</b> Recap Yr2 targets</p> <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter past and quarter to</li> <li>• Hours and days</li> <li>• Find durations of time</li> </ul> <p><b>Monday</b> –make a clock <b>Tuesday</b> – O'clock and half past - Year 2 - P3 - <a href="#">Maths Home Learning with Bitesize - BBC Bitesize O'clock and Half</a></p>



Medium Term Plan

					<p><b>Wednesday</b> 8 x tables Address any challenges the children have been having.</p> <p><b>Thursday</b> 3 x tables Address any challenges the children have been having.</p> <p><b>Friday</b> – Times tables.</p>	<p>Explore using Monday input interactive sheet.</p> <p><b>Tuesday</b> - counting in 2s 5s and 10s to support intervals. Look at a bar chart and explore features.</p> <p><b>Wednesday</b> – Brainstorm ideas for a bar chart on the board.</p> <p><b>Thursday</b> – Model drawing up table and tallying.</p> <p><b>Friday</b> – Input focussing on axis and intervals</p>	<p><i>Wed – Quarter to and past</i> <a href="#">Quarter past and quarter to</a></p> <p><i>Thurs – Quarter to and past</i> <i>Friday – Post Learn</i></p>
Science	<p><b>Light &amp; Dark</b></p> <p>Look at <a href="#">prelearning cartoon</a> and chn to complete</p> <p>Chn to have shoe box per table and T to put an object in each box without children looking. Chn to follow instructions on <a href="#">light investigation sheet</a> to carry out investigation.</p> <p>Finally, go through <a href="#">PPT</a> to write conclusion</p>			<p><b>Light &amp; Dark</b></p> <p>To know how light travels</p> <ul style="list-style-type: none"> <li>Light travels in straight lines</li> <li>Light scatters and reflects in different directions</li> </ul> <p>Use <a href="#">power point</a> to talk through and begin investigations in groups using torches</p> 	<p><b>Light &amp; Dark</b></p> <p>To know that reflective clothes are safe to wear at night</p> <ul style="list-style-type: none"> <li>Shiny materials or objects reflect light more than dull ones</li> <li>Reflective materials are effective at night because they reflect light back to the source reflective</li> <li>Materials contain microscopic glass beads that reflect light</li> </ul> <p>Activity and ppt saved in <a href="#">folder</a></p>	<p><b>Light &amp; Dark</b></p> <p>To know how a mirror reflects our image</p> <ul style="list-style-type: none"> <li>When light from an object is reflected by a surface, it changes direction</li> <li>Smooth, shiny surfaces such as mirrors reflect light well</li> </ul>  <p>Mirrors Powerpoint.ppt</p>	<p><b>Light &amp; Dark</b></p> <p>To know what a shadow is</p> <ul style="list-style-type: none"> <li>Shadows are formed when opaque objects block a source of light</li> </ul>
History		<p><b>November 11<sup>th</sup> lesson</b></p> <p><b>Why do we wear poppies?</b></p>					
Anti-bullying Week			<p><b>Monday</b> – Watch video <a href="https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2021-one-kind-word">https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2021-one-kind-word</a> antibullying week. Discuss.</p> <p><a href="https://www.youtube.com/watch?v=oJQg2JyQ3mM">https://www.youtube.com/watch?v=oJQg2JyQ3mM</a></p> <p>Go through powerpoint and scenarios.</p> <p>Listen to the harry styles song and read the lyrics. What is the message? How does it make you feel? Rehearse and go through the song.</p>				


Medium Term Plan

			<p><b>Tuesday – Design an Anti-Bullying Superhero!</b></p> <p>Plan: Create a plan for your hero, including the following: • Hero name • Costume colour • Logo or symbol • Their powers and how they got them • Who they protect or stand up for and why</p> <p>Design: Draw the costume and label each part</p>  <p><b>Assembly show song – Friday 2.45pm</b></p>				
<p>Geography</p>	<p><b>Manchester is the place to be</b></p> <p><b>Task 1 :</b> Recap locational knowledge of Manchester, the UK countries and continents from Year 2.</p> <p>Where is Manchester? Children to come to the front and make a mark on the UK map.</p> <p>Reveal using google earth 📍</p> <p><b>Task 2:</b> What is a county? What counties do you know? Go through the power point and explore</p>			<p><b>Manchester is the place to be</b></p> <p>Use PPT to discuss land use in UK and sort into 2 columns – rural or urban.</p> <p>Write columns into book.</p> <p>Look at land use for Manchester. Label landmarks and sort pictures into urban and rural categories.</p> <p>Extension: Create a brochure promoting Manchester</p>		<p><b>Manchester is the place to be</b></p> <p>Economic activity and trade links with the rest of the UK and the wider world.</p> <p>Use PPT then sort goods into imports and exports.</p> <p>Look at exports from Manchester – cotton.</p> <p>Chn to write a sentence about Manchesters exports.</p>	<p><b>Manchester is the place to be</b></p> <p>Brief study of the prairie through book ‘If you’re from the Prairie’ by Dan Bouchard.</p> <p>Make comparisons between this and their landscape.</p> <p>Explore the book, look at the images what do you notice</p>

Medium Term Plan






	counties. Pupils will complete the activity labelling their own county and neighbouring counties. Then adding information.						Explore images of Manches What is the difference?
Art		Lowry Explore			Lowry Imitate and create		Create Lowry version of Ellenbrook
DT							
P.E	Netball To develop ball handling skills. To practise throwing and catching.  Gymnastics (Jancy)  Swimming	Netball To develop passing and moving. To be able to play within the footwork rule.  Gymnastics (Jancy)  Swimming	Netball To develop passing and moving towards a goal.  Gymnastics (Jancy)  Swimming	Netball To develop movement skills to lose a defender.  Gymnastics (Jancy)  Swimming	Netball To be able to defend an opponent and try to win the ball.  Gymnastics (Jancy)  Swimming	Netball To develop the shooting action.  Gymnastics (Jancy)  Swimming	Netball To develop playing using netball rules.  Gymnastics (Jancy)  Swimming
R.E	Why are festivals important to religious communities?  What festivals do you know? What religious festivals do you know?  Explore this site showing all the festivals over the year. <a href="#">KS1 &amp; KS2 Assemblies - Festivals - BBC Teach</a> Let the children choose videos to watch and chat about them 😊	Why are festivals important to religious communities?  What is worth celebrating?  • Ask pupils to think about great parties and celebrations that they've been to. What was being celebrated?  • Ask them to consider why the celebration took place. Who was it for?  What would you like to celebrate?		Why are festivals important to religious communities?  <b>Why is Divali significant to Hindus?</b>  Carpet – Explain today we will be looking at Hindu celebrations <a href="https://www.bbc.co.uk/bitesize/clips/z787tfr">https://www.bbc.co.uk/bitesize/clips/z787tfr</a>  Share the story of Rama and Sita with children (See ppt) <b>Group task</b> - Give children a part of the story to act out (print pages from ppt). Practice then share as a class performance of story. Narrate their section of the story.  TASK: Chn given picture of final part of the story and children to write in books what part of the story the image shows, and what	Why are festivals important to religious communities?  	Why are festivals important to religious communities?  Start with <a href="#">Festival Songs for Kids   Passover Song - YouTube</a>  Then listen to the story read – below.  	?

## Medium Term Plan

		<ul style="list-style-type: none"> <li>Tell pupils to imagine that all schools are going to be closed for an extra day a year to celebrate something and they can choose what. Can they think of something that has happened in their life that would be worth celebrating every year?</li> <li>Extend this to identifying events, people or values that would be celebrated by the whole community. How would it help the community to celebrate this?</li> <li>Give pupils opportunities to plan the first celebration of this new festival!</li> </ul>		<p>Hindu do at Diwali to recreate this part of the story.</p> <p><b>Verbally to finish</b> - compare the stories and celebrations of Diwali with another festival (Christmas) What are the similarities? What are the differences? (Christmas- birth of Jesus, Diwali-homecoming of Lord...</p>		 <p><a href="#">The Passover Story for Seder - YouTube</a></p>	
Music	'Glock 1'	'Glock 1'	'Glock 1'	'Glock 1'	'Glock 1'	'Glock 1'	'Glock 1'
Computing	<p><b>Creating media – Animation</b></p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as</p> <p>It is recommended that you use a tablet for this unit as this makes it simpler for learners to take the photos and do the editing. However, you could use stop-frame animation software on a desktop or laptop if this is what you have available. This unit uses iMotion which is an iPad app, but you could also try Stop Motion Studio if you have Android tablets.</p>						
Languages	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French  <a href="#">A Story in French: Little Red Riding Hood - KS2 French - BBC Bitesize - BBC Bitesize</a>	<b>Celebrations -</b> Compare Traditional Stories Story – Share tales in French  <a href="#">A Story in French: Little Red Riding Hood - KS2 French - BBC Bitesize - BBC Bitesize</a>



Medium Term Plan

Year/class: Year 3		Topic and subject:			Duration: Weeks	
	Week 1 (4 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6
English	Alan Ahlberg Poet Study <a href="#">poetry</a>	 <a href="#">narrative</a>	 <a href="#">narrative</a>	 <a href="#">non-narrative</a>	 <a href="#">non-narrative</a>	 <a href="#">non-narrative</a>
Maths	<p><b>Number – fractions (3)</b></p> <ul style="list-style-type: none"> <li>making the whole</li> <li>tenths</li> <li>counting in tenths</li> <li>tenths as decimals</li> <li>fractions on a number line</li> <li>fractions of a set of objects- find a unit fraction of an amount by dividing an amount into equal groups</li> <li>fractions of a set of objects- understand that the denominator of the fraction tells us how many equal parts the set will be divided into</li> <li>fractions of a set of objects- to apply their knowledge and understanding of fractions to solve problems in various contexts</li> </ul>	<p><b>Number – fractions (3)</b></p> <ul style="list-style-type: none"> <li>Equivalent fractions- explore using Cuisenaire or number rods to investigate and record</li> <li>Equivalent fraction- using Cuisenaire rods and paper strips alongside number lines to deepen their understanding</li> <li>Equivalent fraction- look for patterns between the numerators and denominators to support their understanding of why fractions are equivalent</li> </ul>	<p><b>Number – fractions (3)</b></p> <ul style="list-style-type: none"> <li>Compare fractions</li> <li>Order fractions</li> <li>Add fractions</li> <li>Subtract fractions</li> </ul>	<p><b>Measurement: Time (3)</b></p> <ul style="list-style-type: none"> <li>Months and years (recap)</li> <li>Hours in a day (recap)</li> <li>Telling the time to 5 minutes</li> <li>Telling the time to the minute</li> </ul>	<p><b>Measurement: Time (3)</b></p> <ul style="list-style-type: none"> <li>Using a.m. and p.m.</li> <li>24-hour clock</li> <li>Finding the duration</li> <li>Comparing durations</li> <li>Start and end times</li> <li>Measuring time in seconds</li> </ul>	<p><b>Consolidation: Multiplication and Division methods (1)</b></p> <ul style="list-style-type: none"> <li>Multiplying 2 digit by 1 digit using formal method of column multiplication alongside the concrete representation before moving on to explore multiplication with exchange</li> <li>Dividing 2 digit by 1 digit, solving division problems with a remainder.</li> <li>Scaling</li> </ul> <p>End of unit assessment: Barcodes challenge- showing good understanding of number and skill to multiply 2-digits by 1 in problem solving context.</p>
Science (None this half)						
Geography (None this half)						
History	<b><u>THEMATIC STUDY</u></b> <b><u>LEISURE &amp; ENTERTAINMENT</u></b> <b><u>IN 20<sup>th</sup> CENTURY</u></b>	<b><u>THEMATIC STUDY</u></b> <b><u>LEISURE &amp;</u></b> <b><u>ENTERTAINMENT IN 20<sup>th</sup></u></b> <b><u>CENTURY</u></b>	<b><u>THEMATIC STUDY</u></b> <b><u>LEISURE &amp; ENTERTAINMENT</u></b> <b><u>IN 20<sup>th</sup> CENTURY</u></b>	<b><u>THEMATIC STUDY</u></b> <b><u>LEISURE &amp;</u></b> <b><u>ENTERTAINMENT IN 20<sup>th</sup></u></b> <b><u>CENTURY</u></b>	<b><u>THEMATIC STUDY</u></b> <b><u>LEISURE &amp;</u></b> <b><u>ENTERTAINMENT IN 20<sup>th</sup></u></b> <b><u>CENTURY</u></b>	<b><u>THEMATIC STUDY</u></b> <b><u>LEISURE &amp; ENTERTAINMENT IN 20<sup>th</sup></u></b> <b><u>CENTURY</u></b>

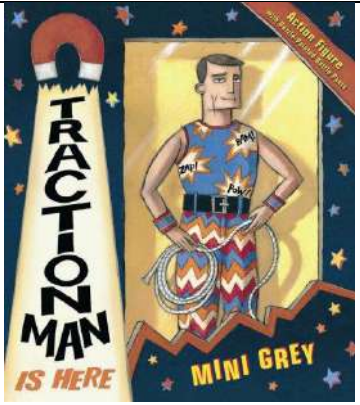
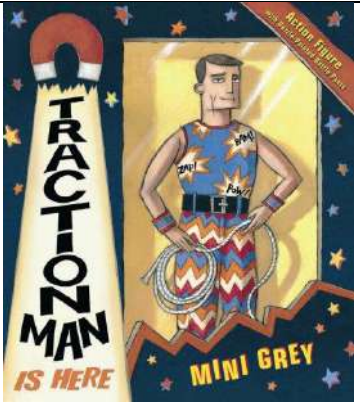
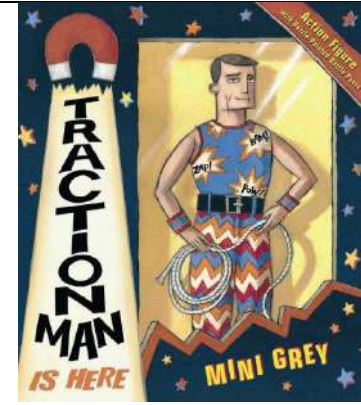
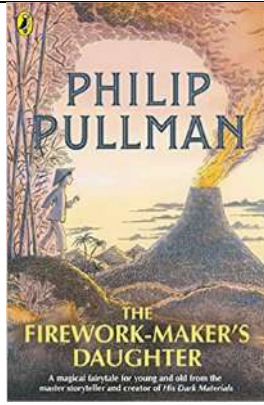
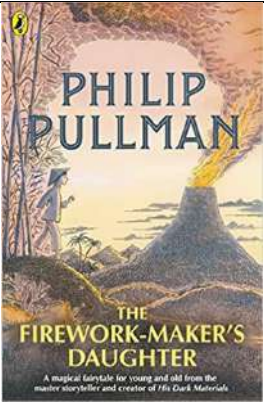
Medium Term Plan

	<b>Timeline – To be created to support learning across the term. Adding to as they go!</b> <ul style="list-style-type: none"> <li>Locate the start of the 20th Century on a timeline.</li> <li>Understand that the Edwardian Era started when Queen Victoria died in 1890 and Edward the VII became King.</li> <li>Recall some key events or periods of British history around the turn of the century.</li> </ul>	<b>Edwardian Changes</b> <ul style="list-style-type: none"> <li>Identify how Edwardian Leisure has changed over time.</li> <li>Make comparisons between working class and upper class pastimes during the Edwardian period.</li> <li>Consider how these pastimes have changed compared to present day.</li> <li>Describe a number of popular wartime leisure activities and some ways in which they were affected during the war.</li> <li>Know some ways Britain was 'rebuilt' at the end of the Second World War.</li> </ul>	<b>Music Changes over time</b> <ul style="list-style-type: none"> <li>Understand the change in music over time: Eg 1940's – Swing from America, 1950's/60's – Rock/Jive music, 197's/80's/90's – rise of electronic, synthesised and digital music.</li> <li>Consider how music changed over time eg: getting louder, changes in technology, amplified equipment.</li> <li>Describe some differences between popular music from two different periods?</li> <li>Add music changes to timeline.</li> </ul>	<b>Film and TV Changes over time</b> <ul style="list-style-type: none"> <li>Consider ways in which British people have influenced, and been influenced by, other countries through film and television.</li> <li>Explain ways in which someone could be influenced to think differently and behave differently, including how they spend their leisure time (and money). Eg: How would a 'Doctor Who' fan be influenced by their favourite programme are shown.?</li> <li>Add film changes to timeline.</li> </ul>	<b>Leisure/holiday changes over time</b> <ul style="list-style-type: none"> <li>Explain some ways in which British holiday-makers have, historically, spent their leisure time? Eg: at the seaside.</li> <li>Consider how leisure and entertainment activities were <b>affected</b> during World War Two.</li> <li>Can children give some <b>reasons for the changes</b> in leisure activities during the war.</li> <li>Add leisure changes to timeline.</li> </ul>	<b>End Point:</b> Decide which point in time they want to time travel too. Write a diary in role as someone living in that time period. Draw images and make wishes for the future!
Art	Exploring Artists within each century. 1900s – Edwardian	Exploring Artists within each century. 1930s – War Time	Exploring Artists within each century. 1960s	Exploring Artists within each century. 1990s	End Point: Design a piece of art inspired buy an artist from the 20 <sup>th</sup> Century.	End Point: Create a piece of Art inspired buy an artist from the 20 <sup>th</sup> Century. Mini museum for parents?
DT	Exploring food within each century. 1900 – Edwardian	Exploring food within each century. 1930s – War Time	Exploring food within each century.1960s	Exploring food within each century.1990s	End Point: Design a meal/menu inspired from a different century!	End Point: Create a meal/menu inspired from a different century!
Computing	<p>Programming A – Sequence in music</p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>					
P.E	Net/Wall– Tennis Dance	Net/Wall– Tennis Dance	Net/Wall– Tennis Dance	Net/Wall– Tennis Dance	Net/Wall– Tennis Dance	Net/Wall– Tennis Dance
R.E	Why do people pray?  What is prayer? Is prayer helpful? How could we answer this question?	Why do people pray?  What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?	Why do people pray?  How and why do Christians like to pray?	Why do people pray?  How do Hindus pray and worship at home and in the Mandir?	Why do people pray?  What is similar and different in the words of three prayers (Muslim, Christian, Hindu)	Why do people pray?  Prayer and me: why do some people pray every day, but others not at all?

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MFL	<b>Hobbies-</b> Celebrate and value cultural diversity - Learn about aspects of everyday life/social conventions/attitudes and compare to own - Present information about an aspect of culture	<b>Hobbies-</b> Celebrate and value cultural diversity - Learn about aspects of everyday life/social conventions/attitudes and compare to own - Present information about an aspect of culture	<b>Hobbies-</b> Celebrate and value cultural diversity - Learn about aspects of everyday life/social conventions/attitudes and compare to own - Present information about an aspect of culture	<b>Hobbies-</b> Celebrate and value cultural diversity - Learn about aspects of everyday life/social conventions/attitudes and compare to own - Present information about an aspect of culture	<b>END POINT:</b> <b>To create a leaflet for a holiday to France in English – showcasing knowledge and understanding.</b>	<b>END POINT:</b> <b>To create a leaflet for a holiday to France in English – showcasing knowledge and understanding.</b>
Music	‘Bringing us together’	‘Bringing us together’	‘Bringing us together’	‘Bringing us together’	‘Bringing us together’	‘Bringing us together’
<b>Evaluation/notes:</b>						

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Year/class: 3		Topic and subject: Autumn 1 Ancient Civilisations – Egypt					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
							Harvest Festival
English	<p><u>Haikus/Tankas</u></p> <p>Haikus</p> <p><b>Tuesday</b> - Haikus – Starter what is a syllable? Go through <a href="#">ppt</a>.</p> <p>What is a Haiku? Share ideas and start on lesson 1 on <a href="#">ppt to teach</a>.</p> <p><b>Wednesday</b> – Explore themes and ideas for own poem and go through the pdf to support.</p> <p><b>Thursday</b> – Share poem on the board that doesn't have syllables and is not working as a Haiku. What can we do? Edit together then edit own.</p> <p><b>Friday</b> – Model Year 2 expectations for handwriting and basic punct. Produce final piece.</p>	<p><u>Haikus/Tankas</u></p> <p>Tankas</p> <p><b>Monday</b> – Explore the poems and read them in pairs. What do you notice? Perform the poems in pairs. Moving on to recognise the syllables in the poems.</p> <p><b>Tuesday</b> – Recap the syllables, what else makes up a Tanka? What are they about? What language do they use? Use ppt to support. What is a simile? What is personification? Moving on to searching for features</p> <p><b>Wednesday</b> – What theme must a Tanka have? What would you like to write about? Explore all ideas. Then zoom in on ideas and explore vocabulary thinking of syllables.</p> <p><b>Thursday</b> – Re cap all features. Read good examples.</p> <p><b>Friday</b> – Read and share some great examples of children's work. How can we improve? Model final draft.</p>	 <p><u>Narrative</u> Traction Man</p> <p><b>Monday</b> - Read Traction Man (inference/prediction questions) Give chn photocopy of scenes from book.</p> <p><b>Tuesday</b> - Look at story mountain and discuss parts of a story. Model breaking down scenes from story.</p> <p><b>Wednesday</b> - Conjunctions PPT Model write opening using story mountain pics/sentences and encouraging use of conjunctions and interesting adjectives to describe</p> <p><b>Thursday</b> - Chn to fix/look at marked openings from yday and read T (if any) Model write 'build-up', again encouraging conjunctions and interesting vocab, and discuss use of paragraphs to separate each part of the story.</p> <p><b>Friday</b> - Chn to continue writing stories. When finished, self and peer assessments.</p>	 <p><u>Narrative</u></p> <p><b>Monday</b> - Model write opening using story mountain pics/sentences and encouraging use of conjunctions and interesting adjectives to describe</p> <p><b>Tuesday</b> - Chn to fix/look at marked openings from yday and read T (if any) Model write 'build-up', again encouraging conjunctions and interesting vocab, and discuss use of paragraphs to separate each part of the story.</p> <p><b>Wednesday</b> - Chn to continue writing stories. When finished, self and peer assessments.</p> <p><b>Thursday</b> - Share some super stories from the week. Discuss Year 3 non neg for English and model how to organise final draft.</p> <p><b>Friday</b> – TRIP</p>	 <p><u>Narrative</u></p> <p>Character description and comic writing</p> <p><b>Monday</b> - Go through guess the super hero ppt – which one do you like/ Why? What are they wearing? On large paper they all draw a quick sketch of a super hero – so they can see each other's idea. Model and show puppet at form.</p> <p><b>Tuesday</b>: Warm up – adverbs using the ppt.</p> <p>Children will have their puppets from prev day PLUS a photo to stick in book. Share my puppet - on the board generate similes and metaphors (prior learning) for my puppet. These will also apply to their puppets too. Explore verbs and adverbs for movement!</p> <p><b>Wednesday</b>: When the children come in, their will be smashed up stationary and a mess in the class room. What happened? Their heroes will be on their desks. Tell the children something happened last night with their hero in school and this is how it turned out. What happened? Children will generate ideas as a class. Focus the children on ONE idea for their hero/group of their heroes.</p> <p><b>Thursday</b>: Explore layout for comics using <a href="#">bbc bitesize clip</a></p>	 <p><u>Recount</u></p> <p><b>Monday</b>: Read chapter 1 of The Firework Makers Daughter. Stop at 'But they both thought about them, all the same.'. <a href="#">Discuss how Lila might be feeling</a></p> <p><b>Tuesday</b>: <a href="#">Read chapter 7</a> from start of firework displays (6.35) Discuss authors use of imagery and creating an image in readers head using description. Pose question – if you had to create a firework display, what kind of fireworks would you have? What images would they create in the sky? <a href="#">(Harry Potter scene with dragon firework 1.00 – 2.00 for inspiration)</a></p> <p><b>Wednesday</b> : Fronted Adverbials <a href="#">Explore bbc bitesize video, question and quiz.</a></p> <p>Go through the power point and then begin tasks.</p> <p><b>Thursday</b>: Reread chapter 7 (firework display description) Model selecting appropriate vocab.</p>	 <p><u>Recount</u></p> <p><b>Monday</b> – SPAG test</p> <p><b>Tuesday/Wednesday</b> - To write the recount</p> <p><b>Thursday</b> - edit and produce</p> <p><b>Friday</b> – Harvest performance</p>

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					<p>Warm up for how to <a href="#">draw comics using shapes</a></p> <p><b>Friday:</b> Onomatopieae warm up – quick fire generating words to add to our comics. Add to working wall.</p>	<p><b>Friday:</b> Whole class recount in a round – do on the field with coats on and marshmallows! Hot choc?</p>																		
Spelling	<p><b>NNS:</b></p> <p>Note: 1:1 reading and phonics during GR slots</p>	<p><b>NNS:</b></p> <div data-bbox="655 573 923 730" style="border: 1px solid black; padding: 5px;"> <p>Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> </div> <p><b>Week 1</b></p> <p><a href="#">Activity</a> adding endings to root word in GR and for homework.</p>	<p><b>NNS:</b></p> <div data-bbox="1115 573 1463 741" style="border: 1px solid black; padding: 5px;"> <p>Lesson 6 Learn Strategies for learning words: Words from statutory and personal spelling lists</p> </div> <p><b>Week 3</b></p>	<p><b>NNS</b></p> <div data-bbox="1492 573 1819 735" style="border: 1px solid black; padding: 5px;"> <p>Lesson 8 Teach Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> </div> <p><b>Week 4</b></p>	<p><b>NNS</b></p> <div data-bbox="1849 573 2184 720" style="border: 1px solid black; padding: 5px;"> <p>Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists</p> </div> <p><b>Week 5</b></p>	<p><b>NNS</b></p> <div data-bbox="2279 573 2585 684" style="border: 1px solid black; padding: 5px;"> <p>Lesson 13 Practise Homophones (brake/break, grate/great, eight/ate,</p> </div> <p><b>Week 6</b></p>	NNS SPAG test																	
Maths	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>Tens, ones and hundreds</li> <li>Represent numbers to 1,000</li> <li>Number line to 1,000</li> </ul> <p><b>Tuesday</b> – Counting in tens from diff points.</p> <p>Higher or lower with numbers to 1000.</p> <p><b>Wednesday</b> – Counting in tens from dff points.</p> <p>Have a total number in part whole, then part that number then part the two new numbers and repeat until you cannot get any further.</p> <p><b>Thursday</b> – Counting in tens from dff points.</p> <p>Have a total number in part whole, then part that number then part the two new numbers and repeat until you cannot get any further.</p> <p><b>Friday</b> – Play ground - Giant whole class number line to 1000 – give children numbers they place themselves on the number line where they think</p>	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>Find 1, 10, 100 more or less than a given number</li> <li>Compare numbers to 1,000</li> <li>Order numbers to 1000</li> </ul> <p><b>Monday</b> - Outside using large number line to 1000 (chalk on floor?), give chn number to 1000 on wb in pairs. Chn to place themselves on the number line and provide oral reasoning.</p> <p><b>Tuesday</b> – Counting forwards in 10s from different numbers. Discuss and model different manipulatives can be used to represent numbers. Representing numbers to 1000 using <a href="#">interactive dienes</a></p> <p><b>Wednesday</b> – Counting forwards and backwards in 10s from different numbers. Representing numbers using <a href="#">interactive dienes</a>. Showing adding/subtracting ten and discuss how the number changes. Look at exchanging.</p> <p><b>Thursday</b> – Counting forwards and backwards in 100s from different numbers. Similar to Wed but adding/subtracting 100s.</p> <p><b>Friday</b> - Model task and chn to show answers on wb's</p>	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>Count in 3s, 4s and 50s</li> </ul> <p><b>Monday</b> – Counting in 2s 5s and 10s as whole class backwards, forwards, around.</p> <p>Explore 3 times tables and do quick assessment through questioning and teaching.</p> <p><b>Tuesday</b> – Chant and practise the 3 times tables from yesterday.</p> <p>Explore 4 times tables and do quick assessment through questioning and teaching.</p> <p><b>Wednesday</b> – Counting in 100s form a given number. Count in 5s from 0 and then from a given number.</p> <p><a href="#">Begin powerpoint.</a></p> <p><b>Thursday</b> – Counting in 100s form a given number. Count in 5s from 0 and then from a given number.</p> <p>Model tasks on reasoning using powerpoint.</p> <p><b>Friday</b> - Counting in 50s.</p>	<p><b>Number – Addition</b></p> <ul style="list-style-type: none"> <li>Counting in 50s</li> <li>Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100</li> <li>Add a 2-digit and 3-digit numbers – crossing 10 or 100</li> </ul> <p><b>Monday:</b> Children will complete the fluency tasks on the power point as we go along. Stop at slide 7.</p> <p><b>Tuesday:</b> Pick up the power point from slide 7. Starting with adding and subtracting 50s and moving on to reasoning. All to write in their books and complete as we go. Children will write out their detailed answers as modelled by teacher.</p> <p><b>Wednesday:</b> Pre-learning - Adding and subtracting 3 digit and 1-digit, 2 digit and 3-digit numbers (not crossing and crossing tens) Input: Look at different methods of adding (number line, HTU mat, column- HA?) TASK: adding 1-digit to 3-digit numbers not crossing tens boundary (HA begin to cross)</p> <p><b>Thursday:</b> Chn to have HTU mat and place value counters between 2 to use when calculating example questions in input</p> <p>TASK: adding 1-digit to 3-digit numbers crossing tens boundary</p>	<p><b>Number –Subtraction</b></p> <ul style="list-style-type: none"> <li>Subtract a 2-digit number from a 3-digit number – crossing 10 or 100</li> </ul> <p><b>Monday</b> – Whole class carpet 2a. Use the number line to help you answer 149 – 5.</p> <div data-bbox="1849 1182 2243 1266" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; text-align: center;"> <tr> <td>140</td><td>141</td><td>142</td><td>143</td><td>144</td><td>145</td><td>146</td><td>147</td><td>148</td><td>149</td><td>150</td> </tr> </table> </div> <p>Show number line model above, check children remember this from last week's addition. What do they think will be different now we are subtracting? talk partners to discuss answer. Sharing to share different strategies used by class. Key Q: what previous knowledge will we need to use to help us? (P.V/ counting back/ number bonds).</p> <p><b>Tuesday</b> - Whole class: How can we use the image below to find out the answer to 234 – 8?</p> <div data-bbox="1849 1640 2184 1839" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; text-align: center;"> <tr> <th>100's</th> <th>10's</th> <th>1's</th> </tr> <tr> <td>100 100</td> <td>10 10 10</td> <td>1 1 1 1</td> </tr> </table> </div> <p>Recap subtraction using PV grid (involving exchanging if secure)</p>	140	141	142	143	144	145	146	147	148	149	150	100's	10's	1's	100 100	10 10 10	1 1 1 1	<p><b>Number – MONEY</b></p> <p><b>Addition</b></p> <ul style="list-style-type: none"> <li>Add two 3-digit numbers – not crossing 10 or 100</li> <li>Add two 3-digit numbers – crossing 10 or 100</li> </ul> <p><b>Monday</b> - Counting forward and backward in 100s from 3-digit numbers. HTU + H Revise which digits change? Which don't? Can the children explain why? Venture over thousand barrier when ready.</p> <p>Coin recognition game!</p> <p>Explain carousel for the week.</p> <p><b>Tuesday</b> – Recap coin recognition. Address any common errors then continue with money addition</p> <p><b>Wednesday/Thurs/Fri</b> – Addressing gaps and common errors</p> <p><b>Introduce challenges for some groups when on each station.</b></p>	<p><b>Number – MONEY – Last week end point – party planning using addition and money.</b></p> <p><b>Creating games based on terms learning</b> 😊</p>
140	141	142	143	144	145	146	147	148	149	150														
100's	10's	1's																						
100 100	10 10 10	1 1 1 1																						

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	they should go in relation to others.				<p><b>Wednesday</b> – Warm up – recap more than and less than symbols. Model on the board how to explain using mathematical vocab.</p> <p><b>Thursday</b> – Model explanation using mathematical vocabulary</p> <p><b>Friday</b> – Hit the button warm up, draw on tables and use fortune tellers.</p>		
Science	<p>To know what a force is an effect that causes things to move</p> <ul style="list-style-type: none"> <li>• Push and pull are forces</li> </ul> <p><a href="#">Video</a> to start focus on forces with class. Discuss what is a force?. Tell children going to undertake some practical investigations this session to explore how objects move on different surfaces. Ask children if they can name any forces? Prompt with key questions as necessary: pulling and pushing on surfaces? (surface resistance or Friction</p>	<p>To know that air can make things move</p> <ul style="list-style-type: none"> <li>• Air resistance is a force that slows things down</li> <li>• Windmills work when air pushes against the windmill blades</li> </ul> <p>Watch <a href="#">video</a> and read information on page.</p> <p>Discuss when you might feel air resistance? Running, in a car, aeroplane etc... Pose question: how could we use air resistance to slow ourselves down when running?</p> <p>Chn to conduct <a href="#">experiment</a></p>	<p>To know that friction acts in the opposite direction of the force that has been applied</p> <ul style="list-style-type: none"> <li>• Friction slows objects down</li> <li>• Brakes use friction to slow or stop an object</li> </ul> <p>Need: Rice, plastic bottles, pencils, sugar, flour, sand, plastic stick, metal stick etc.</p> <p><a href="#">Easy Science Experiments for Kids - Friction Science Activity (carrotsareorange.com)</a></p> <p>Show the children a full bottle of rice. Do you think I can lift this bottle with a pencil? Discuss and share ideas.</p> <p>Discuss friction and show the children the video so you can explain that the friction of the rice pressing against the pencil works.</p> <p>If we changed the rice what would happen? All try with sand, water, sugar and rice, flour?. Report back.</p> <p>What if we kept rice but changed the pencil? Use a straw, metal stick. Report back!</p> <p>Take photos of the children, print and stick in books. The children</p>	•	•	<p>To know what magnetism is</p> <ul style="list-style-type: none"> <li>• Magnetism is a force experienced by certain materials, Magnetism is a force too, There are two poles of magnetism – north and south, Like poles repel / opposite poles attract To know which metals are magnetic, Metals that contain iron, nickel or cobalt are magnetic</li> </ul> <p>There will be a carousel of activities with magnets:</p> <ol style="list-style-type: none"> <li>1. Floating rings – children will have magnetic rings, plastic pole and they must make the rings float.</li> <li>2. Iron filings, sand, stones, flour and magnet – Children will explore the materials and see what happens</li> <li>3. Compass – Children will discuss and think how the compass uses magnets (with TA)</li> <li>4. Magnets and different materials – children will test diff materials and see which ones are magnetic</li> </ol>	0

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			<p>will write an explanation using key vocabulary!</p> <p><b>Friction, material,slow, fast, stop.</b></p>			<p>Once children have explored all stations we will come together and discuss findings and write down ideas on WW.</p> <p>Watch video...  <a href="#">Magnets - KS2 Science - BBC Bitesize</a></p> <p><a href="#">What is magnetism? - BBC Bitesize</a></p> <p>Children will stick photos of the activities in their book and write an explanation about what they found out today!</p> <p>End on the quiz from above website.</p>	
Art				<p>Clay <b>sculpture</b> (Egyptians) Canopic jars</p> <p>To explore what canopic jars were used for on the Tuesday lesson prior.</p>			
Geography	<p><b>Location of Egypt</b> Geographical features of Egypt</p> <p>Egypt – what do you know ? Create a mind map to add to throughout the topic.</p> <p>Explore the world map and then Africa. Where is <a href="#">Egypt</a>?</p> <p>Zoom in on Africa map. Use google Earth to show places in relation to us.</p> <p>What is Egypt like? What kind of things can you do/see? Share ideas.</p> <p><a href="#">Top 10 Historical Landmarks ( Beautiful Places) in Egypt    Ancient</a></p>						

Medium Term Plan

<p><a href="#">Egyptian Civilization - YouTube</a></p> <p><a href="#">As a class discuss the landmarks and google them to show. Place them on the map.</a></p> <p>Children create map indp and then add extra information using ipads.</p>							
<p>History</p>		<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>Identify previous topics/events from Y2 and place them on a time-line.</li> <li>Understand that a time line can be divided into BC and AD.</li> <li>The settlements, homes, buildings and their uses – achievements e.g. building the pyramids and statues (Sphinx...)</li> </ul> <p>Lesson</p> <p>Ask children what time periods they have studied. Share ideas.</p> <p>Show children images of main events from Egypt. What was happening? Why?</p> <p>All children will order the <a href="#">images</a> and make a large timeline in groups. We will build one for the working wall.</p>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>The structure of their society and leadership – pharaohs and hierarchy, interest of gender.</li> <li>Show how the lives of rich and poor people from the past differed – burial in pyramids.</li> </ul> <p>Lesson</p> <p>Get one child to dress as a pharaoh, get some fabric and dress another as a slave. What do you notice? Who looks better? Who has had a better life? Why? How do you know? Use the power point to explore the hierarchy of Egyptians.</p> <p>Task – Children we draw a pyramid and add the names of each type of person to their pyramid. They will then write more description for each one.</p>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>Mummification and canopic jars</li> <li>Show on a time line any changes that they have identified</li> </ul> <p>Lesson</p> <p>What is a mummy? What is mummification? Explore and share ideas. Go through the <a href="#">powerpoint jar activity</a>. Watch the video on mummification <a href="#">How an Ancient Egyptian Mummy was Made - YouTube</a></p> <p>Children will then mummify fruit! <a href="#">How to Mummify an Apple   Ancient Egypt - YouTube</a></p>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>Egyptian culture and leisure activities.</li> <li>Including the clothes, way of life and actions of the people -- hieroglyphics, children as workers.</li> <li>What was important to people from the past – dependence on the Nile.</li> </ul> <p><b>Tuesday</b> – Fake Poo STEM lesson – <a href="#">investigating the poo</a> to find out what the Egyptians ate and which poo belonged to who!</p> <p><a href="https://www.yac-uk.org/activity/make-and-excavate-archaeological-poo">https://www.yac-uk.org/activity/make-and-excavate-archaeological-poo</a></p> <p><b>Thursday</b> – Put the following words on the board...</p> <p>Clothes Jobs Houses Gods River Nile</p> <p>What do you want to know about the above? All children write questions for each are on large paper on their table – share as a whole class and add to class brainstorm.</p> <p>Watch the <a href="#">video</a> – discuss and make notes.</p> <p>In pairs they choose a topic and go and research using the internet. They must use the research map and fill in all sections in their pairs.</p>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>The attitude and religion of people in the past (the weighing of the heart ceremony and Egyptian gods).</li> </ul> <p>Watch the video <a href="#">KS2 History: Ancient Egypt. Gods and goddesses - BBC Teach</a></p> <p>Discuss and share knowledge.</p> <p><b>Task 1:</b> Children will be given names of some gods, they must research their symbol and extra information about that God using ipads/computing suit.</p> <p>Bring whole class back and discuss..</p> <p><b>Qualities and beliefs</b> – <i>The Ancient Egyptians worshipped their many gods and goddesses due to the qualities and characteristics they believed that they brought to the afterlife. If the pupils were looking at qualities they think are important, how would they design their own Ancient Egyptian god or goddess?</i></p> <p><b>Task 2 :</b> Children draw and describe their own Egyptian god.</p>	<p><b>Egyptians</b></p> <p><b>End Product:</b> Child led project based on all learning.</p>



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					FIRST: Discuss reliable sites and how to make notes.  Come back to class and all share their findings. Take photos of all work for all books.		
Computing	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us	Computing systems and networks – Technology around us
P.E	Ball Skills - To develop confidence and accuracy when tracking a ball.	Ball Skills - To explore and develop a variety of throwing techniques.	Ball Skills - To develop throwing under pressure.	Ball Skills - To develop catching skills using one and two hands.	Ball Skills - To develop dribbling a ball with hands	Ball Skills - To use tracking, sending and dribbling skills with feet.	Ball Skills - To work with others to create a game using the skills learnt.
R.E		What does it mean to have faith?	Worship in the home  Explore Christian items to support worship at home.  Draw and explain what they are for.	Worship at church  Remember the items from last week? Do you think they use them in church too? Do you think they have other items?  Go through power point and complete activity.	Showing worship through prayer  What is prayer? Who here prays? Who do you pray to? Why?  Watch the video clip...  <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p</a>  Children to write post it notes with questions on to ask about the video. Add to whole class display.  Write a whole class prayer and add to display.  Children will then write their own prayer.	Exploring Church and Helping the community  Go to church to explore and help out 😊	Showing worship through singing  <a href="#">Songs for Collective Worship and Assemblies - BBC Teach</a>  Listen to a variety of sings from the BBC teach website. What are they telling us? Sing them and get to know their lyrics.  Sing and enjoy and share thoughts 😊 Video and tweet – take photos for books!  Do all songs give us messages? Do we have to be singing to a God?
DT		STRUCTURES / mechanisms Shaduf	STRUCTURES / mechanisms Shaduf	STRUCTURES / mechanisms Shaduf			

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Music	'Let Spirit Fly'	'Let Spirit Fly'	'Let Spirit Fly'	'Let Spirit Fly'	'Let Spirit Fly'	'Let Spirit Fly'	'Let Spirit Fly'
Languages	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.	<b>Ourselves</b> - greetings, how old are you, how are you, numbers, family, colours, celebrations.