



Medium Term Plan - Year 3 – Term 2

Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: The Bear and the Piano by David Litchfield						
English	<p>Fact File – to present facts and inform others about the season.</p> <p>Lesson 1: LO: To build an understanding of the context of the story. LKS2: EN RC2b, LKS2: EN RC1g, EN SL 8, LKS2: EN RC4, EN SL 6, EN SL 11.</p> <p>Lesson 2: LO: To empathise with the bear. LKS2: EN RC2f, LKS2: EN RC1g, LKS2: EN RC2a, EN SL 9, EN SL 6, EN SL 11, EN SL 8.</p> <p>Lesson 3: LO: To explore the question ‘what is determination?’</p>	<p>Free writing – to reflect on a personal experience of perseverance.</p> <p>Lesson 1: LO: To develop an understanding of perseverance. EN SL 5, EN SL 4, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 2: LO: To explore the friendship of the bear and his friends in the forest. LKS2: EN RC2b, EN SL 7, EN SL 11, LKS2: EN RC2c.</p> <p>Lesson 3: LO: To empathise with a character. EN SL 8, EN SL 9, EN SL 10, EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p>	<p>Diary – to write in character as the bear; his viewpoint as he leaves for the city.</p> <p>Postcard</p> <p>Lesson 1: LO: To write a diary entry in character as the bear. LKS2: EN W C2a, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1b.</p> <p>Lesson 2: LO: To write a diary entry in character as the bear. LKS2: EN W C2a, EN SL 5, LKS2: EN W C6, EN SL 10, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1b.</p>	<p>Free writing – to write about a celebrity of choice.</p> <p>Poster – to persuade people to attend a concert.</p> <p>Informal letter – for the bear to explain his thoughts to his friend, grey bear.</p> <p>Lesson 1: LO: To explore the concept of fame. EN SL 4, LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p> <p>Lesson 2: LO: To persuade people to attend a concert.</p>	<p>Internal monologue – to reflect on the bear’s dilemma.</p> <p>Lesson 1: LO: To reflect on the main character’s dilemma and write a monologue. LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN W C6, LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p>Lesson 2: LO: To reflect on the main character’s dilemma and write a monologue. LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN W C6, LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2c.</p>	<p>Adventure story.</p> <p>Lesson 1: LO: To draw on your understanding of the story to plan the main events of a new narrative. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C3a, EN SL 7.</p> <p>Lesson 2: LO: To draft, edit and publish an adventure story. LKS2: EN W C3, EN SL 5, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2, LKS2: EN W VGP1c, LKS2: EN W VGP1b, LKS2: EN W VGP2c.</p>



Medium Term Plan - Year 3 – Term 2



	<p>LKS2: EN RC1g, LKS2: EN RC2f, LKS2: EN RC4, EN SL 11, EN SL 4.</p> <p>Lesson 4: LO: To explore the question ‘what is determination?’ LKS2: EN RC1g, LKS2: EN RC2f, LKS2: EN RC4, EN SL 11, EN SL 4.</p> <p>Lesson 5: LO: To compose a fact file to inform others. LKS2: EN W C1b, LKS2: EN W C3, LKS2: EN RC1g, LKS2: EN W C4a, LKS2: EN W VGP1a, LKS2: EN W VGP1d.</p>	<p>Lesson 4: LO: To develop understanding of character. LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN RC2b, LKS2: EN W C1b.</p> <p>Lesson 5: LO: To develop understanding of character. LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN RC2b, LKS2: EN W C1b.</p>	<p>Lesson 3: LO: To make comparisons between the forest and the city, and consider the bear’s feelings about moving to a new place. LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W VGP1a, LKS2: EN W VGP2b.</p> <p>Lesson 4: LO: To write using a chatty, informal style – the bear writes to keep in touch with his friends. EN SL 11, EN SL 4, LKS2: EN RC2f, LKS2: EN RC2d.</p> <p>Lesson 5: LO: To develop an understanding of how the bear’s life has changed. EN SL 9, EN SL 8, EN SL 10, EN SL 11, LKS2: EN RC2c, LKS2: EN RC2d.</p>	<p>LKS2: EN W C3, EN SL 11, EN SL 4, LKS2: EN RC2b, EN SL 8.</p> <p>Lesson 3: LO: To develop characterisation and choose vocabulary to engage the reader. LKS2: EN RC2f, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN W C6, LKS2: EN W C4, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1c.</p> <p>Lesson 4: LO: To develop characterisation and choose vocabulary to engage the reader. LKS2: EN RC2f, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN W C6, LKS2: EN W C4, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1c.</p> <p>Lesson 5: LO: To develop an understanding of the bear’s dilemma.</p>	<p>EN W VGP2a.</p> <p>Lesson 3: LO: To understand the importance of ‘home’. LKS2: EN RC2b, LKS2: EN RC2c, EN SL 7, EN SL 10, EN SL 11.</p> <p>Lesson 4: LO: To understand the bear’s changing emotions. EN SL 11, EN SL 9, EN SL 12.</p> <p>Lesson 5: LO: To retell the story and evaluate the bear’s experiences. EN SL 7, LKS2: EN RC1e, LKS2: EN RC2b, LKS2: EN RC2c,</p>	<p>Lesson 3: LO: To draft, edit and publish an adventure story. LKS2: EN W C3, EN SL 5, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c, LKS2: EN W VGP1b, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: To draft, edit and publish an adventure story. LKS2: EN W C3, EN SL 5, LKS2: EN W C4a, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP1c, LKS2: EN W VGP1b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To draft, edit and publish an adventure story. LKS2: EN W C3, EN SL 5, LKS2: EN W C4a, LKS2: EN</p>
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Medium Term Plan - Year 3 – Term 2

				LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2: EN RC2c, EN SL 11.		W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2, LKS2: EN W VGP1c, LKS2: EN W VGP1b, LKS2: EN W VGP2c.
SPAG	Determiners Consonant letter: 'a' and 'an' Y3:G1.8	Determiners Vowel / Vowel letter: 'a' and 'an' Y3:G1.8	Conjunctions Extending sentences with a wider range of conjunctions including when, if, although, because. Y3:G3.4	Conjunctions Conjunction to express time. Y3:G1.4	Conjunctions Express time, place and cause using conjunctions (when, before, after, while, so, because). Y3:G1.4	Assessment and Revision
Maths	Add and subtract a three-digit number and tens Y3:AS2	Add and subtract a three-digit number and hundreds Y3:AS3	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Y3:AS4	Estimate the answer to a calculation and use inverse operations to check answers Y3:AS5	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Y3:AS6	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Y3:MD1
Science	Science: Animals including humans Lesson 1: Nutrition LO: To sort foods into food groups and find out about the nutrients that different foods provide. Sc:WS5, Sc:WS8, Y3:Sc: A1	Science: Animals including humans Lesson 2: Food Labels LO: To explore the nutritional values of different foods by gathering information from food labels. Sc:WS4, Sc:WS5, Sc:WS6, Sc:WS8, Y3:Sc: A1	Science: Animals including humans Lesson 3: Skeletons LO: To sort animal skeletons into groups, discussing patterns and similarities and differences. Sc:WS5, Sc:WS8, Y3:Sc: A1, Y3:Sc: A2	Science: Animals including humans Lesson 4: Human Skeletons LO: To investigate an idea about how the human skeleton supports movement.	Science: Animals including humans Lesson 5: Muscles LO: To explain how bones and muscles work together to create movement. Sc:WS5, Sc:WS8, Y3:Sc: A2	Science: Animals including humans Lesson 6: Investigating LO: To design and carry out my own investigation. Sc:WS1, Sc:WS2, Sc:WS3, Sc:WS4, Sc:WS5, Sc:WS6, Sc:WS7, Y3:Sc: A1, Y3:Sc: A2



Medium Term Plan - Year 3 – Term 2

	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Humankind (Healthy lifestyle) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Nature (Identification & classification, Nutrition) Humankind (Healthy lifestyle) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Nature (Identification & classification) Humankind (Human body, Healthy lifestyle) Investigation (Gather & record data) Creativity (Gather & record data) 	<p>Sc:WS2, Sc:WS3, Sc:WS4, Sc:WS5, Sc:WS6, Sc:WS7, Y3:Sc: A1, Y3:Sc: A2</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): Nature (Identification & classification) Humankind (Human body, Healthy lifestyle) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Humankind (Human body) Investigation (Questioning) Processes (Modelling) 	<ul style="list-style-type: none"> ▪ Big Idea (Aspect): Humankind (Human body) Investigation (Questioning, Investigation, Report & conclude, Gather & record data) Creativity (Report & conclude)
Geog.	<p>Geography: Who lives in Antarctica?</p> <p>Lesson 1: What is climate?</p> <p>LO: To follow instructions involving compass points and map a simple route. KS2: Ge: LK3; KS2: Ge: HP1 KS2: Ge: SF1</p>	<p>Geography: Who lives in Antarctica?</p> <p>Lesson 2: Where is Antarctica?</p> <p>LO: To describe the location and physical features</p> <ul style="list-style-type: none"> ▪ KS2: Ge: LK1; KS2: Ge: LK3; KS2: Ge: PK1 	<p>Geography: Who lives in Antarctica?</p> <p>Lesson 3: Who lives in Antarctica?</p> <p>LO: To describe the human features of Antarctica. KS2: Ge: LK2; KS2: Ge: LK3 KS2: Ge: PK1 KS2: Ge: HP2</p> <ul style="list-style-type: none"> ▪ Big Idea (Aspect): 	<p>Geography: Who lives in Antarctica?</p> <p>Lesson 4: Who was Shackleton?</p> <p>LO: To use four-figure grid references to plot Shackleton’s route to Antarctica.</p>	<p>Geography: Who lives in Antarctica?</p> <p>Lesson 5: Can we plan an expedition around school?</p> <p>LO: To describe the location and physical features of Antarctica.</p> <ul style="list-style-type: none"> ▪ KS2: Ge: LK2; KS2: Ge: PK1; KS2: Ge: 	<p>Geography: Who lives in Antarctica?</p> <p>Lesson 6: How did our expedition go?</p> <p>LO: To understand the position and significance of lines of latitude.</p> <ul style="list-style-type: none"> ▪ KS2: Ge: SF2 KS2: Ge: SF3



Medium Term Plan - Year 3 – Term 2

	<ul style="list-style-type: none"> Big Idea (Aspect): Place (world and location) Processes (climate and weather) Nature (environment) Investigation (geographical resources) 	<p>KS2: Ge: HP1 KS2: Ge: HP2; KS2: Ge: SF1</p> <ul style="list-style-type: none"> Big Idea (Aspect): Place (world) Comparison (compare and contrast) Processes (climate and weather) Nature (environment and physical features) Significance (significant places) 	<p>Processes (climate and weather) Investigation (geographical resources, data analysis) Humankind (human features and landmarks)</p>	<p>KS2: Ge: LK1 KS2: Ge: LK3 KS2: Ge: PK1; KS2: Ge: SF1; KS2: Ge: SF2</p> <ul style="list-style-type: none"> Big Idea (Aspect): Place (world, position, map) Comparison (compare and contrast) Nature (environment) Investigation (geographical resources, data analysis) 	<p>HP2; KS2: Ge: SF1 KS2: Ge: SF2 KS2: Ge: SF3</p> <p>Big Idea (Aspect): Place (position, map) Nature (physical features) Humankind (human features and landmarks) Investigation (fieldwork)</p>	<ul style="list-style-type: none"> Big Idea (Aspect): Place (position, map) Nature (physical features) Humankind (human features and landmarks) Investigation (fieldwork)
DT	<p>DT: Food – Eating seasonally</p> <p>Lesson 1: Where in the world?</p> <p>LO: To know that climate affects food growth</p> <p>KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Food preparation and cooking) 	<p>DT: Food – Eating seasonally</p> <p>Lesson 2: British seasonal foods</p> <p>LO: To understand the advantages of eating seasonal foods grown in the UK</p> <p>KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Food preparation and cooking) 	<p>DT: Food – Eating seasonally</p> <p>Lesson 3: Rainbow food</p> <p>LO: To create a recipe that is healthy and nutritious using seasonal vegetables</p> <p>KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Food preparation and cooking) 	<p>DT: Food – Eating seasonally</p> <p>Lesson 4: Making tarts</p> <p>LO: To safely follow a recipe when cooking</p> <p>KS2:DT CN 1 KS2:DT CN 2 KS2:DT CN 3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Nature (Food preparation and cooking) Nature (Nutrition) 		



Medium Term Plan - Year 3 – Term 2



	<p>Nature (Nutrition)</p> <p>Nature (Origin of Food)</p> <p>Humankind (Staying Safety)</p>	<p>▪ Big Idea (Aspect):</p> <p>Nature (Food preparation and cooking)</p> <p>Nature (Nutrition)</p> <p>Nature (Origin of Food)</p> <p>Humankind (Staying Safety)</p>	<p>Nature (Nutrition)</p> <p>Nature (Origin of Food)</p> <p>Humankind (Staying Safety)</p>	<p>Nature (Origin of Food)</p> <p>Humankind (Staying Safety)</p> <p>Investigation (Investigation)</p>		
MFL	<p>MFL (French): Adjectives of colours size and shapes.</p> <p>Lesson 1: Colours</p> <p>LO: To recognise and name colour words. LKS2:MFL5, LKS2:MFL6, LKS2:MFL2</p>	<p>MFL (French): Adjectives of colours size and shapes.</p> <p>Lesson 2: Shapes and colours</p> <p>LO: To describe shapes by their colour. LKS2:MFL6, LKS2:MFL4, LKS2:MFL12</p>	<p>MFL (French): Adjectives of colours size and shapes.</p> <p>Lesson 3: Shapes of different colours and sizes</p> <p>LO: To describe shapes by their size and colour. LKS2:MFL6, LKS2:MFL4, LKS2:MFL12</p>	<p>MFL (French): Adjectives of colours size and shapes.</p> <p>Lesson 4: Using shapes like the French artist, Matisse</p> <p>LO: To understand and recognise what are cognates and near cognates. LKS2:MFL3, LKS2:MFL6</p>	<p>MFL (French): Adjectives of colours size and shapes.</p> <p>Lesson 5: In the style of the French artist, Matisse</p> <p>LO: To follow instructions in French. LKS2:MFL9, LKS2:MFL6</p>	
PE	<p>Football</p> <p>Lesson 1: 5v1: Passing with a defender.</p> <p>LO: To keep possession of the ball and score a point against a defender. KS2:PE2</p>	<p>Football</p> <p>Lesson 2: Follow the Leader</p> <p>LO: To dribble the ball under control to keep the invisible team's score as low as possible. KS2:PE2</p>	<p>Football</p> <p>Lesson 3: Endzone football / Football tournament</p> <p>LO: To combine passing, dribbling, and moving to create a shooting opportunity. KS2:PE2</p>	<p>Hockey</p> <p>Lesson 1: Skittles</p> <p>LO: To pass the ball with accuracy towards a target. KS2:PE2</p>	<p>Hockey</p> <p>Lesson 2: Snooker challenge</p> <p>LO: To combine their passing and dribbling skills to keep possession and score points. KS2:PE2</p>	<p>Hockey</p> <p>Lesson 3: Hockey tournament</p> <p>LO: To combine passing, dribbling and moving to create a shooting opportunity. KS2:PE2</p>



Medium Term Plan - Year 3 – Term 2



	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)	Big Idea (Aspect): Processes (Sending and Striking) Processes (Team Games) Creativity (Evaluation)
PSHE	<ul style="list-style-type: none"> Celebrating Difference Lesson 1: Families LO: To understand that everybody's family is different and important to them <ul style="list-style-type: none"> Big Idea (Aspect): Significance (Significant people) Place (Diversity) Comparison (Compare and contrast) 	<ul style="list-style-type: none"> Celebrating Difference Lesson 2: Family conflict LO: To understand that differences and conflicts sometimes happen among family members <ul style="list-style-type: none"> Big Idea (Aspect): Significance (Relationships) 	<ul style="list-style-type: none"> Celebrating Difference Lesson 3: Witness and feelings LO: To know what it means to be a witness to bullying <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) 	<ul style="list-style-type: none"> Celebrating Difference Lesson 4: Witness and solutions LO: To know that witnesses can make the situation better or worse by what they do <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) 	<ul style="list-style-type: none"> Celebrating Difference Lesson 5: Words that harm LO: To recognise that some words are used in hurtful ways <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) Humankind (Unacceptable behaviour) Creativity (Speaking, Listening, sharing) 	<ul style="list-style-type: none"> Celebrating Difference Lesson 6: Celebrating difference: compliments LO: To tell you about a time when my words affected someone's feelings and what the consequences were <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) Humankind (Unacceptable behaviour) Nature (Rights of others)
Computing	Creating media – Stop-frame animation Lesson 1: LO: To explain that animation is a sequence	Creating media – Stop-frame animation Lesson 2:	Creating media – Stop-frame animation Lesson 3: LO: To plan an animation KS2: CO 6, 7	Creating media – Stop-frame animation Lesson 4:	Creating media – Stop-frame animation Lesson 5: LO: To review and improve an animation	Creating media – Stop-frame animation Lesson 6:



Medium Term Plan - Year 3 – Term 2



	<p>of drawings or photographs KS2: CO 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>LO: To relate animated movement with a sequence of images KS2: CO 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>LO: To identify the need to work consistently and carefully KS2: CO 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>KS2: CO 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>	<p>LO: To evaluate the impact of adding other media to an animation KS2: CO 6, 7</p> <p>Big Idea (Aspect):</p> <p>Place (Real world) Materials (Software) Creativity (Creation)</p>
RE	<p>Gospel – What kind of world did Jesus want?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>Gospel – What kind of world did Jesus want?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>Gospel – What kind of world did Jesus want?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>Gospel – What kind of world did Jesus want?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>Gospel – What kind of world did Jesus want?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>Gospel – What kind of world did Jesus want?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>