



Medium Term Plan - Year 3 – Term 3



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: Velveteen Rabbit by Margery Williams						
English	<p>Speech/Presentation on toys of the 1920s – to inform adults.</p> <p>Rabbit’s internal monologue – to explore characters for themselves as Rabbit.</p> <p>Lesson 1: LO: To understand the importance of toys to us. EN SL 8, EN SL 5.</p> <p>Lesson 2: LO: To form an interpretation of the Rabbit. LKS2: EN RC1g, LKS2: EN RC2d, LKS2: EN RC2a.</p> <p>Lesson 3: LO: To understand the context of the story.</p>	<p>Write the next part of the story – to entertain other children.</p> <p>Lesson 1: LO: Understand the characters of the toys in the nursery. EN SL 5, EN SL 7, LKS2: EN RC2c, LKS2: EN RC2a, LKS2: EN RC2b.</p> <p>Lesson 2: LO: Develop understanding of the word ‘Real’ and how it relates to the story. EN SL 9, EN SL 6, EN SL 11, LKS2: EN RC2c.</p> <p>Lesson 3: LO: Develop understanding of the theme of ‘Real’ in the story.</p>	<p>Write the next part of the story – to entertain other children.</p> <p>Lesson 1: LO: To write in the style of the story. LKS2: EN RC2f, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b, LKS2: EN W C6, LKS2: EN W C4a.</p> <p>Lesson 2: LO: To write in the style of the story. LKS2: EN W C2a, LKS2: EN W C6, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b.</p>	<p>Class poem about love – to create emotion for other children.</p> <p>Advice sheet about scarlet fever.</p> <p>Lesson 1: LO: Understand the theme of love and the impact it has on Rabbit. EN SL 8, EN SL 5, EN SL 7.</p> <p>Lesson 2: LO: Understand the seriousness of scarlet fever. EN SL 5, LKS2: EN RC3, LKS2: EN RC2f, LKS2: EN W C1a.</p> <p>Lesson 3: LO: Write an advice sheet about scarlet fever. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C3b, LKS2:</p>	<p>Narrative</p> <p>Lesson 1: LO: To understand what happens to Rabbit. EN SL 5, LKS2: EN RC1g, LKS2: EN RC2d, LKS2: EN RC2c, LKS2: EN RC2f.</p> <p>Lesson 2: LO: To evaluate the whole story. EN SL 9, LKS2: EN RC2d, EN SL 4, LKS2: EN RC2b.</p> <p>Lesson 3: LO: Plan the main events of a story. EN SL 5, EN SL 6, LKS2: EN RC2c, LKS2: EN W C1b.</p> <p>Lesson 4: LO: To plan a story. EN SL 9, LKS2: EN W C1a, LKS2: EN W C3a.</p>	<p>A story of their own – to entertain other children.</p> <p>Lesson 1: LO: Draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C1a, LKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 2: LO: Draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C1a, LKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W</p>



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<p>LKS2: EN RC3, EN SL 9, EN SL 8, EN SL 10.</p> <p>Lesson 4: LO: To analyse how the writer uses language to reveal character. LKS2: EN RC2c, LKS2: EN RC2f, EN SL 4, LKS2: EN RC2d, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: To explore Rabbit’s thoughts and feelings. LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC2c, LKS2: EN W C6, LKS2: EN W C2a, LKS2: EN W C4a.</p>	<p>EN SL 8, EN SL 9, LKS2: EN RC2d, LKS2: EN RC2c, EN SL 4.</p> <p>Lesson 4: LO: Explore what could happen next to Rabbit in the story. EN SL 7, LKS2: EN RC2d, LKS2: EN RC2c, LKS2: EN W C1a,</p> <p>Lesson 5: LO: To write in the style of the story. LKS2: EN RC2d, LKS2: EN RC2f, LKS2: EN W C2a, LKS2: EN W C1a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a, LKS2: EN W VGP2b.</p>	<p>Lesson 3: LO: To understand the changes to Rabbit and his life. EN SL 9, LKS2: EN RC2c, EN SL 4,</p> <p>Lesson 4: LO: To explore what makes us who we are. EN SL 5, EN SL 6, LKS2: EN RC2c,</p> <p>Lesson 5: LO: To empathise with Rabbit. EN SL 5, EN SL 9, LKS2: EN RC2c.</p>	<p>EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e.</p> <p>Lesson 4: LO: To redraft an advice sheet to improve the effect on the reader. LKS2: EN RC2f, LKS2: EN W C5, LKS2: EN W C3b.</p> <p>Lesson 5: LO: Understand how the writer creates suspense. EN SL 7, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN W C3a.</p>	<p>Lesson 5: LO: Draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C1a, LKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p>	<p>VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 3: LO: Draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C1a, LKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 4: LO: Draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C1a, LKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b, LKS2: EN W VGP2c.</p> <p>Lesson 5: LO: Draft, edit and publish a story. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN W C1a, LKS2: EN W C3a, LKS2: EN W VGP1a, LKS2: EN W</p>
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						VGP1d, LKS2: EN W VGP1e, LKS2: EN W VGP2b, LKS2: EN W VGP2c.
SPAG	Adverbs Use adverbs to express time and cause. Y3:G1.6	Adverbs Express time, place and cause using prepositions (before, after, during, in, because). Y3:G1.6	Adverbs Express time, place and cause using prepositions (before, after, during, in, because of). Y3:G1.6	Prepositions Use preposition to express time and cause. Y3:G1.7	Prepositions Express time, place and cause using prepositions (before, after, during, in, because of). Y3:G1.7	Assessment and Revision
Maths	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Y3:MD2	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Y3:MD3	Add and subtract amounts of money to give change, using both £ and p in practical contexts Y3:M3	Interpret and present data using bar charts, pictograms and tables Y3:ST1	Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. Y3:ST2	Measure the perimeter of simple 2-d shapes Y3:M2
Science	Science: Rocks Lesson 1: Types of Rocks LO: To compare different types of rocks. Y3:Sc: R1	Science: Rocks Lesson 2: Grouping Rocks LO: To make systematic and careful observations and group rocks based on their properties.	Science: Rocks Lesson 3: Fantastic Fossils LO: To explain how fossils are formed. Y3:Sc: R2	Science: Rocks Lesson 4: Mary Anning LO: To explain Mary Anning's contribution to palaeontology. Sc:WS8	Science: Rocks Lesson 5: Soil Formation LO: To explain how soil is formed. Y3:Sc: R3	Science: Rocks Lesson 6: Soil Profiles LO: To observe carefully and systematically and present my findings using scientific vocabulary.



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	Big Idea (Aspect) Change (Living things) Place (Habitats) Materials (Properties and Uses) Significance (Significant Events, Significant People)	Y3:Sc: R1, Sc:WS3 Big Idea (Aspect) Change (Living things) Place (Habitats) Investigation (Questioning, Measurement, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Materials (Properties and Uses)	Big Idea (Aspect) Significance (Significant Events) Materials (Properties and Uses) Place (Habitats) Change (Living things) Processes (Changes)	Big Idea (Aspect) Processes (Changes) Materials (Properties and Uses) Significance (Significant Events, Significant People)	Big Idea (Aspect) Processes (Changes, Earth) Change (Living things) Place (Habitats) Materials (Properties and Uses)	Sc:WS3, Sc:WS6 Big Idea (Aspect) Processes (Earth) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude, Gather & record data) Creativity (Report & conclude, Gather & record data) Materials (Properties and Uses)
History	History: British History 2: Why did the Romans settle in Britain? Lesson 1: Why did the Romans invade and settle in Britain? KS2:Hi 2 L.O. To understand why the Romans invaded Britain. ▪ Big Idea (Aspect): Significance (significant events)	History: British History 2: Why did the Romans settle in Britain? Lesson 2: How did Britons respond to the Roman invasion? KS2:Hi 2 L.O. To create a visual interpretation of Boudicca. ▪ Big Idea (Aspect): Significance (significant events and people) Change (British History)	History: British History 2: Why did the Romans settle in Britain? Lesson 3: Why was the Roman army so successful? (Part 1) KS2:Hi 2 L.O. To understand how Roman soldiers were equipped for war. ▪ Big Idea (Aspect): Change (British History) Creativity (report and conclude)	History: British History 2: Why did the Romans settle in Britain? Lesson 4: Why was the Roman army so successful? (Part 2) KS2:Hi 2 L.O. To understand Roman army battle formations. ▪ Big Idea (Aspect): Significance (significant events and people) Change (British History)	History: British History 2: Why did the Romans settle in Britain? Lesson 5: What do artefacts tell us about life in Roman times? KS2:Hi 2 L.O. To make inferences about life in Roman times. ▪ Big Idea (Aspect): Investigation (investigate and interpret evidence)	History: British History 2: Why did the Romans settle in Britain? Lesson 6: How did the Romans change modern Britain? KS2:Hi 2 L.O. To identify the Roman legacy in Britain. ▪ Big Idea (Aspect): Significance (significant events)



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	Change (British History) Place (hierarchy and power) Creativity (report and conclude)	Creativity (report and conclude) Investigation (investigate and interpret evidence) Materials (artefacts and sources)	Investigation (investigate and interpret evidence) Materials (artefacts and sources)	Humankind (civilisations) Creativity (report and conclude) Materials (artefacts and sources)	Humankind (everyday life and civilisations) Materials (artefacts and sources)	Investigation (investigate and interpret evidence) Change (changes over time) Materials (artefacts and sources)
Art	<ul style="list-style-type: none"> Art: Painting and Mixed Media – Prehistoric painting <p>Lesson 1: Exploring prehistoric art</p> <p>LO: To apply understanding of prehistoric man made art</p> <p>KS2:AD1 KS2:AD3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Materials (pencil, ink, charcoal and pen) <p>Significance (significant people, artwork and movements)</p> <p>Creativity (Generation of ideas)</p>	<ul style="list-style-type: none"> Art: Painting and Mixed Media – Prehistoric painting <p>Lesson 2: Charcoal animals</p> <p>LO: To understand scale to enlarge drawings in a different medium</p> <p>KS2:AD1 KS2:AD3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Materials (pencil, ink, charcoal and pen) <p>Significance (significant people, artwork and movements)</p> <p>Creativity (Generation of ideas)</p> <p>Nature (natural art)</p>	<ul style="list-style-type: none"> Art: Painting and Mixed Media – Prehistoric painting <p>Lesson 3: Prehistoric palette</p> <p>LO: To explore how natural products produce pigments to make different colours</p> <p>KS2:AD2</p> <ul style="list-style-type: none"> Big Idea (Aspect): Materials (paint) <p>Significance (significant people, artwork and movements)</p> <p>Creativity (creation)</p> <p>Nature (natural art)</p> <p>Comparison (compare&contrast)</p>	<ul style="list-style-type: none"> Art: Painting and Mixed Media – Prehistoric painting <p>Lesson 4: Painting on the cave wall</p> <p>LO: To select and apply a range of painting techniques</p> <p>KS2:AD2 KS2:AD3</p> <ul style="list-style-type: none"> Big Idea (Aspect): Materials (paint) <p>Materials (pencil, ink, charcoal and pen)</p> <p>Significance (significant people, artwork and movements)</p> <p>Creativity (creation)</p>	<ul style="list-style-type: none"> Art: Painting and Mixed Media – Prehistoric painting <p>Lesson 5: Hands on a cave wall</p> <p>LO: To apply painting skills when creating a collaborative artwork</p> <ul style="list-style-type: none"> Big Idea (Aspect): Materials (paint) <p>Significance (significant people, artwork and movements)</p> <p>Creativity (creation)</p> <p>Creativity (Evaluation)</p> <p>Nature (natural art)</p>	



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	Nature (natural art) Comparison (compare&contrast)	Comparison (compare&contrast)		Creativity (Generation of ideas) Nature (natural art) Comparison (compare&contrast)		
Music	<p>Music: Learn to play the Recorder</p> <p>Lesson 1: ?</p> <p>LO:</p> <p>KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Notation)</p>	<p>Music: Learn to play the Recorder</p> <p>Lesson 1: ?</p> <p>LO:</p> <p>KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Notation)</p>	<p>Music: Learn to play the Recorder</p> <p>Lesson 1: ?</p> <p>LO:</p> <p>KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Notation)</p>	<p>Music: Learn to play the Recorder</p> <p>Lesson 1: ?</p> <p>LO:</p> <p>KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Notation)</p>	<p>Music: Learn to play the Recorder</p> <p>Lesson 1: ?</p> <p>LO:</p> <p>KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Notation)</p>	<p>Music: Learn to play the Recorder</p> <p>Lesson 1: ?</p> <p>LO:</p> <p>KS2:MU1, MU2, MU3, MU4</p> <p>Big Idea (Aspect): Creativity (Performance, Notation)</p>
PE	<p>Rugby Lesson 1: 1,2,3,4 Pass & Try</p> <p>LO: To pass the ball using a swinging action, their hands ready to receive the ball and understand how to score a try. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p>	<p>Rugby Lesson 2: Introduce tagging: Stuck in the Mud</p> <p>LO: To apply the correct tagging technique. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking)</p>	<p>Rugby Lesson 3: Run the Gauntlet 3v3.</p> <p>LO: To work as a team to team apply their understanding of passing and moving to score a try. KS2:PE1 KS2:PE2</p> <p>Big Idea (Aspect):</p>	<p>Dance Lesson 1: Exploring movements as a wild animal</p> <p>LO: To move in character as a wild animal. KS2:PE4</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>	<p>Dance Lesson 2: Creating a movement sequence</p> <p>LO: To create a wild animal sequence with a partner that demonstrates character relationships. KS2:PE4</p> <p>Big Idea (Aspect): Processes (Dance)</p>	<p>Dance Lesson 3: Developing choreography</p> <p>LO: To create a short sequence taking on a different character. KS2:PE4</p> <p>Big Idea (Aspect): Processes (Dance) Creativity (Evaluation)</p>



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	Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Processes (Team Games) Creativity (Evaluation)	Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)		Creativity (Evaluation)	
PSHE	<ul style="list-style-type: none"> Dreams & Goals Lesson 1: Dreams and Goals LO: To tell you about a person who has faced difficult challenges and achieved success <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) 	<ul style="list-style-type: none"> Dreams & Goals Lesson 2: My Dreams and Ambitions LO: To identify a dream/ambition that is important to me <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Setting goals) 	<ul style="list-style-type: none"> Dreams & Goals Lesson 3: A New Challenge LO: To enjoy facing new learning challenges and working out the best ways for me to achieve them <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Setting goals) 	<ul style="list-style-type: none"> Dreams & Goals Lesson 4: Our New Challenge LO: To be motivated and enthusiastic about achieving our new challenge <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Setting goals) 	<ul style="list-style-type: none"> Dreams & Goals Lesson 5: Our New Challenge - Overcoming Obstacles LO: To recognise obstacles which might hinder my achievement and take steps to overcome them <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Setting goals) Place (Diversity) Place (Place in the world) 	<ul style="list-style-type: none"> Dreams & Goals Lesson 6: Celebrating My Learning LO: To evaluate my own learning process and identify how it can be better next time <ul style="list-style-type: none"> Big Idea (Aspect): Humankind (Wellbeing) Creativity (Speaking, listening, sharing)
Computing	Programming A – Sequencing Sounds Lesson 1: LO: To explore a new programming environment KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Humankind (Digital citizenship)	Programming A – Sequencing Sounds Lesson 2: LO: To identify that commands have an outcome KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Humankind (Digital citizenship)	Programming A – Sequencing Sounds Lesson 3: LO: To explain that a program has a start KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Humankind (Digital citizenship) Place (Digital world)	Programming A – Sequencing Sounds Lesson 4: LO: To recognise that a sequence of commands can have an order KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Humankind (Digital citizenship)	Programming A – Sequencing Sounds Lesson 5: LO: To change the appearance of my project KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Humankind (Digital citizenship) Place (Digital world)	Programming A – Sequencing Sounds Lesson 6: LO: To create a project from a task description KS2: CO 1, 2, 3, 6 Big Idea (Aspect): Humankind (Digital citizenship) Place (Digital world)



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	Place (Digital world) Materials (Software) Processes (Physical interactions)	Place (Digital world) Materials (Software) Processes (Physical interactions)	Materials (Software) Processes (Physical interactions)	Place (Digital world) Materials (Software) Processes (Physical interactions)	Materials (Software) Processes (Physical interactions)	Materials (Software) Processes (Physical interactions)
RE	Buddhism Lesson 1: LO: ? Y5: ? Lesson 1	Buddhism Lesson 2: LO: ? Y5: ? Lesson 2	Buddhism Lesson 3: LO: ? Y5: ? Lesson 3	Buddhism Lesson 4: LO: ? Y5: ? Lesson 4	Buddhism Lesson 5: LO: ? Y5: ? Lesson 5	Buddhism Lesson 6: LO: ? Y5: ? Lesson 6