



Medium Term Plan - Year 3 – Term 4



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: Zoo by Anthony Browne						
English	<p>Short journal entries from the perspective of both Mum and Dad regarding their recount of specific parts of their day.</p> <p>Lesson 1: LO: To predict what might happen in the story. LKS2: EN RC1a, EN SL 5, LKS2: EN RC2b, EN SL 8, LKS2: EN RC2c, LKS2: EN RC2d.</p> <p>Lesson 2: LO: To explore the relationships between the main characters of the book. LKS2: EN RC2b, LKS2: EN RC2c, EN SL 8, LKS2: EN RC2f, LKS2: EN RC2d.</p> <p>Lesson 3:</p>	<p>A letter of complaint from Dad to the zoo to complain about his disastrous visit with his family.</p> <p>Lesson 1: LO: To develop understanding of a character's thoughts and feelings. EN SL 2, EN SL 3, LKS2: EN RC2c, LKS2: EN RC2a, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN W C1b, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C1a</p> <p>Lesson 2: LO: To make comparisons between characters and animals using text and illustrations to create the full meaning. EN SL 2, LKS2: EN RC2c, LKS2: EN W C4a, LKS2: EN RC2a, LKS2: EN RC2e, LKS2:</p>	<p>A letter of complaint from Dad to the zoo to complain about his disastrous visit with his family.</p> <p>A fact file based on one of the animals from Zoo.</p> <p>Lesson 1: LO: To select and identify the appropriate features of a letter of complaint. LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN W C1a, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W C3, LKS2: EN W C4b.</p> <p>Lesson 2: LO: To write a formal complaint to the zoo. LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W C4a, LKS2: EN W C2a, LKS2: EN W C5, LKS2: EN W VGP1c.</p>	<p>A fact file based on one of the animals from Zoo.</p> <p>Lesson 1: LO: To write an informative fact file based on an orang-utan. LKS2: EN W C3b, LKS2: EN W VGP1a, LKS2: EN W C4a, LKS2: EN W C2, LKS2: EN W C3a, LKS2: EN W C3b, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1c.</p> <p>Lesson 2: LO: To write an informative fact file based on an orang-utan. LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W C4a.</p> <p>Lesson 3: LO: To explore the dreams of the captive orang-utan. EN SL 1, EN SL 2, EN SL 9.</p>	<p>An extended narrative – pupils will plan, draft and publish a story based on the orang-utan's dreams of a life of freedom.</p> <p>Lesson 1: LO: To write a descriptive narrative. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3b, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1c.</p> <p>Lesson 2: LO: To write a descriptive narrative. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3b, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1c.</p>	<p>A piece based on the text My Dad – pupils will select the father from either Zoo or Gorilla as the focus of a piece based on My Dad.</p> <p>Lesson 1: LO: To make comparisons of two characters from two different texts. EN SL 9, LKS2: EN RC1e, LKS2: EN RC2c, EN SL 2, EN SL 8.</p> <p>Lesson 2: LO: To make comparisons of three characters from three different texts by the same author. LKS2: EN RC1e, LKS2: EN RC2c, EN SL 9.</p> <p>Lesson 3:</p>



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	<p>LO: To understand characters' thoughts and feelings. LKS2: EN RC2a, LKS2: EN RC2e, LKS2: EN RC2f, EN SL 2, EN SL 4, EN SL 9, LKS2: EN RC2c.</p> <p>Lesson 4: LO: To develop further understanding of a character's thoughts and feelings through writing. EN SL 2, EN SL 3, EN SL 4, EN SL 9, LKS2: EN RC2c, LKS2: EN RC2a, LKS2: EN RC2e.</p> <p>Lesson 5: LO: To explore a character's thoughts and feelings in writing. EN SL 2, EN SL 3, LKS2: EN RC2c, LKS2: EN RC2a, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN W C1b, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C1a.</p>	<p>EN RC2f, LKS2: EN W C1b. LKS2: EN W C6, EN SL 4, EN SL 11.</p> <p>Lesson 3: LO: To consider the benefits of zoos against the book's depiction, and to compare characters' responses to their zoo experiences. EN SL 2, EN SL 4, EN SL 9, LKS2: EN RC2c.</p> <p>Lesson 4: LO: To explore a character's feelings and motives. LKS2: EN W C1a, LKS2: EN W C2a, LKS2: EN W C1, LKS2: EN W C1a, LKS2: EN W C1b.</p> <p>Lesson 5: LO: To plan a letter of complaint regarding the zoo experience. LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C5, LKS2: EN W C4b.</p>	<p>Lesson 3: LO: To improve their formal complaint to the zoo. LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W C4a, LKS2: EN W C2a, LKS2: EN W C5, LKS2: EN W VGP1c.</p> <p>Lesson 4: LO: To carry out research on the orang-utan. LKS2: EN W C4b, LKS2: EN W C3, LKS2: EN W C4a.</p> <p>Lesson 5: LO: To select and identify the appropriate features of a fact file. LKS2: EN W C1a.</p>	<p>Lesson 4: LO: To plan a happy dream sequence for the captive orang-utan. LKS2: EN W C1a, LKS2: EN W C1b.</p> <p>Lesson 5: LO: To write an opening to a story, building the setting and introducing the character. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C3b, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W C3, LKS2: EN W VGP1c.</p>	<p>Lesson 3: LO: To write a descriptive narrative. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN W C2, LKS2: EN W C2a, LKS2: EN W C3b, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1c.</p> <p>Lesson 4: LO: To publish an extended narrative. LKS2: EN W C4b, LKS2: EN W C6.</p> <p>Lesson 5: LO: To develop understanding of a character's thoughts and feelings. EN SL 9, LKS2: EN RC1e, LKS2: EN RC2c, EN SL 2, EN SL 8.</p>	<p>LO: To explore a character through research and drama. LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC4.</p> <p>Lesson 4: LO: To write in the style of Anthony Browne. LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C3, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1c.</p> <p>Lesson 5: LO: To edit and publish a story in the style of Anthony Browne. LKS2: EN W C3a, LKS2: EN W C3, LKS2: EN W C5, LKS2: EN W C4b, LKS2: EN W VGP1c.</p>
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SPAG	Prepositions	Speech	Speech	Speech	Tense	Tense
	Use preposition to express time and cause. Y3:G1.7 Express time, place and cause using prepositions (before, after, during, in, because of). Y3:G1.7)	Inverted commas to punctuate direct speech. Y3:G5.7	Inverted commas to punctuate direct speech. Y3:G5.7	Inverted commas to punctuate direct speech. Y3:G5.7	Use present perfect form of verbs instead of simple past. Y3:G4.1	Use present perfect of verbs in contrast to past tense. Y3:G4.1
Maths	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Y3:F1	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Y3:F2	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Y3:F3	Recognise and show, using diagrams, equivalent fractions with small denominators Y3:F4	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Y3:F5	Compare and order unit fractions, and fractions with the same denominators Y3:F6 Solve problems that involve all of the above. Y3:F7
Science	Science: Light Lesson 1: Light and Dark L.O. To recognise that I need light to see things, and that dark is the absence of light. Y3:Sc: L1 Big Idea (Aspect): Processes (Phenomena)	Science: Light Lesson 2: Reflective Surfaces L.O. To investigate which surfaces reflect light. Y3:Sc: L2, Sc:WS2, Sc:WS5, Sc:WS6, Sc:WS7 Big Idea (Aspect):	Science: Light Lesson 3: Marvellous Mirrors L.O. To use a mirror to reflect light and explain how mirrors work. Y3:Sc: L2 Big Idea (Aspect):	Science: Light Lesson 4: Sun Safety L.O. To know that light from the sun can be dangerous and that there are ways we can protect our eyes. Y3:Sc: L3 Big Idea (Aspect): Humankind (Staying safe)	Science: Light Lesson 5: Making Shadows L.O. To investigate which materials block light to form shadows. Y3:Sc: L4, Sc:WS2, Sc:WS5, Sc:WS6, Sc:WS7 Big Idea (Aspect):	Science: Light Lesson 6: Changing Shadows L.O. To find patterns when investigating how shadows change size. Y3:Sc: L4, Y3:Sc: L5, Sc:WS2, Sc:WS3, Sc:WS4, Sc:WS5, Sc:WS6, Sc:WS7



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		Investigation (Questioning, Investigation, Report & conclude) Creativity (Report & conclude) Materials (Identification and Classification)	Materials (Identification and Classification)		Creativity (Report & conclude) Investigation (Questioning, Investigation, Report & conclude) Processes (Phenomena, Phenomena)	Big Idea (Aspect): Investigation (Measurement, Questioning, Observations, Investigation, Report & conclude) Creativity (Report & conclude) Processes (Pattern seeking, Phenomena, Phenomena)
Geog.	Geography: Why do people live near volcanoes? Lesson 1: How is the Earth constructed? LO: To name and describe the layers of the Earth. KS2: Ge: HP1 ▪ Big Idea (Aspect): Nature (physical features)	Geography: Why do people live near volcanoes? Lesson 2: Where are mountains found? LO: To explain how and where mountains are formed. KS2: Ge: LK1; KS2: Ge: HP1; KS2: Ge: SF1 ▪ Big Idea (Aspect): Place (World) Nature (physical features) Significance (significant places) Change (geographical change)	Geography: Why do people live near volcanoes? Lesson 3: Why and where do we get volcanoes? LO: To explain why volcanoes happen and where they occur. KS2: Ge: LK1; KS2: Ge: HP1; KS2: Ge: SF1 ▪ Big Idea (Aspect): Place (World) Processes (physical processes) Nature (physical features) Investigation (data analysis) Significance (significant places)	Geography: Why do people live near volcanoes? Lesson 4: What are the effects of a volcanic eruption? LO: To recognise the negative and positive effects of living near a volcano. ▪ KS2: Ge: LK1; KS2: Ge: HP1 KS2: Ge: HP2; KS2: Ge: SF1 ▪ Big Idea (Aspect): Place (World) Processes (physical processes)	Geography: Why do people live near volcanoes? Lesson 5: What are earthquakes and where do we get them? LO: To explain what earthquakes are and where they occur. ▪ KS2: Ge: HP1 KS2: Ge: HP2 ▪ Big Idea (Aspect): Processes (physical processes) Nature (physical features)	Geography: Why do people live near volcanoes? Lesson 6: Where have the rocks around school come from? LO: To observe and record the location of rocks around the school grounds and discuss findings. KS2: Ge: SF1; KS2: Ge: SF3 ▪ Big Idea (Aspect): Investigation (fieldwork) Materials (natural and man-made materials)



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				Nature (physical features) Significance (significant places) Humankind (human features and landscape) Materials (natural and man-made materials)	Significance (significant places) Humankind (human features and landscape, settlements and land use)	
DT	DT: Electrical Systems – Electric Posters Lesson 1: Information design LO: To understand the purpose of information design KS2:DT D 1 KS2:DT E 1 ▪ Big Idea (Aspect): Creativity (Generation of ideas)	DT: Electrical Systems – Electric Posters Lesson 2: Topic research LO: To research a set topic to develop a range of initial ideas KS2:DT D 1 ▪ Big Idea (Aspect): Creativity (Generation of ideas) Processes (Electricity) Investigation (Evaluate)	DT: Electrical Systems – Electric Posters Lesson 3: Design development LO: To develop an initial idea into a final design KS2:DT D 2 KS2:DT E 2 ▪ Big Idea (Aspect): Creativity (Generation of ideas) Processes (Electricity) Investigation (Evaluate)	DT: Electrical Systems – Electric Posters Lesson 4: Electric poster assembly LO: To assemble my final product and incorporate a simple circuit KS2:DT M 1 KS2:DT M 2 KS2:DT TK 3 ▪ Big Idea (Aspect): Materials (Materials for Purpose) Processes (Electricity) Investigation (Investigation) Investigation (Evaluate)		



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MFL	<p>MFL (French): Playground games, numbers and age.</p> <p>Lesson 1: Let's count in French</p> <p>LO: To count from one to six in French. LKS2:MFL1</p>	<p>MFL (French): Playground games, numbers and age.</p> <p>Lesson 2: Let's count higher in French</p> <p>LO: To count beyond six in French. LKS2:MFL2, LKS2:MFL8</p>	<p>MFL (French): Playground games, numbers and age.</p> <p>Lesson 3: How old are you in French?</p> <p>LO: To use number words to give more information about ourselves. LKS2:MFL4, LKS2:MFL7, LKS2:MFL1</p>	<p>MFL (French): Playground games, numbers and age.</p> <p>Lesson 4: Reading French numbers</p> <p>LO: To recognise the numbers one to twelve, written in French. LKS2:MFL5, LKS2:MFL2</p>	<p>MFL (French): Playground games, numbers and age.</p> <p>Lesson 5: Outdoor games in France</p> <p>LO: To use the number words one to twelve when playing playground games. LKS2:MFL1</p>	
PE	<p>Gymnastics Lesson 1: Introducing symmetry and asymmetry</p> <p>LO: To create symmetrical and asymmetrical ways of moving. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics Lesson 2: Creating symmetrical & asymmetrical balances</p> <p>LO: To create symmetrical and asymmetrical ways of balancing. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Gymnastics Lesson 3: Completing sequences on apparatus</p> <p>LO: To create sequences and finish with an asymmetrical balance. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p>	<p>Tennis Lesson 1: 1v1: Creating space at the sides of the court</p> <p>LO: To make their opponent move around the court. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Tennis Lesson 2: 1v1 Ladder Tournament</p> <p>LO: To apply their understanding of throwing (underarm) to beat their opponent. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>	<p>Tennis Lesson 3: Floor Tennis</p> <p>LO: To learn how to hit (push) the ball to their opponent's side of the court. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p>
PSHE	<p>▪ Healthy Me</p> <p>Lesson 1: Being Fit and Healthy</p>	<p>▪ Healthy Me</p> <p>Lesson 2: Being Fit and Healthy</p>	<p>▪ Healthy Me</p> <p>Lesson 3: What Do I Know About Drugs?</p>	<p>▪ Healthy Me</p> <p>Lesson 4: Being Safe</p> <p>LO: To identify things, people and places that I need to keep safe from</p>	<p>▪ Healthy Me</p> <p>Lesson 5: Safe or Unsafe</p>	<p>▪ Healthy Me</p> <p>Lesson 6: My Amazing Body</p>



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	<p>LO: To understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>▪ Big Idea (Aspect): Humankind (Healthy Lifestyles) Humankind (Wellbeing) Investigation (Media)</p>	<p>LO: To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>▪ Big Idea (Aspect): Humankind (Healthy Lifestyles) Humankind (Wellbeing) Investigation (Media)</p>	<p>LO: To tell you my knowledge and attitude towards drugs</p> <p>▪ Big Idea (Aspect): Humankind (Healthy Lifestyles) Humankind (Wellbeing) Investigation (Media) Creativity (Vocabulary)</p>	<p>▪ Big Idea (Aspect): Humankind (Healthy Lifestyles) Humankind (Wellbeing) Humankind (Staying safe) Humankind (Personal hygiene) Investigation (Media)</p>	<p>LO: To identify when something feels safe or unsafe</p> <p>▪ Big Idea (Aspect): Humankind (Healthy Lifestyles) Humankind (Wellbeing) Investigation (Media) Place (Place in the world)</p>	<p>LO: To understand how complex my body is and how important it is to take care of it</p> <p>▪ Big Idea (Aspect): Humankind (Healthy Lifestyles) Humankind (Personal hygiene) Investigation (Media)</p>
<p>Computing</p>	<p>Data and information – Branching databases</p> <p>Lesson 1:</p> <p>LO: To create questions with yes/no answers KS2: CO 6</p> <p>Big Idea (Aspect): Place (Real world) Creativity (Creation)</p>	<p>Data and information – Branching databases</p> <p>Lesson 2:</p> <p>LO: To identify the attributes needed to collect data about an object KS2: CO 6</p> <p>Big Idea (Aspect): Place (Real world) Creativity (Creation)</p>	<p>Data and information – Branching databases</p> <p>Lesson 3:</p> <p>LO: To create a branching database KS2: CO 6</p> <p>Big Idea (Aspect): Place (Real world) Creativity (Creation)</p>	<p>Data and information – Branching databases</p> <p>Lesson 4:</p> <p>LO: To explain why it is helpful for a database to be well structured KS2: CO 6</p> <p>Big Idea (Aspect): Place (Real world) Creativity (Creation)</p>	<p>Data and information – Branching databases</p> <p>Lesson 5:</p> <p>LO: To plan the structure of a branching database KS2: CO 6</p> <p>Big Idea (Aspect): Place (Real world) Creativity (Creation)</p>	<p>Data and information – Branching databases</p> <p>Lesson 6:</p> <p>LO: To independently create an identification tool KS2: CO 6</p> <p>Big Idea (Aspect): Place (Real world) Creativity (Creation)</p>



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RE	Kingdom of God – When Jesus left, what was the impact of the Pentecost?	Kingdom of God – When Jesus left, what was the impact of the Pentecost?	Kingdom of God – When Jesus left, what was the impact of the Pentecost?	Kingdom of God – When Jesus left, what was the impact of the Pentecost?	Kingdom of God – When Jesus left, what was the impact of the Pentecost?	Kingdom of God – When Jesus left, what was the impact of the Pentecost?
	Lesson 1: LO: ?	Lesson 2: LO: ?	Lesson 3: LO: ?	Lesson 4: LO: ?	Lesson 5: LO: ?	Lesson 6: LO: ?
	Y5: ? Lesson 1	Y5: ? Lesson 2	Y5: ? Lesson 3	Y5: ? Lesson 4	Y5: ? Lesson 5	Y5: ? Lesson 6