



Medium Term Plan - Year 3 – Term 5



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 Selfish Giant / The Happy Prince by Oscar Wilde						
English	A character description of the Giant – to describe. Lesson 1: LO: To find and use words and phrases that capture the reader's interest and imagination. LKS2: EN RC1, LKS2: EN RC1a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C3a. Lesson 2: LO: To develop our understanding of the character of the Giant. LKS2: EN RC1a, LKS2: EN RC1g, LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a.	Persuasive Letter Lesson 1: LO: To understand the features of a persuasive letter. LKS2: EN RC1, LKS2: EN RC1g, LKS2: EN RC2f, LKS2: EN W C1a, LKS2: EN W C1b. Lesson 2: LO: To plan a persuasive letter of our own. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a. Lesson 3: LO: To write persuasively. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6.	An alternative ending to 'The Selfish Giant' – to entertain. An internal monologue in the role of the Swallow – to empathise. Lesson 1: LO: To reflect on the ending of 'The Selfish Giant'. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1d, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2e, LKS2: EN RC4. Lesson 2: LO: To explore what it means to be happy. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2e, LKS2: EN RC4.	Diary entries in the role of the Seamstress, Theatre Director and Match Girl – to empathise. Lesson 1: LO: To explore the thoughts and feelings of characters in the story. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1d, LKS2: EN RC1e, LKS2: EN RC1f, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C6. Lesson 2: LO: To explore the thoughts and feelings of characters in the story.	An alternative ending to 'The Happy Prince' – to entertain. Lesson 1: LO: To reflect on the ways in which the main characters have changed from the beginning to the end of the story of 'The Happy Prince'. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4.	A short traditional tale – to entertain/to teach a moral lesson. Lesson 1: LO: To write the beginning of a traditional story. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP2c. Lesson 2: LO: To write the middle of a traditional story. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C6, LKS2: EN W VGP2c.



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	Lesson 3: LO: To explore the meaning of 'selfish'. LKS2: EN RC1a, LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN RC1d, LKS2: EN RC1e, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c. Lesson 4: LO: To explore the setting of the story and how it changes as the story progresses. LKS2: EN RC1a, LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN RC1d, LKS2: EN RC2, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2d, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W VGP1a. Lesson 5: LO: To develop a deeper understanding of characters in the story. LKS2: EN RC1a, LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN RC1d, LKS2: EN RC2, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2d, LKS2: EN W C1a, LKS2: EN W	Lesson 4: LO: To make a prediction about what might happen next in the story. LKS2: EN RC1b, LKS2: EN RC1c, LKS2: EN RC1d, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2e, LKS2: EN RC4, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a. Lesson 5: LO: To understand the story. LKS2: EN RC1d, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC4, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a.	Lesson 3: LO: To develop our understanding of the character of the Happy Prince. LKS2: EN RC1a, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a. Lesson 4: LO: To develop a deeper understanding of the character of the Swallow. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1d, LKS2: EN RC1e, LKS2: EN RC1f, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C6.	LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1d, LKS2: EN RC1e, LKS2: EN RC1f, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C6. Lesson 3: LO: To explore the gaps between rich and poor in the story. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4. Lesson 4: LO: To draw on reading to write in the style of the author. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2:	Lesson 2: LO: To compare and contrast two stories by the same author – 'The Selfish Giant' and 'The Happy Prince'. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4. Lesson 3: LO: To sequence the events of the story. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b. Lesson 4: LO: To develop the characters for a new story. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN	Lesson 3: LO: To write the end of a traditional story. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C6. Lesson 4: LO: To edit a story to improve the effect on the reader. LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6, LKS2: EN W VGP2c, LKS2: EN W TS3. Lesson 5: LO: To polish, publish and celebrate writing. LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6,
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	C1b, LKS2: EN W C2a, LKS2: EN W C3a.		Lesson 5: LO: To explore the thoughts and feelings of characters in the story. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1d, LKS2: EN RC1e, LKS2: EN RC1f, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C6.	EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W C6, LKS2: EN W VGP1c. Lesson 5: LO: To reflect on the ending of the story 'The Happy Prince'. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4.	RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a. Lesson 5: LO: To plan a new traditional tale. LKS2: EN RC1a, LKS2: EN RC1b, LKS2: EN RC1e, LKS2: EN RC1g, LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN RC4, LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W C2a, LKS2: EN W C3a, LKS2: EN W C4a, LKS2: EN W C6.	
SPAG	Nouns Types of nouns including abstract nouns.	Nouns Types of nouns including abstract nouns.	Paragraph Introduction to paragraph as a way to group related material.	Paragraphs Introduction to paragraph as a way to group related material.	Paragraphs Heading and sub-heading as a way to aid presentation.	Paragraphs Heading and sub-heading as a way to aid presentation.



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Maths	Tell and write the time from an analogue clock, including using roman numerals from I to XII, and 12-hour and 24-hour clocks Y3:M4	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Y3:M5	Know the number of seconds in a minute and the number of days in each month, year and leap year Y3:M6	Compare durations of events [for example to calculate the time taken by particular events or tasks]. Y3:M7	Draw 2-d shapes and make 3-d shapes using modelling materials; recognise 3-d shapes in different orientations and describe them Y3:S1	Recognise angles as a property of shape or a description of a turn Y3:S2
Science	Science: Plants Lesson 1: Parts of Plants LO: To name the different parts of flowering plants and explain their jobs. Y4:Sc: P1 Big Idea (Aspect): Nature (Parts & function, Parts & function)	Science: Plants Lesson 2: What Do Plants Need to Grow Well? LO: To set up an investigation to find out what plants need to grow well. Y4:Sc: P2, Sc:WS1, Sc:WS2 Big Idea (Aspect): Investigation (Questioning, Investigation, Observations)	Science: Plants Lesson 3: What Have You Found Out? LO: To record my observations and present the results of my investigation using scientific language. Y4:Sc: P2, Sc:WS5, Sc:WS9 Big Idea (Aspect): Nature (Identification & classification, Parts & function) Investigation (Questioning, Measurement, Observations, Report & conclude, Gather & record data)	Science: Plants Lesson 4: Moving Water LO: To investigate how water is transported in plants Y4:Sc: P3, Sc:WS2, Sc:WS3, Sc:WS5, Sc:WS6, Sc:WS7 Big Idea (Aspect): Nature (Parts & function, Parts & function) Investigation (Questioning, Measurement, Investigation, Observations, Report & conclude) Creativity (Report & conclude)	Science: Plants Lesson 5: Fantastic Flowers LO: To name the different parts of a flower and explain their role in pollination and fertilisation. Y4:Sc: P4, Sc:WS7 Big Idea (Aspect): Nature (Parts & function, Parts & function) Investigation (Observations)	Science: Plants Lesson 6: Life Cycle LO: To understand and order the stages of the life cycle of a flowering plant. Y4:Sc: P4 Big Idea (Aspect): Nature (Parts & function, Survival) Investigation (Questioning)



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			Creativity (Report & conclude, Gather & record data)			
History	History: What did the ancient Egyptians believe?	History: What did the ancient Egyptians believe?	History: What did the ancient Egyptians believe?	History: What did the ancient Egyptians believe?	History: What did the ancient Egyptians believe?	History: What did the ancient Egyptians believe?
	Lesson 1: Who were the Egyptians and when did they live? L.O. To know when and where the Ancient Egyptians lived. KS2:Hi 9 ▪ Big Idea (Aspect): Change (change over time and chronology) Humankind (civilisations) Creativity (communication)	Lesson 2: What did the Ancient Egyptians believe? L.O. To explain the importance of the Egyptian gods and goddesses. KS2:Hi 9 ▪ Big Idea (Aspect): Humankind (civilisations) Creativity (report and conclude) Materials (artefacts and sources)	Lesson 3: Why and how did the Egyptians build the pyramids? L.O. To evaluate the challenges of building an Egyptian pyramid. KS2:Hi 9 ▪ Big Idea (Aspect): Significance (significant events) Humankind (civilisations) Creativity (report and conclude) Materials (artefacts and sources)	Lesson 4: How and why did the Egyptians mummify people? L.O. To explain how and why the Egyptians mummified people KS2:Hi 9 ▪ Big Idea (Aspect): Humankind (civilisations) Creativity (report and conclude) Materials (artefacts and sources)	Lesson 5: What does the Book of the Dead tell us about the ancient Egyptians beliefs? L.O. To make inferences about Egyptian beliefs using primary sources. KS2:Hi 9 ▪ Big Idea (Aspect): Humankind (civilisations) Materials (artefacts and sources)	Lesson 6: What did the ancient Egyptians believe? L.O. To evaluate significant ancient Egyptian beliefs KS2:Hi 9 ▪ Big Idea (Aspect): Humankind (civilisations) Creativity (report and conclude) Materials (artefacts and sources)
Art	▪ Art: Craft and Design – Ancient Egyptian scrolls Lesson 1: Exploring Ancient Egyptian art LO: To investigate the style, pattern and	▪ Art: Craft and Design – Ancient Egyptian scrolls Lesson 2: Designing scrolls LO: To apply design skills inspired by the style of an ancient civilisation	▪ Art: Craft and Design – Ancient Egyptian scrolls Lesson 3: Making paper LO: To apply understanding of ancient techniques to construct a new material.	▪ Art: Craft and Design – Ancient Egyptian scrolls Lesson 4: Scroll making LO: To apply drawing and painting skills in the style of an ancient civilisation	▪ Art: Craft and Design – Ancient Egyptian scrolls Lesson 5: Making zines LO: To apply an understanding of Egyptian	



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	characteristics of Ancient Egyptian art KS2:AD1 KS2:AD2 KS2:AD3 ▪ Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (pencil, ink, charcoal and pen) Materials (paint) Creativity (Creation) Creativity (Generation of ideas) Creativity (Evaluation) Comparison (Compare & Contrast)	KS2:AD1 KS2:AD2 KS2:AD3 ▪ Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (pencil, ink, charcoal and pen) Creativity (Creation) Creativity (Generation of ideas) Comparison (Compare & Contrast)	KS2:AD1 KS2:AD2 KS2:AD3 ▪ Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (Fabric and Paper) Creativity (Creation) Comparison (Compare & Contrast)	KS2:AD1 KS2:AD2 KS2:AD3 ▪ Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (Fabric and Paper) Materials (pencil, ink, charcoal and pen) Materials (Paint) Creativity (Creation) Creativity (Evaluation) Comparison (Compare & Contrast)	art to develop a contemporary response KS2:AD2 KS2:AD3 ▪ Big Idea (Aspect): Significance (significant people, artwork and movements) Materials (Fabric and Paper) Creativity (Creation) Comparison (Compare & Contrast)	
Music	Music: Jazz Lesson 1: Ragtime LO: To sing and clap a syncopated rhythm for a ragtime style song.	Music: Jazz Lesson 2: Dixieland LO: To improvise a call and response.	Music: Jazz Lesson 3: Scat singing LO: To be able to scat sing using the call and response format.	Music: Jazz Lesson 4: Jazz motifs LO: To create a jazz motif. KS2:MU1, MU2, MU3, MU4, MU5, MU6	Music: Jazz Lesson 5: Swung rhythms LO: To create a jazz motif. KS2:MU1, MU2, MU3, MU4, MU5, MU6	



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	KS2:MU1, MU2, MU3, MU4, MU5, MU6 Big Idea (Aspect): Creativity (Singing, Pulse and rhythm) Investigation (Music appreciation)	KS2:MU1, MU2, MU3, MU4, MU5, MU6 Big Idea (Aspect): Creativity (Pulse and rhythm) Investigation (Listening)	KS2:MU1, MU2, MU3, MU4, MU5, MU6 Big Idea (Aspect): Creativity (Singing)	Big Idea (Aspect): Creativity (Composition, Notation)	Big Idea (Aspect): Creativity (Performing, Pulse and rhythm, Notation)	
PE	Cricket Lesson 1: Crossfire LO: To throw underarm with accuracy towards a target. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Cricket Lesson 2: V Game LO: To will throw the ball (overarm) away from the fielders to score points. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Cricket Lesson 3: Fielding v Batting with bowling LO: To keep the batter's score as low as possible. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Rounders Lesson 1: Racing Rounders: Overarm Throwing (2) LO: To throw the ball away from the fielders to score points (rounders) and understand why they need to keep the batter's score as low as possible. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Rounders Lesson 2: Racing Rounders: Rolling LO: To apply the long barrier to keep the batter's score as low as possible. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)	Rounders Lesson 3: Racing Rounders: Competition (batting & fielding) LO: To throw /hit the ball away from the fielders to score points (rounders) & keep the batter's score as low as possible when fielding. KS2:PE1 KS2:PE2 Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)



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PSHE	- Relationships Lesson 1: Family Roles and Responsibilities LO: To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females Big Idea (Aspect): Comparison (Compare and contrast)	- Relationships Lesson 2: Friendship LO: To identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener Big Idea (Aspect): Significance (Significant people)	- Relationships Lesson 3: Keeping Myself Safe Online LO: To know and can use some strategies for keeping myself safe online Big Idea (Aspect): Humankind (Wellbeing) Humankind (Staying safe) Investigation (Media)	- Relationships Lesson 4: Being a Global Citizen 1 LO: To explain how some of the actions and work of people around the world help and influence my life Big Idea (Aspect): Investigation (Media) Comparison (Compare and contrast) Materials (Consumers)	- Relationships Lesson 5: Being a Global Citizen 2 LO: To understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Big Idea (Aspect): Materials (Consumers) Creativity (Speaking, Listening, sharing) Comparison (Compare and contrast)	- Relationships Lesson 6: Celebrating My Web of Relationships LO: To know how to express my appreciation to my friends and family Big Idea (Aspect): Materials (Consumers) Creativity (Speaking, Listening, sharing)
Computing	Creating media – Desktop Publishing Lesson 1: LO: To recognise how text and images convey information KS2: CO 5, 6 Big Idea (Aspect): Place (Digital world) Materials (Software)	Creating media – Desktop Publishing Lesson 2: LO: To recognise that text and layout can be edited KS2: CO 5, 6 Big Idea (Aspect): Place (Digital world) Materials (Software)	Creating media – Desktop Publishing Lesson 3: LO: To choose appropriate page settings KS2: CO 5, 6 Big Idea (Aspect): Place (Digital world) Materials (Software)	Creating media – Desktop Publishing Lesson 4: LO: To add content to a desktop publishing publication KS2: CO 5, 6 Big Idea (Aspect): Place (Digital world) Materials (Software)	Creating media – Desktop Publishing Lesson 5: LO: To consider how different layouts can suit different purposes KS2: CO 5, 6 Big Idea (Aspect): Place (Digital world) Materials (Software)	Creating media – Desktop Publishing Lesson 6: LO: To consider the benefits of desktop publishing KS2: CO 5, 6 Big Idea (Aspect): Place (Digital world) Materials (Software)



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	Comparison (Digital searching) Creativity (Creation)	Comparison (Digital searching) Creativity (Creation)	Comparison (Digital searching) Creativity (Creation)	Comparison (Digital searching) Creativity (Creation)	Comparison (Digital searching) Creativity (Creation)	Comparison (Digital searching) Creativity (Creation)
RE	Believing – What do different people believe about God? Lesson 1: LO: ? Y5: ? Lesson 1	Believing – What do different people believe about God? Lesson 2: LO: ? Y5: ? Lesson 2	Believing – What do different people believe about God? Lesson 3: LO: ? Y5: ? Lesson 3	Believing – What do different people believe about God? Lesson 4: LO: ? Y5: ? Lesson 4	Believing – What do different people believe about God? Lesson 5: LO: ? Y5: ? Lesson 5	Believing – What do different people believe about God? Lesson 6: LO: ? Y5: ? Lesson 6