



Medium Term Plan - Year 3 – Term 6



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: Mary Poppins by P.L. Travers						
English	Settings and Characters. Lesson 1: LO: To identify through inferring a well-loved book character using a selection of clues. EN SL 4, EN SL 2. Lesson 2: LO: To explore setting and significant characters. LKS2: EN RC2c, LKS2: EN RC2a. Lesson 3: LO: To explore dynamics and perspectives of characters. LKS2: EN RC2a, LKS2: EN RC2c, EN SL 3. Lesson 4: LO: To explore dynamics and perspectives of characters.	A series of diary entries from the perspective of Jane, Michael and other characters they meet along the way. Lesson 1: LO: To develop understanding of a character. LKS2: EN W C2, LKS2: EN W C3, LKS2: EN W C3a. Lesson 2: LO: To explore dynamics and perspectives of new characters. EN SL 2, LKS2: EN RC2c. Lesson 3: LO: To develop understanding of a character. LKS2: EN W C1, LKS2: EN W C1a, LKS2: EN W C1b.	Poetry – shape poems based on Mary Poppins. Lesson 1: LO: To explore significant characters and the author's intention. LKS2: EN RC2a, LKS2: EN RC2c. Lesson 2: LO: To explore dynamics and perspectives of characters. LKS2: EN RC2b, LKS2: EN RC2c, LKS2: EN RC2d, EN SL 3. Lesson 3: LO: To explore significant characters and their purpose in the story. LKS2: EN RC2b, LKS2: EN RC2c.	An extended narrative – ‘the missing chapter’ based on the film version. Lesson 1: LO: Select and use a range of descriptive vocabulary to describe Mary Poppins. LKS2: EN RC2b, LKS2: EN W C1a. Lesson 2: LO: To analyse a new scene that features in the film of Mary Poppins. LKS2: EN RC2f, EN SL 9. Lesson 3: LO: Begin to write in the style of P. L. Travers. LKS2: EN W C1a, LKS2: EN W C1b, LKS2: EN W VGP1c. Lesson 4: LO: To plan a new chapter in the style of P. L. Travers.	An extended narrative – ‘the missing chapter’ based on the film version. Lesson 1: LO: To write the build-up and climax to new chapter in style of P. L. Travers. LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN W C4b. Lesson 2: LO: To write resolution and ending to a new chapter in the style of P. L. Travers. LKS2: EN W C2a, LKS2: EN W C4a, LKS2: EN RC1c. Lesson 3: LO: To redraft a paragraph to incorporate speech to advance the action and/or convey character. LKS2: EN W C2a, LKS2: EN W C4b, LKS2: EN W VGP2c.	Persuasive letter from Jane and Michael Banks to Mary Poppins asking for her to return. Lesson 1: LO: To persuade Mary Poppins to return to Number 17 Cherry Tree Lane. EN SL 2, EN SL 7, EN SL 9. Lesson 2: LO: To select and identify the appropriate features of a persuasive letter. LKS2: EN W C1a, LKS2: EN W C1b. Lesson 3: LO: To persuade Mary Poppins to return to Number 17 Cherry Tree Lane. LKS2: EN RC2e, LKS2: EN RC2f, LKS2: EN W C1a.



Medium Term Plan - Year 3 – Term 6



	<p>EN SL 12, LKS2: EN RC2d.</p> <p>Lesson 5: LO: To compare an event that features in both the book and the film. EN SL 2, LKS2: EN RC2f.</p>	<p>Lesson 4: LO: To develop understanding of a character. LKS2: EN W C2, LKS2: EN W C3, LKS2: EN W C3a.</p> <p>Lesson 5: LO: To develop a piece of independent writing. LKS2: EN RC1c, LKS2: EN W C4, LKS2: EN W C4a, LKS2: EN W C4b.</p>	<p>Lesson 4: LO: To understand the author's intention through inference of character. LKS2: EN RC2b, LKS2: EN RC2c. LKS2: EN RC2d.</p> <p>Lesson 5: LO: To describe Mary Poppins' character through a piece of shape poetry. LKS2: EN RC1h, LKS2: EN RC1g.</p>	<p>LKS2: EN W C1a, LKS2: EN W C1b.</p> <p>Lesson 5: LO: To write in the style of P. L. Travers. LKS2: EN W C3, LKS2: EN W C3a, LKS2: EN RC1c.</p>	<p>Lesson 4: LO: What impact did Travers intend to have upon the reader with the sudden departure of Mary Poppins? EN SL 1, EN SL 2, LKS2: EN RC2c, EN SL 3.</p> <p>Lesson 5: LO: To explore and understand characters' reactions to Mary Poppins' departure.</p>	<p>Lesson 4: LO: To persuade Mary Poppins to return to Number 17 Cherry Tree Lane. LKS2: EN W C3, LKS2: EN W VGP1a, LKS2: EN W C4a.</p> <p>Lesson 5: LO: To publish a letter to Mary Poppins. LKS2: EN W C4b, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C5.</p>
SPAG	<p>Word Families</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve) Y3:G6.4</p>	<p>Word Families</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve) Y3:G6.4</p>	<p>Prefixes</p> <p>Formation of nouns using a range of prefixes (e.g. -super, -auto, -anti). Y3:G6.2</p>	<p>Prefixes</p> <p>Formation of nouns using a range of prefixes (e.g. -super, -auto, -anti). Y3:G6.2</p>	<p>Prefixes</p> <p>Formation of nouns using a range of prefixes (e.g. -super, -auto, -anti). Y3:G6.2</p>	<p>Consolidation</p>
Maths	<p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Y3:S3</p>	<p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Y3:S4</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Y3:M1</p>	<p>Teaching of any objectives not yet approached.</p> <p>Maths Investigations</p> <p>Problem Solving</p> <p>Consolidation through Active Maths</p>	<p>Teaching of any objectives not yet approached.</p> <p>Maths Investigations</p> <p>Problem Solving</p> <p>Consolidation through Active Maths</p>	<p>Teaching of any objectives not yet approached.</p> <p>Maths Investigations</p> <p>Problem Solving</p> <p>Consolidation through Active Maths</p>



Science	Science: Scientists and Inventors	Science: Scientists and Inventors	Science: Scientists and Inventors	Science: Scientists and Inventors	Science: Scientists and Inventors	Science: Scientists and Inventors
	Lesson 1: The Plant Hunters	Lesson 2: Marie Curie	Lesson 3: George Washington Carver	Lesson 4: Fossil Finders	Lesson 5: Journey to the Centre of the Earth	Lesson 6: Concave and Convex
	L.O. To find out about the way new plants arrived in our country.	L.O. To explain how Marie Curie's work on x-rays helps us identify bones.	L.O. To explain how George Washington Carver helped farmers to grow crops.	L.O. To explain how fossils can be used to find the age of rocks.	L.O. To describe what Inge Lehmann discovered about the Earth's core	L.O. To investigate how images change in concave and convex mirrors.
	Y4:Sc: P2	Y3:Sc: A2	Y4:Sc: P2	Y3:Sc: R1, Y3:Sc: R2	Y3:Sc: R1	Y3:Sc: L2
	<ul style="list-style-type: none"> Big Idea (Aspect): 	<ul style="list-style-type: none"> Big Idea (Aspect): 	<ul style="list-style-type: none"> Big Idea (Aspect): 	<ul style="list-style-type: none"> Big Idea (Aspect): 	<ul style="list-style-type: none"> Big Idea (Aspect): 	<ul style="list-style-type: none"> Big Idea (Aspect):
	Significance (Significant People) Humankind (Human body)	Significance (Significant People, Significant Events)	Processes (Changes) Materials (Properties and Uses)	Significance (Significant People) Materials (Properties and Uses)	Materials (Identification and Classification) Processes (Phenomena)	
						Lesson 7: Electromagnets L.O. To explore how electromagnets attract some materials. Y3:Sc: FM3 <ul style="list-style-type: none"> Big Idea (Aspect): Processes (Forces) Comparison (Physical things)



Medium Term Plan - Year 3 – Term 6



Geog.	<p>Geography: Are all settlements the same?</p> <p>Lesson 1: What is a settlement?</p> <p>LO: To describe different types of settlements. KS2: Ge: LK2; KS2: Ge: HP2; KS2: Ge: SF1 Big Idea (Aspect): Place (UK) Nature (Sustainability) Humankind (settlement and land use)</p>	<p>Geography: Are all settlements the same?</p> <p>Lesson 2: How is land used in my local area?</p> <p>LO: To identify the human and physical features in the local area. KS2: Ge: LK2; KS2: Ge: HP2; ▪ KS2: Ge: SF1 KS2: Ge: SF2 Big Idea (Aspect): Place (UK and position) Investigation (data analysis) Nature (Sustainability, physical features) Humankind (human features and landmarks, settlements and land use)</p>	<p>Geography: Are all settlements the same?</p> <p>Lesson 3: Can I explain the location of features in my local area?</p> <p>LO: To discuss why physical and human features are in particular locations. ▪ KS2: Ge: LK2; KS2: Ge: HP2; KS2: Ge: SF1; KS2: Ge: SF2; KS2: Ge: SF3 ▪ Big Idea (Aspect): Place (UK and position) Investigation (fieldwork) Nature (Sustainability, physical features) Humankind (human features and landmarks, settlements and land use) Materials (natural and man-made materials)</p>	<p>Geography: Are all settlements the same?</p> <p>Lesson 4: How has my local area changed over time?</p> <p>LO: To describe how land use in the local area has changed. KS2: Ge: LK2; KS2: Ge: HP2; KS2: Ge: SF1 Big Idea (Aspect): Place (UK and position) Investigation (fieldwork, data analysis) Nature (physical features) Humankind (human features and landmarks, settlements and land use) Materials (natural and man-made materials) Change (geographical change)</p>	<p>Geography: Are all settlements the same?</p> <p>Lesson 5: How is land used in New Delhi?</p> <p>LO: To identify land use in New Delhi. KS2: Ge: LK1; KS2: Ge: PK1; KS2: Ge: HP2; KS2: Ge: SF1 Big Idea (Aspect): Place (World and position) Nature (physical features) Humankind (human features and landmarks, settlements and land use) Materials (natural and man-made materials) Change (geographical change)</p>	<p>Geography: Are all settlements the same?</p> <p>Lesson 6: How does land use in New Delhi compare with my local area?</p> <p>LO: To compare land use in two different locations. KS2: Ge: LK1; KS2: Ge: LK2; KS2: Ge: HP2 Big Idea (Aspect): Place (World) Comparison (compare and contrast) Processes (climate and weather) Nature (physical features) Humankind (human features and landmarks, settlements and land use) Materials (natural and man-made materials)</p>
DT	<p>DT: Structure – Constructing a castle. Lesson 1: Features of a castle</p>	<p>DT: Structure – Constructing a castle. Lesson 2: Designing a castle LO: To design a castle</p>	<p>DT: Structure – Constructing a castle. Lesson 3: Nets and structures</p>	<p>DT: Structure – Constructing a castle. Lesson 4: Building a castle</p>		



Medium Term Plan - Year 3 – Term 6



	<p>LO: To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure</p> <p>KS2:DT M 1 KS2:DT M 2</p> <p>▪ Big Idea (Aspect): Materials (Materials for purpose)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p>	<p>KS2:DT D 1 KS2:DT E 2</p> <p>▪ Big Idea (Aspect): Materials (Materials for purpose)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p>	<p>LO: To construct 3D nets</p> <p>KS2:DT D 2 KS2:DT M 1 KS2:DT M 2 KS2:DT TK 1</p> <p>▪ Big Idea (Aspect): Materials (Materials for purpose)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluation)</p>	<p>LO: To construct and evaluate my final product</p> <p>KS2:DT M 1 KS2:DT M 2 KS2:DT E 2</p> <p>▪ Big Idea (Aspect): Materials (Materials for purpose)</p> <p>Creativity (Generation of ideas)</p> <p>Creativity (Structures)</p> <p>Investigation (Investigation)</p> <p>Investigation (Evaluation)</p>		
MFL	<p>MFL (French): In a French classroom. Lesson 1: Follow the French teacher</p> <p>LO: To understand and respond to simple classroom instructions. LKS2:MFL5</p>	<p>MFL (French): In a French classroom. Lesson 2: Pencils and things in the French classroom</p> <p>LO: To name school bag objects and recognise if they are masculine or feminine. LKS2:MFL11, LKS2:MFL12</p>	<p>MFL (French): In a French classroom. Lesson 3: To have or have not in the French classroom</p> <p>LO: To ask and answer a question about something you have or do not have. LKS2:MFL3, LKS2:MFL12</p>	<p>MFL (French): In a French classroom. Lesson 4: School bag French detectives</p> <p>LO: To read and understand short sentences. LKS2:MFL10, LKS2:MFL11, LKS2:MFL12</p>	<p>MFL (French): In a French classroom. Lesson 5: In my French bag</p> <p>LO: To prepare and present a short spoken text. LKS2:MFL4</p>	



Medium Term Plan - Year 3 – Term 6



PE	<p>Athletics Lesson 1: Tick Tag Relay</p> <p>LO: To collaborate as a team to try and catch the runner in front of them. KS2:PE1 KS2:PE3 KS2:PE6</p> <p>Big Idea (Aspect): Processes (Athletics) Creativity (Evaluation)</p>	<p>Athletics Lesson 2: Standing Long Jump Competition</p> <p>LO: To jump applying the correct technique. KS2:PE1 KS2:PE3 KS2:PE6</p> <p>Big Idea (Aspect): Processes (Athletics) Investigation (Data Analysis) Creativity (Evaluation)</p>	<p>Athletics Lesson 3: Throwing for distance competition</p> <p>LO: To understand why we need to throw overarm with power and accuracy. KS2:PE1 KS2:PE3 KS2:PE6</p> <p>Big Idea (Aspect): Processes (Athletics) Investigation (Data Analysis) Creativity (Evaluation)</p>	<p>Sports Week including Sports Day</p>	<p>Outdoor Adventurous Activities Lesson 1: Point and return.</p> <p>LO: To orientate a map, locate points on the map, then travel to them and record what they find. KS2:PE4</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>	<p>Outdoor Adventurous Activities Lesson 2: Point to Point</p> <p>LO: To orientate a map, locate points on the map, then travel to them in a set order. KS2:PE4</p> <p>Big Idea (Aspect): Nature (Outdoor Adventurous Activities)</p>
PSHE	<p>Changing Me</p> <p>Lesson 1: How Babies Grow</p> <p>LO: To understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</p> <p>Big Idea (Aspect): Change (Physical development)</p>	<p>Changing Me</p> <p>Lesson 2: Babies</p> <p>LO: To understand how babies grow and develop in the mother's uterus</p> <p>Big Idea (Aspect): Change (Physical development) Comparison (Compare and contrast)</p>	<p>Changing Me</p> <p>Lesson 3: Outside Body Changes</p> <p>LO: To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Big Idea (Aspect): Change (Physical development) Comparison (Compare and contrast)</p>	<p>Changing Me</p> <p>Lesson 4: Inside Body Changes</p> <p>LO: To identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Big Idea (Aspect): Change (Physical development)</p>	<p>Changing Me</p> <p>Lesson 5: Family Stereotypes</p> <p>LO: To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>Big Idea (Aspect): Change (Physical development) Comparison (Compare and contrast) Place (Diversity)</p>	<p>Changing Me</p> <p>Lesson 6: Looking Ahead</p> <p>LO: To identify what I am looking forward to when I move to my next class</p> <p>Big Idea (Aspect): Change (Physical development) Comparison (Compare and contrast) Humankind (Setting goals)</p>



Medium Term Plan - Year 3 – Term 6



	Comparison (Compare and contrast)		Humankind (Physical development)	Comparison (Compare and contrast)		
Computing	<p>Programming B – Events and actions in programmes</p> <p>Lesson 1:</p> <p>LO: To explain how a sprite moves in an existing project KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Processes (Physical interaction)</p>	<p>Programming B – Events and actions in programmes</p> <p>Lesson 2:</p> <p>LO: To create a program to move a sprite in four directions KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Processes (Physical interaction)</p>	<p>Programming B – Events and actions in programmes</p> <p>Lesson 3:</p> <p>LO: To adapt a program to a new context KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Processes (Physical interaction)</p>	<p>Programming B – Events and actions in programmes</p> <p>Lesson 4:</p> <p>LO: To develop my program by adding features KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Processes (Physical interaction)</p>	<p>Programming B – Events and actions in programmes</p> <p>Lesson 5:</p> <p>LO: To identify and fix bugs in a program KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Processes (Physical interaction)</p>	<p>Programming B – Events and actions in programmes</p> <p>Lesson 6:</p> <p>LO: To design and create a maze-based challenge KS2: CO 1, 2, 3, 6</p> <p>Big Idea (Aspect):</p> <p>Place (Digital world) Materials (Software) Processes (Physical interaction)</p>
RE	<p>Living – What does it mean to be a Hindu in Britain today?</p> <p>Lesson 1:</p> <p>LO: ?</p> <p>Y5: ? Lesson 1</p>	<p>Living – What does it mean to be a Hindu in Britain today?</p> <p>Lesson 2:</p> <p>LO: ?</p> <p>Y5: ? Lesson 2</p>	<p>Living – What does it mean to be a Hindu in Britain today?</p> <p>Lesson 3:</p> <p>LO: ?</p> <p>Y5: ? Lesson 3</p>	<p>Living – What does it mean to be a Hindu in Britain today?</p> <p>Lesson 4:</p> <p>LO: ?</p> <p>Y5: ? Lesson 4</p>	<p>Living – What does it mean to be a Hindu in Britain today?</p> <p>Lesson 5:</p> <p>LO: ?</p> <p>Y5: ? Lesson 5</p>	<p>Living – What does it mean to be a Hindu in Britain today?</p> <p>Lesson 6:</p> <p>LO: ?</p> <p>Y5: ? Lesson 6</p>