



Year 3 Term 6 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	<p>Library and reading for pleasure</p> <p>Year 3/4 Common exception words</p> <p>Predict what might happen from details stated and implied</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Make comparisons within the text</p> <p>Make comparisons</p>	<p>Library and reading for pleasure</p> <p>The suffix -ation</p> <p>Give/explain the meaning of words in context</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p> <p>Summarise main ideas from more than one paragraph</p> <p>Retrieve and record information /identify</p>	<p>Library and reading for pleasure</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Summarise main ideas from more than one paragraph</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p>	<p>Library and reading for pleasure</p> <p>Year 3/4 Common exception words</p> <p>Give/explain the meaning of words in context</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Predict what might happen from details stated and implied</p>	<p>Library and reading for pleasure</p> <p>Year 3/4 Common exception words</p> <p>Retrieve and record information /identify key details from fiction and non-fiction</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p> <p>Predict what might happen from details stated and implied</p> <p>Identify/ explain how meaning is enhanced through choice of words and phrases</p>	<p>Library and reading for pleasure</p> <p>Year 3/4 Common exception words</p> <p>Summarise main ideas from more than one paragraph</p> <p>Make inferences from the text/explain and justify inferences with evidence form the text</p>	<p>Library and reading for pleasure</p> <p>Year 3/4 Common exception words</p> <p>Predict what might happen from details stated and implied</p> <p>Identify /explain how information / narrative content is related and contributes to meaning as whole</p> <p>Make comparisons within the text</p>

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Writing	<p>To use conditional sentences to warn</p> <p>To use a range of present tense verbs</p> <p>To identify rhyming words in couplets</p> <p>To learn and recite a poem</p> <p>To use modifying adverbs to write a sorry letter</p>	<p>To plan an alternative ending to a known tale</p> <p>To write an alternative ending to a known tale</p> <p>To compare cautionary tales and identify common features</p> <p>To sequence the events in a cautionary tale</p> <p>To use a known story structure to plan a new cautionary tale</p>	<p>To choose appropriate and relevant rhyming words</p> <p>To use relevant rhymes to create rhyming couplets</p> <p>To vary clause and phrase order for effect</p> <p>To select vocabulary for effect</p> <p>To edit the flow of my writing</p>	<p>To create a Soundscape</p> <p>To create a soundscape poem</p> <p>To write setting descriptions</p>	<p>To write setting descriptions</p> <p>To plan Dialogue</p> <p>To write Dialogue</p> <p>To use conjunctions to contrast</p>	<p>To use adverbials to express time</p> <p>To write a diary entry</p> <p>To use the present perfect to write a thank you note</p>	<p>To plan a fantasy narrative</p> <p>To begin to write a fantasy narrative</p> <p>To continue to write a fantasy narrative</p> <p>To continue to write a fantasy narrative</p> <p>To finish and edit a fantasy narrative</p>
Maths	Hours and minutes - use durations	<p>Turns and angles</p> <p>Right angles</p>	Measure and draw accurately	Recognise and describe 2-D shapes	Make 3-D shapes	Revision based in gaps – ready to progress material NCETM.	Revision based in gaps – ready to progress material NCETM.

	<p>Minutes and seconds</p> <p>Units of time</p> <p>Solve problems with time</p> <p>End of block assessment (version B)</p>	Compare Angles	<p>Horizontal and vertical</p> <p>Parallel and perpendicular</p>	<p>Draw polygons</p> <p>Recognise and describe 3-D shapes</p>	<p>End of block assessment (version B)</p> <p>End of term assessment.</p>		
Science	To understand how seeds are dispersed.	To understand the Life Cycle of a Plant	<p>To be able to explore forces</p> <p>To be able to understand how friction works</p>	<p>To be able to plan a friction experiment</p> <p>To be able to investigate a friction experiment</p>	<p>To be able to explore magnets</p> <p>To be able to sort magnetic and non-magnetic materials</p>	<p>To be able to investigate metals</p> <p>To be able to understand North and South Poles – attract and repel.</p>	<p>To be able to see how plants grow</p> <p>To be able to observe how space affects plant growth</p> <p>To be able to investigate - What is Biodiversity?</p> <p>To be able to investigate – How can we increase biodiversity in our local area?</p>
RE	What is Humanism?						
History	Who were the Egyptians and when did they live?	What did the ancient Egyptians believe?	Why and how did the Egyptians build the pyramids?	How and why did the Egyptians mummify people?	What does the Book of the Dead tell us about ancient Egyptian beliefs?	What did the ancient Egyptians believe?	

	<p>To know when and where the ancient Egyptians lived.</p> <p>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/lesson-1-who-were-the-egyptians-and-when-did-they-live/</p>	<p>To explain the importance of the Egyptian gods and goddesses.</p> <p>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/lesson-2-what-did-the-egyptians-believe/</p>	<p>To evaluate the challenges of building an Egyptian pyramid.</p> <p>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/lesson-3-why-and-how-did-the-egyptians-build-pyramids/</p>	<p>To explain how and why the Egyptians mummified people.</p> <p>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/lesson-4-how-and-why-did-the-egyptians-mummify-people/</p>	<p>To make inferences about Egyptian beliefs, using primary sources.</p> <p>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/lesson-5-what-does-the-book-of-the-dead-tell-us-about-ancient-egyptian-beliefs/</p>	<p>To evaluate significant ancient Egyptian beliefs.</p> <p>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/lesson-6-what-did-the-ancient-egyptians-believe/</p>	
Geography							
Art	<p>Exploring Ancient Egyptian art</p> <p>To investigate the style, pattern and characteristics of Ancient Egyptian art.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/lesson-1-</p>	<p>Designing scrolls</p> <p>To apply design skills inspired by the style of an ancient civilisation.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/</p>	<p>Making paper</p> <p>To apply understanding of ancient techniques to construct a new material.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/lesson-3-making-paper/</p>	<p>Scroll making</p> <p>To apply drawing and painting skills in the style of an ancient civilisation.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/</p>	<p>Making zines</p> <p>To apply an understanding of Egyptian art to develop a contemporary response.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/lesson-5-making-zines/</p>		

	exploring-ancient-egyptian-art/	design/lesson-2-designing-scrolls/		design/lesson-4-scroll-making/			
DT							
PE	<p>1. Show control, coordination and consistency when running.</p> <p>2. Show control, coordination and consistency when throwing.</p> <p>3. Show control, coordination and consistency when jumping.</p> <p>Athletics</p> <p>1. Participate in team games solving problems with others.</p> <p>2. Communicate effectively with other people.</p> <p>3. Recognise that activities need thinking through and planning.</p>	<p>1. Apply and develop a broader range of skills.</p> <p>2. Use skills in different ways.</p> <p>3. Describe how their bodies feel when exercising</p> <p>1. Work cooperatively and successfully as part of a team.</p> <p>2. Move confidently in different ways.</p> <p>3. Develop agility, balance, and co-ordination</p>	<p>1. Show control, coordination and consistency when running.</p> <p>2. Understand the link between heart rate and breathing when exercising.</p> <p>1. Participate in competitive games, following instructions of the game.</p> <p>2. Communicate effectively with other people.</p> <p>3. Discuss with others plans to achieve success.</p>	<p>1. Develop technique.</p> <p>2. Show control, coordinated and consistency when jumping.</p> <p>athletics</p> <p>1. To make a map with symbols and legend.</p> <p>2. To recognise where they are on a map.</p>	<p>1. Develop technique.</p> <p>2. Show control, coordinated and consistency when throwing.</p> <p>3. Recognise what they do well and what they find difficult.</p> <p>1. Follows rules of orienteering events.</p> <p>2. Takes part in a picture orienteering event with success.</p> <p>3. Meets challenges effectively working as part of a team.</p>	<p>1. Show control, coordination and consistent when running.</p> <p>2. Show control, coordination and consistent when throwing.</p> <p>3. Show control, coordination and consistent when jumping.</p> <p>Complete a single control orienteering event.</p> <p>Use features on the map to select and plan a route to a control.</p> <p>Use 'thumbing and folding' techniques to navigate to and from control points.</p> <p>Evaluate your performance and recognise what went well and what could be improved.</p>	Sports Day.

Music	<p>Introducing traditional Indian music and instruments</p> <p>To explain an opinion of Indian music</p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/lesson-1-introducing-traditional-indian-music-and-instruments/</p>	<p>Indian music: Playing a rag</p> <p>To be able to improvise using given notes</p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/lesson-2-indian-music-playing-a-rag/</p>	<p>Indian music: Adding a drone</p> <p>To be able to improvise using given notes</p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/lesson-3-indian-music-adding-a-drone/</p>	<p>Indian music: Introducing the tal</p> <p>To create a piece of music using a drone, rag and tal</p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/lesson-4-indian-music-introducing-the-tal/</p>	<p>Indian music: Performing Anile vaa</p> <p>To perform a piece of music using musical notation</p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/around-the-world-india/lesson-5-indian-music-performing-anile-vaa/</p>		
PSHE	How babies grow	Babies	Outside Body Changes	Inside Body Changes	Family Stereotypes	Looking ahead	
Computing	Moving a Sprite	Maze Movement	Drawing lines	Adding features	Debugging movement	Making a Project	Consolidation of the year.
French	<p>French animal nouns and sounds</p> <p>To research a new noun in French and determine its gender.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/around-the-world-india/lesson-1-introducing-traditional-indian-music-and-instruments/</p>	<p>French habitats</p> <p>To build sentences to describe where something lives or does not live.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/around-the-world-india/lesson-2-indian-music-playing-a-rag/</p>	<p>Life cycle French detectives</p> <p>To use knowledge about language to solve a science-based puzzle.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/around-the-world-india/lesson-3-indian-music-adding-a-drone/</p>	<p>French food chains</p> <p>To describe a food chain in French.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/around-the-world-india/lesson-4-indian-music-introducing-the-tal/</p>	<p>French food chain flips</p> <p>To write a range of sentences in French to describe a food chain.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/around-the-world-india/lesson-5-indian-music-performing-anile-vaa/</p>		

	2/year-3/circle-of-life/lesson-1-french-animal-nouns-and-sounds/	2/year-3/circle-of-life/lesson-2-french-habitats-2/	3/circle-of-life/lesson-3-french-habitats/	2/year-3/circle-of-life/lesson-4-french-food-chains/	3/circle-of-life/lesson-5-french-food-chain-flips-2/		
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