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| Year 3 – Summer 1 - Medium Term Plan  |
|  | Week 18/4  | Week 215/4 | Week 322/4 | Week 429/4 | Week 56/5 | Week 613/5 | Week 720/5 |
| Events |  |  |  |  |  |  |  |
| Wider Experiences |  |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  |  |  |  |  |  |  |
| Guided Reading | Welcome to Planet EarthBedrock Vocabulary |
| Independent Questions | Cookie and the most annoying boy | The Three Nanny Goats Gruff | An Interview with Andy Seed | Brain Fizzing Facts  | Hamster! Hamster! | The Reluctant Dragon | Mary Anning Statue |
| SPaG | Subordinating conjunctions | Co-ordinating conjunctions | Sentence types | Inverted commas |  |
| Writing | **The Twits**Paragraph 1 – How Mrs. Twit prepared trickParagraph 2 – What Mr. Twit was doingFinal Write – Hidden Chapter – new practical joke | **The Twits**Paragraph 1 – Introductory paragraphParagraph 2 – Quotes Final Write – Newspaper report |
| Maths | **Fractions B****Money**  | **Time** |
| RE | **Islam****Unit 7: Energy (Pentecost)**Check in EXP – Create flame mobiles with different wordsLF1 – Prepare questions and ‘hot seat’ one of the apostlesLF2 – Energy wordsLF3 – Imagine you are a follower of Jesus, write what you would sayLF4 – Answer questions about how the Church celebrates PentecostLF5 – Research someone who has used their energy from the Holy Spirit to do good thingsLF6 – Create a mind map for one of the gifts of the Holy Spirit saying how it could be lived outCheck-out | **Unit 8: Choices**Check in EXP – Create grid with choices and consequencesLF1 – Storyboard of choices made by the sonsLF2 – Unpick and create actions for prayerLF3 –  Imagine you are the son or the father and tell your storyLF4 – Children to write own prayer of sorrowLF5 – Create reconciliation bookletLF6 – Create Litany for classCheck-out |
| **Science** | - | - | - | - | - |  |  |
| **Computing** | - | - | - | - | - | - |  |
| **French** | Greetings (hello) | What’s your name? | How are you? | Goodbye | Numbers to 10 | How old are you? |  |
| **Topic**Ancient Maya | **Geography: Rainforest cover page – no question****LO: To locate rainforests on a map**Geography:To locate the world’s countries, using maps to focus onEurope (including the location of Russia) and North andSouth America, concentrating on their environmentalregions, key physical and human characteristics, countries,and major cities**LO: To explain the key aspects of a rainforest climate**Geography:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **LO: To understand the physical features of the layers of the rainforest**Geography:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**LO: To describe the animals and plants living in the rainforest**physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | **History: Ancient Maya cover page****LO: To explore when and where the Ancient Maya people lived**History:Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time-lineGeography:Map skills - Create simple scale drawings | **LO: To use a range of evidence sources to help me understand more about the Maya civilization**History:Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources**LO: To explore the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods**History:Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | **LO: To explore how the rainforest had in important role in the life of the Mayans**Geography:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**LO: To describe a range of foods that were eaten by the ancient Maya people**D&TKnow that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider worldKnow that season may affect the food available | **LO: To explore the significance of chocolate to the Maya people**History:Construct and organise responses by collecting relevant data**LO: To follow a Mayan recipe** D&T: Cooking and nutrition - Follow a recipe | **LO: To understand how the Maya number system works**History:Describe and begin to make links between main events, situations and changes within and across different periods and societies |
| **RSE** | **LKS2 M1 U1 S2**The Sacraments**LKS2 M2 U1**Jesus My Friend (story session) | **LKS2 M2 U2 S1**Family, Friends and Others**LKS2 M2 U2 S2**When Things Feel Bad | **LKS2 M2 U3 S1**Sharing Online**LKS2 M2 U3 S2**Chatting Online | **LKS2 M2 U4 S1**Safe in my Body**LKS2 M2 U4 S2**Drugs, Alcohol and Tobacco | **LKS2 M2 U4 S3**First Aid Heroes**LKS2 M3 U1 S1**Community of Love | **LKS2 M3 U1 S2**What is the Church?**LKS2 M3 U2 S1**How do I Love Others |  |
| Music | - |