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| Year 3 – Spring 2 - Medium Term Plan  |
|  | Week 126/2  | Week 24/3 | Week 311/3 | Week 418/3 | Week 525/3 |  |  |
| Events |  |  |  |  |  |  |  |
| Wider Experiences |  |  |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC |  | Why was the River Nile so important to the Ancient Egyptians? (Topic) |  | What do plants need to grow well? (Science) |  |  |  |
| Guided Reading | TrickstersBedrock Vocabulary |
| Independent Questions | How to be a Scientist | Mindy Kim and the Yummy… | Taking out the Tigers | What is Science? | The Lion, the Witch and the W |  |  |
| SPaG | Possessive apostrophe | Subordinating conjunctions | Adverbs | Direct speech |  |
| Writing | **Dark, Dark Tale**Paragraph 1 – Describe ownerParagraph 2 – Happy times with ownerFinal Write – Informal letter to mum | **Marcy and the Riddle of the Sphinx**Paragraph 1 – Entering and exploring the pyramidParagraph 2 – Meeting the Egyptian God Final Write – Hidden Chapter – extra quest |  |
| Maths | **Fractions A** | **Mass and Capacity** |
| RE | **Unit 6: Giving (Lent)**Check in EXP – List people who do dangerous jobsLF1 – Describe symbols of Lent, saying what they representLF2 – Write when I was poemLF3 – Short story of how someone lives out one of the BeatitudesLF4 – Write prayer for Jesus in Gethsemane using scriptureLF5 – Draw pictures of times of self-giving on cross templateLF6 – Design religious card using quote from passages used this topicCheck-out | **Unit 5: Listening and Sharing (Eucharist)**Check in EXP – Role play ‘Stone Soup’ – What are the joys of sharing?LF1 – Describe steps involved in Introductory RiteLF2 – Choose words from the Gloria you like best and say how they prepare people to listen to God’s wordLF3 – Retell what happens at the Liturgy of the WordLF4 – Explore how we can give of ourselves – link to scriptureLF5 – Use pictures to describe what happens in the Eucharistic prayerLF6 –  Make a poster with footprints on it, representing the people being sent forth from MassCheck-out |
| **Science**Plants | LO: To name the different parts of flowering plants and explain their jobs | LO: To plan my investigation to know what plants need to grow wellLO: To set up an investigation to know what plants need to grow well | LO: To present the results of my investigation using scientific language LO: To investigate how water is transported in plants  | LO: To name the different parts of a flower and explain their role in pollination and fertilisation | LO: To understand and order the stages of the life cycle of a flowering plant |  |  |
| **Computing**(Music) | - | - | - | - | - | - |  |
| **Topic**Ancient Egypt | **LO: To explore where Egypt is and when the Ancient Egyptians lived**History:Put events, people, places and artefacts on a time-lineGeography:Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains, volcanoes and earthquakes and the water cycle  | **LO: To explore the features of a river**Geography:Describe and understand key aspects of physical geography including rivers**LO: To explore why the River Nile was so important to the Ancient Egyptians**Geography:Name and locate geographical regions and their identifying human and physical characteristics, key topical features (including hills, mountains, coasts and rivers) | **LO: To explore what life was like in Ancient Egypt**History:Suggest where we might find answers to questions considering a range of sources**LO: To explore how the ancient Egyptians used Shadufs and design my own**D&T:Order the main stages of makingProduce detailed lists of tools, equipment and materials that they need | **LO: To use my design to create a Shaduf**D&T:Measure, mark out, cut and shape materials and components with some accuracyAssemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy | **LO: To evaluate my Shaduf**D&T:Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  |  |
| Music | Guitar |