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| Year 3 – Spring 2 - Medium Term Plan | | | | | | | | | | |
|  | Week 1  26/2 | Week 2  4/3 | | Week 3  11/3 | Week 4  18/3 | | Week 5  25/3 | |  |  |
| 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 | Tricksters  Bedrock 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 owner  Paragraph 2 – Happy times with owner  Final Write – Informal letter to mum | | | | **Marcy and the Riddle of the Sphinx**  Paragraph 1 – Entering and exploring the pyramid  Paragraph 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 jobs  LF1 – Describe symbols of Lent, saying what they represent  LF2 – Write when I was poem  LF3 – Short story of how someone lives out one of the Beatitudes  LF4 – Write prayer for Jesus in Gethsemane using scripture  LF5 – Draw pictures of times of self-giving on cross template  LF6 – Design religious card using quote from passages used this topic  Check-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 Rite  LF2 – Choose words from the Gloria you like best and say how they prepare people to listen to God’s word  LF3 – Retell what happens at the Liturgy of the Word  LF4 – Explore how we can give of ourselves – link to scripture  LF5 – Use pictures to describe what happens in the Eucharistic prayer  LF6 –  Make a poster with footprints on it, representing the people being sent forth from Mass  Check-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 well  LO: 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-line  Geography:  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 making  Produce 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 accuracy  Assemble, 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 | | | | | | | | | |