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| Year 3 – Spring 1 Medium Term Plan | | | | | | | | | | |
|  | Week 1  8/1 | Week 2  15/1 | | Week 3  22/1 | Week 4  29/1 | | Week 5  5/2 | | Week 6  12/2 |  |
| Events |  |  | |  |  | |  | |  |  |
| Wider Experiences | Epiphany |  | |  |  | | Mental Health Week | |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | What gift would you bring to baby Jesus? (Ephiphany) |  | |  | What makes people leave their home? (Topic) | | Dignity of the human person: | | Why don’t all rocks look the same? (Science) |  |
| Guided Reading | Gobstoppers  Bedrock Vocabulary | | | | | | | | | |
| Independent Questions | Mr Majeika | The Princess’s Treasures | | Recipe for Fire | Stuart Little | | Cinderella | | How to be a Scientist |  |
| SPaG | Subordinating conjunctions | | Prepositions | | Nouns and pronouns | | | Direct speech | |  |
| Writing | **Dark, Dark Tale**  Paragraph 1 – Setting description - moor  Paragraph 2 – Describe what happened in dark, dark room  Final Write – Suspense story | | | | **Dark, Dark Tale**  Paragraph 1 – What was in the box  Paragraph 2 – Exploring new setting  Final Write – Sequel adventure story | | | | |  |
| Maths | Multiplication and Division (B) | | | | | Length and Perimeter | | | | |
| RE | **Unit 4: Journeys**  Check in  EXP – Draw highlights of 2023  LF1 - Create Liturgical calendar using signs & symbols  LF2 – Research special season, find symbols  LF3 – Newspaper article about feast day of school  LF4 – Booklet of Mary’s feast days  LF5 – Re-write pilgrimage psalm  LF6 – Answer questions about prayer  Check-out | | | | **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 | | | | | |
| **Science**  Rocks | LO: To compare different types of rocks | LO: To group rocks based on their properties | | LO: To explore how fossils are formed | LO: To explore how soil is formed | | LO: To plan my investigation  Working scientifically:  Ask relevant questions and use different types of  scientific enquiries to answer them | | LO: To systematically and carefully observe soil  Working scientifically:  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations  Identify differences, similarities or changes related to simple scientific ideas and processes  LO: To review my investigation |  |
| **Computing**  (Music) | - | - | | - | - | | - | | - |  |
| **Topic**  Stone Age to the Iron Age | LO: To know when the Stone Age to the Iron Age took place and locate key places on a map  History:  Put events, people, places and artefacts on a time-line  Geography:  Locate places on a range of maps  Name and locate counties and cities of the United Kingdom | LO: To present information about the Stone Age  History:  Develop increasingly secure chronological knowledge and understanding of history, local, British and world  Use correct terminology to describe events in the past  LO: To create a Stone Age cave painting  Art:  Use a variety of brushes and experiment with ways of marking with them  Mix and match colours (create palettes to match images) | | LO: To explore artefacts to find out more about the Bronze Age  History:  Put events, people, places and artefacts on a time-line  Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | LO: To explore what life was like during the Iron Age  History:  Describe and begin to make links between main events, situations and changes within and across different periods and societies  Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | | LO: To find out about Neolithic hunter-gatherers and early farmers  History:  Describe and begin to make links between main events, situations and changes within and across different periods and societies  Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | | LO: To plan my chronological report  LO: To write my chronological report  Literacy:  Headings & subheadings  Fronted adverbials  Subordinating conjunctions  Coordinating conjunctions  Question sentences |  |
| Music | Guitar | | | | | | | | | |