

## SPRING 2 Medium Term Plan 2023 Year Group Y3

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>English Writing</b></p> <p><b>LINKS:</b> Art - colour mixing/dragon scales DT - dragon trap</p>	<p><b>Persuasive letter writing: France</b></p> <p>To understand the purpose of persuasion and be able to explain the persuasive features of an advert</p> <p>Look at selection of adverts for tourism to France - class list of persuasive features and discussion of purpose</p> <p>Then write a short paragraph on chosen France advert explaining persuasive purpose of features</p>	<p><b>Descriptive writing: Mythical settings</b></p> <p><b>3 sessions due to possible strike day</b></p> <p>To be able to identify adjectives and adverbs in a description</p> <p>Reading / grammar focus</p> <p><b>To be able to suggest alternative adjectives</b></p> <p>Annotate a picture, using thesaurus</p> <p><b>To know that adjectives can be converted to adverbs</b></p>	<p><b>Descriptive writing: Mythical settings</b></p> <p>To be able to write simple descriptive sentences</p> <p>Based on settings pictures already used</p> <p><b>Descriptive writing: Mythical creatures, dragons</b></p> <p><b>To be able to identify similes and metaphors in a description</b></p> <p>Reading focus</p> <p><b>To be able to write similes</b></p> <p>Based on a picture and using possessive apostrophe</p>	<p><b>2 sessions due to possible strike days</b></p> <p><b>Descriptive writing: Mythical creatures, dragons</b></p> <p><b>To be able to write a mythical story introduction</b></p> <p><b>BIG WRITE</b></p> <p>Ch write an introductory paragraph (setting the scene) using adjectives, adverbs, similes and metaphors</p> <p><b>Narrative: Mythical Tale</b></p> <p><b>Build up</b></p> <p><b>To be able to use co-</b></p>	<p><b>Narrative: Mythical Tale</b></p> <p><b>Build up</b></p> <p><b>To be able to use co-ordinating conjunctions</b></p> <p>and, but, so, or – writing about the quest for...?</p> <p><b>To be able to use time adverbials and prepositions</b></p> <p>Ch write the story build-up starting e.g. 'One day' ..... continuing on from story setting in Big Write book</p> <p><b>BIG WRITE</b></p> <p><b>Narrative: Mythical Tale</b></p> <p><b>Dilemma</b></p>	<p><b>Narrative: Mythical Tale</b></p> <p><b>Dilemma</b></p> <p><b>To be able to write complex descriptive sentences</b></p> <p>The hero begins their quest but encounters a problem – second of 2 lesson sequence, starting with generating ideas moving on to writing</p> <p><b>BIG WRITE</b></p> <p><b>To be able to review and edit writing</b></p> <p>Taking stock, reviewing everything we've learned so far – is it evident in their writing?</p>

	<p><b>To be able to identify persuasive phrases in a letter and use these to plan own letter</b></p> <p>Comprehension focus - look at an existing persuasive letter and identify persuasive language. Then ch plan 3/4 points (from previous France work) along with persuasive phrases to include in letter</p> <p><b>To be able to write a persuasive letter</b></p> <p><b>BIG WRITE</b></p> <p>Teacher models layout and ch put in their book (address etc.)</p> <p>Discuss how to begin a letter and what might be in the main body of</p>	<p>Based on same pic, spelling rules focus</p>	<p><b>To be able to write metaphors</b></p> <p>Based on a picture and using possessive apostrophe</p>	<p><b>ordinating conjunctions</b></p> <p>and, but, so, or – writing about the 'hero'. Use life-sized character outlines</p>	<p><b>To be able to use inverted commas</b></p> <p>The hero is told how to overcome the problem</p> <p><b>To be able to write complex descriptive sentences</b></p> <p>The hero begins their quest but encounters a problem – 2 lesson sequence, starting with generating ideas moving on to writing</p> <p><b>BIG WRITE</b></p>	<p><b>Resolution / Ending</b></p> <p><b>To be able to plan a story resolution &amp; ending</b></p> <p>based on own dilemma, through discussion and role play</p> <p><b>To be able to write a story resolution and ending from a plan</b></p> <p><b>BIG WRITE</b></p>
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	the letter. T to model on w/b. ch then write their own letter in Big write book  (2x lessons)					
<b>Spelling</b>  Pupils still accessing phonics to have spellings linked to their current Set  <b>LINKS:</b> English - Mythical writing/dragons	actual heart heard disable disappointed disagree disown dragon myth believe	breath early build touch double country solve prince princess threaten	circle busy thousand inactive incorrect beneath solution metallic deadly deadliest	often centre century misunderstood mislead misspell scaly diamonds immense mythical	eight caught gardener preposition conjunction clause vowel bulge savage jagged	continue consider answer impossible impractical imperfect heroic fearsome victory defeated
<b>Handwriting</b>	ri re bed red	rat bend brick m	y map met yet	yes rip ramp pram	ITPN itpn SAD sad EH eh CK ck	BR br MY my I II
<b>Reading</b>  <b>LINKS:</b> English - Mythical writing/dragons	<b>The Iron Man</b>  <b>Lesson 1:</b> pages 45-47 <b>Lesson 2:</b> pages 48-49 <b>Lesson 3:</b> pages 48-49 <b>Lesson 4:</b> pages 50-52	<b>The Iron Man</b>  <b>Lesson 1:</b> pages 53-56 <b>Lesson 2:</b> pages 57-59	<b>VIPERS focus:</b>  The Story of Romulus and Remus  Oops dragon	<b>VIPERS focus:</b>  Welsh Dragon  Dragons in the city	<b>VIPERS focus:</b>  Pet care of a bearded dragon  Anansi and the tiger	<b>VIPERS focus:</b>  Knights and dragons unite  Cumbrian Webbed Claw

<p><b>Maths</b></p>	<p><b>Power Maths 3B Unit 5 Multiplication and division (2)</b></p> <p><b>Lesson 9</b> To be able to divide a 2-digit by a 1-digit number (with exchange)</p> <p><b>Lesson 10</b> To be able to divide a 2-digit by a 1-digit number (with exchange)</p> <p><b>Lesson 11</b> To be able to solve correspondence problems</p> <p><b>Lesson 12</b> To be able to solve multiplication and division problems</p>	<p><b>Power Maths 3B Unit 5 Multiplication and division (2)</b></p> <p><b>Lesson 13</b> To solve problems with 4 operations (1 digit numbers)</p> <p><b>Lesson 14</b> To solve problems with 4 operations (2 digit numbers)</p>	<p><b>Power Maths 3B Unit 6 Money</b></p> <p><b>Lesson 1</b> To be able to make totals using coins and notes</p> <p><b>Lesson 2</b> To be able to convert between pounds and pence</p> <p><b>Lesson 3</b> To be able to add amounts of money (pounds and pence)</p> <p><b>Lesson 4</b> To be able to subtract amounts of money (pounds and pence)</p>	<p><b>Power Maths 3B Unit 6 Money</b></p> <p><b>Lesson 5</b> To be able to solve problems involving money</p> <p><b>Power Maths assessment</b> Spring 1: Arithmetic</p> <p><b>Power Maths 3B Unit 7 Statistics</b></p> <p><b>Lesson 1</b> To be able to interpret pictograms</p>	<p><b>Power Maths 3B Unit 7 Statistics</b></p> <p><b>Lesson 2</b> To be able to solve problems based on pictograms</p> <p><b>Lesson 3</b> To be able to interpret bar charts</p> <p><b>Lesson 4</b> To be able to solve problems based on bar charts</p> <p><b>Lesson 5</b> To be able to use tables to answer questions</p>	<p><b>Power Maths assessment</b> Spring 1: Reasoning</p> <p><b>Power Maths 3B Unit 8 Measurement: Length</b></p> <p><b>Lesson 1</b> To be able to measure in metres and centimetres</p> <p><b>Lesson 2</b> To be able to measure in centimetres and millimetres</p>
<p><b>Calculation</b></p>	<p><b>Lesson 1</b> Repeated addition/ mult div inverse/ mental addition of 2 2-digit numbers (with exchange)</p>	<p><b>Lesson 1</b> Missing number problems/ mult div inverse/ mental addition of 2 2-digit numbers (with exchange)</p>	<p><b>Lesson 1</b> Y2 recap fractions: Unit 10 Lessons 1 &amp; 2</p> <p><b>Lesson 2</b> Y2 recap fractions:</p>	<p><b>Lesson 1</b> Y2 recap fractions: Unit 10 Lessons 5 &amp; 6</p> <p><b>Lesson 2</b> Y2 recap fractions:</p>	<p><b>Lesson 1</b> Y2 recap fractions: Unit 10 Lessons 9 &amp; 10</p> <p><b>Lesson 2</b> Y2 recap fractions:</p>	<p><b>Lesson 1</b> Y2 recap fractions: Unit 10 Lessons 13</p> <p><b>Lesson 2</b> Y2 recap fractions:</p>

	<p><b>Lesson 2</b> Column addition and subtraction (3-digit numbers)</p> <p><b>Lesson 3</b> Y2 recap: Interpreting pictograms 1 &amp; 2</p> <p><b>Lesson 4</b> Times tables practice and test (4x÷)</p>	<p><b>Lesson 2</b> Column addition and subtraction (3-digit numbers)</p> <p><b>Lesson 3</b> Y2 recap: Block diagrams</p> <p><b>Lesson 4</b> Times tables practice and test (3x÷)</p>	<p>Unit 10 Lessons 3 &amp; 4</p> <p><b>Lesson 3</b> Repeated addition/ mult div inverse/ missing number problems</p> <p><b>Lesson 4</b> Column addition and subtraction (3-digit numbers)</p>	<p>Unit 10 Lessons 7 &amp; 8</p> <p><b>Lesson 3</b> Repeated addition/ mult div inverse/ missing number problems</p> <p><b>Lesson 4</b> Column addition and subtraction (3-digit numbers)</p>	<p>Unit 10 Lessons 11 &amp; 12</p> <p><b>Lesson 3</b> Missing number problems/ mult div inverse/ mental addition of 2 2-digit numbers (with exchange)</p> <p><b>Lesson 4</b> Column addition and subtraction (3-digit numbers)</p>	<p>Unit 10 Lessons 14</p> <p><b>Lesson 3</b> Repeated addition/ mult div inverse/ missing number problems</p> <p><b>Lesson 4</b> Column addition and subtraction (3-digit numbers)</p>
<p><b>Science</b> <b>Sc3/3.1 Rocks</b></p> <p><b>Sc3/3.1a</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <b>Sc3/3.1b</b> Describe in simple terms how fossils are formed when things that have lived are trapped within rock <b>Sc3/3.1c</b> Recognise that soils are made from rocks and organic matter.</p> <p><b>Links:</b> Geography – mountains and physical features of the earth.</p> <p>Links to use <a href="https://www.science-sparks.com/science-worksheets/">https://www.science-sparks.com/science-worksheets/</a> <a href="#">Rocks Oak Academy</a></p>	<p><b>Pre assessment sheets</b> <b>L.O. To be able to explain the internal structure of the earth.</b> Examine diagrams and label together. Compare with a cross section of a <b>scotch egg</b>. Relate to the work which will follow <b>Outcome:</b> Create a labelled diagram of the earth's internal structure.</p> <p>Key vocab introduced, consolidated, and</p>	<p><b>L.O. To know how igneous rock is formed.</b> Identify intrusive and extrusive igneous rocks on the basis of their appearance. Use pictures to point out features which guide us to correct identification. Watch then do the Oak Academy <b>ice</b> and <b>chocolate</b> investigation. <b>Outcome:</b> Use their observations to explain how this relates to igneous rocks – verbal.</p>	<p><b>First – Report write up ...</b> Record observations from last week, alongside photos of the work - in the form of an explanation text. <b>Outcome:</b> Explanatory paragraph with photograph.</p> <p><b>L.O. To understand how metamorphic rock is formed.</b> Watch and discuss <a href="https://www.youtube.com/watch?v=EGK1KkLjdQY">https://www.youtube.com/watch?v=EGK1KkLjdQY</a> <b>Outcome:</b></p>	<p><b>L.O. To explain and represent the formation of sedimentary rocks</b> <a href="https://www.youtube.com/watch?v=Vp_S3BDiR-I">https://www.youtube.com/watch?v=Vp_S3BDiR-I</a> Represent the process with <b>rice krispies, coco pops</b> and <b>powder paint</b> in a jar. <b>Outcome:</b> Labelled diagram of Sedimentary rock formation. ----- Discuss the starburst sweets analogy to understand the rock formation</p>	<p><b>L.O. To know how to identify different types of rock</b> <b>Use classification criteria</b> Colour Grain size Pattern Texture Follow guided process. Create branch diagram models independently using the <b>class rock collection, arrows and labels</b> (given and made) <b>Outcome:</b> Photos of branch diagrams annotated in books.</p>	<p><b>L.O. To know how fossils are formed</b> Learn and describe the process. Retell using images on card. Use layers of <b>plasticine</b> and <b>leaves</b> to model the process. Make a short film to explain with materials, how fossils are formed.</p> <p><b>Outcome:</b> Films saved in IT folders. -----</p>

<p><a href="https://www.youtube.com/watch?v=tv2Za-O9h6w">https://www.youtube.com/watch?v=tv2Za-O9h6w</a></p> <p>GOOD <a href="https://www.youtube.com/watch?v=tVv3dzLSMLg">https://www.youtube.com/watch?v=tVv3dzLSMLg</a></p> <p><a href="https://www.youtube.com/watch?v=iP1qbwSGmNs">https://www.youtube.com/watch?v=iP1qbwSGmNs</a></p> <p><b>To source</b></p> <p>USE power points for testing and soils</p>	<p>built upon throughout</p> <p>Oceans and continents recap <a href="https://www.youtube.com/watch?v=1WZsxVDTqcU">https://www.youtube.com/watch?v=1WZsxVDTqcU</a></p>	<p>Examine igneous rocks.</p> <p>Know some igneous rock names and their properties</p>	<p>Label given diagrams of igneous and metamorphic rock formation.</p> <p>Know some metamorphic rock names and their properties</p>	<p>process. (The rock cycle at 5 min 20) <b><u>L.O. To be able to explain how soils are created.</u></b> <a href="https://www.youtube.com/watch?v=n61vuloXSfE">https://www.youtube.com/watch?v=n61vuloXSfE</a> Link to learning today but revisit when we learn about plants</p> <p>Know some sedimentary rock names and their properties</p>	<p><b><u>L.O. To investigate and describe the properties of rocks.</u></b></p> <p>Design test criteria.(Fair testing) Test for hardness and permeability. <b>Outcome:</b> Tables of results used to answer questions based on their rock knowledge – linked to uses.</p>	<p><b>Recorded evidence:</b> Drawn/made diagrams x2 Labelled diagrams x2 Practical exploration/handling x4 Table of results Explanation write up x1 Classification skills x1 Film presentation x1</p>
<p><b>Art &amp; Design</b></p> <p><b>Alternate with Music</b></p> <p><b>LINKS:</b> <b>English - Mythical writing/dragons</b> <b>DT - Dragon traps</b></p>	<p><b>LO: To collect images to use as inspiration for artwork</b></p> <p><b>Outcome:</b> Ch collect images of dragons and close up pics of scales. Stick into sketch books and make notes about colours/shapes etc.</p>		<p><b>LO: To design a pattern based on dragon scales</b></p> <p><b>Outcome:</b> Ch each have a pencil line drawing ready to paint next week</p>		<p><b>LO: To mix secondary colours in a variety of shades and tones using powder paint</b></p> <p><b>Outcome:</b> Each child has a finished painting which includes a variety of shades and tones</p> <p>(Possibly do this as an Art afternoon to give the ch more time to mix and then paint)</p>	
<p><b>Computing</b></p>	<p>No lesson this week</p>	<p>No lesson this week</p>	<p>No lesson this week</p>	<p><b><u>Strand 4 Programming A</u></b> <b><i>Repetition, Selection and Events</i></b> 4.3 Sequence and Events in Scratch</p>	<p><b><u>Strand 4 Programming A</u></b> <b><i>Repetition, Selection and Events</i></b> 4.3 Sequence and Events in Scratch</p>	<p><b><u>Strand 4 Programming A</u></b> <b><i>Repetition, Selection and Events</i></b> 4.3 Sequence and Events in Scratch</p>

				<p>To be able to programme a sequence of commands to produce a given outcome</p> <p><b>Outcome:</b> Use Beebots and A.L.E.X. app to recap programming sequences - use these skills to create sequences that will move the Beebot / robot in a given way</p>	<p>To be able to sequence commands in Scratch (introduction / tutorials)</p> <p><b>Outcome:</b> Pupils will follow a set of basic tutorials to familiarise themselves with Scratch app; assessment through Cat Sequence activity <a href="https://scratch.mit.edu/projects/341140597">https://scratch.mit.edu/projects/341140597</a> and sheet</p>	<p>To be able to sequence commands in Scratch (create a world)</p> <p><b>Outcome:</b> Pupils will use selection of 'Imagine a World' cards to learn how to sequence pieces of code to produce a desired outcome; they will demonstrate this through the Scratch app on ipads</p>
<p><b>Design &amp; Technology</b></p> <p><b>Possible materials / tools / joining methods:</b> Cardboard boxes Square and round dowel - square and circular Flat card</p>	<p><b>Evaluate existing</b></p> <p><i>To be able to describe how a variety of traps work</i></p> <p><b>Outcome:</b> discussion around existing traps – how they work,</p>	<p><b>Design</b></p> <p><i>To be able to produce a detailed design for a product</i></p> <p><b>Outcome:</b> sketch of final design, linked to brief from last lesson (Share and</p>	<p><b>Design – test ideas</b></p> <p><i>To be able to test ideas with working prototypes</i></p> <p><b>Outcome:</b> following teacher demos, pupils will practise making components needed for their</p>	<p><b>Make</b></p> <p><i>To be able to measure and cut with accuracy</i></p> <p><b>Outcome:</b> Start making final version based on plans etc</p> <p><b>Curriculum:</b></p>	<p><b>Make</b></p> <p><i>To be able to join and assemble accurately</i></p> <p><b>Outcome:</b> Finish making final version</p> <p><b>Curriculum:</b></p>	<p><b>Evaluate own</b></p> <p><i>To be able to evaluate a project against an original design</i></p> <p><b>Outcome:</b> Written evaluation with photo</p> <p><b>Curriculum:</b></p>

<p>Scissors Heavy duty scissors Saws, saw boards</p> <p>PVA glue pegs to hold masking tape Glue guns</p> <p>Moving parts: Axles Levers (may move to Sum 2 Contraptions work)</p>	<p>effectiveness of design</p> <p><b>Curriculum:</b> DT2 1.3a Evaluate - look at existing traps.</p> <p><i>To be able to give an overview of a design idea</i></p> <p><b>Outcome:</b> complete a brief explaining purpose and basic function of their trap, e.g. cage, net, box, sprung by?...</p> <p><i>Give models of dragons for scale and show materials they can use</i></p> <p><b>Curriculum:</b> DT2 1.1a Research traps and develop design criteria</p> <p>Describe the purpose of their product and how it will work</p>	<p>discuss ideas with others);</p> <p>flow chart (Order the main stages of making)</p> <p>list materials to be used (Choose materials to use based on suitability of their properties)</p> <p><b>Curriculum:</b> DT2 1.1a continued DT2 1.1b</p> <p>Represent ideas in diagrams and annotated sketches</p> <p><b>See left for materials / tools / joining methods</b></p>	<p>trap e.g. axles, hinged moving parts, joining card, cutting dowel</p> <p>Photos and comments – mid-point evaluation</p> <p><b>Curriculum:</b> DT2 1.2a</p> <p>Choose suitable tools for making whilst explaining why they should be used</p> <p>Follow safety procedures</p> <p>Choose materials to use based on suitability of their properties</p> <p>Use design criteria whilst making</p>	<p>DT2 1.2a</p> <p>Measure, mark, cut and shape materials and components with some accuracy</p> <p>Create axles</p> <p>Follow safety procedures</p> <p><b>See left for materials / tools / joining methods</b></p>	<p>DT2 1.4a</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Create axles</p> <p>Follow safety procedures</p> <p><b>See left for materials / tools / joining methods</b></p>	<p>DT2 1.3b</p> <p>Use design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p>
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	<p>Explain how parts of their product work</p> <p>Generate realistic ideas that meet needs of user</p>					
<b>Geography</b>	No Geography this half-term					
<b>History</b>	No History this half-term					
<b>MFL</b>	<p>Lesson 15</p> <p><b>To know the word order of adjectives in French</b></p> <p><b>Outcome:</b> 'human sentence' game to practise order of adjectives</p>	<p>Lesson 18</p> <p><b>To understand and say numbers from 1-10</b></p> <p><b>Outcome:</b> act out the story (Le navet enorme); workbook pp 16 &amp; 17</p>	<p>Lesson 19</p> <p><b>To understand and use J'ai</b></p> <p><b>Outcome:</b> learn the Numbers song; complete p18 of workbook</p>	No lesson this week	No lesson this week	No lesson this week
<b>PE (indoor)</b>	<p><b>Movement:</b> focus level, direction, and pathways of movement (curved, L-shape, zigzag etc)</p> <p><b>LO: To travel, stretch into and</b></p>	<p><b>Balances:</b> <u>Static balances:</u> V-balance (on bottom), T balance on one foot, symmetrical and asymmetrical balances,</p>	<p><b>Balances:</b> <u>Dynamic balances:</u> 180 degree pivot on tiptoes, tiptoes sideways walking with grapevine crossover, tiptoe walking with</p>	<p><b>Rolls:</b> <u>Rock and roll to stand -</u> progression to forward roll. Ball shape, rock on back, attempt to stand up by reaching forward</p>	<p><b>Rolls:</b> <u>Teddy bear roll:</u> roll in straddle shape – maintain fixed straddle shape whole time – hold legs tightly. From sitting, roll onto</p>	<p><b>Jumps:</b> jumping with different combinations of feet to take off and land: 2 feet – 2 feet 2 feet – 1 foot 1 foot – 2 feet</p>

	<p><b>create different symmetrical shapes, including using apparatus.</b></p> <p><b>Outcome:</b> Use apparatus to mount and dismount in a symmetrical way.</p>	<p>mirrored balances in pairs</p> <p>Ch build on skills taught last week using movement, shapes and balances</p> <p><b>LO: To travel, stretch into and create different symmetrical shapes, and balances including using apparatus.</b></p> <p><b>Outcome:</b> Use apparatus to mount and dismount in a symmetrical way.</p>	<p>straight leg lift, tiptoe walking stepping into lunge, on floor and equipment</p> <p>Ch build on skills taught previously using movement, shapes and balances</p> <p><b>LO: Balance in different asymmetrical shapes including using apparatus</b></p> <p><b>Outcome:</b> Travel around the apparatus finding an asymmetrical balance</p>	<p>– use partner if necessary – not floor!</p> <p><b>LO: Rock and roll to stand</b></p> <p><b>Outcome:</b> begin with rock and roll to stand then link together previous movements/ balances etc. in any order showing symmetry and asymmetry.</p>	<p>shoulder, back, shoulder, bottom to circle round like teddy bear</p> <p><b>LO: Teddy bear roll</b></p> <p><b>Outcome:</b> link together all taught movements/ balances etc. in any order showing symmetry and asymmetry.</p>	<p>1 foot – same 1 foot 1 foot – opposite 1 foot</p> <p><b>Shapes:</b> straight, star tuck, straddle</p> <p><b>LO: To use a combination of jumps and shapes including using apparatus</b></p> <p><b>Outcome:</b> link together all taught movements/ balances/ jumps/ shapes etc. in any order showing symmetry and asymmetry.</p>
<b>PE (outdoor)</b>	<p><b>L.O. To set personal challenges</b></p> <p>Warm up – jog and stretches</p> <p>Time ch running 25m Explain that we are going to build</p>	<p><b>L.O. To improve personal performance</b></p> <p>Warm up – power walk and stretches</p> <p>In pairs ch practise throwing and catching a ball then set a</p>	<p><b>L.O. To improve personal performance</b></p> <p>Warm up – jog and stretches</p> <p><b>Outcome:</b> Ch run 25m and practise standing jump – focus on starting from a rocking</p>	<p><b>L.O. To improve personal performance</b></p> <p>Warm up – jog and stretches</p> <p><b>Outcome:</b> Ch run 50m and practise standing jump – choose own starting position.</p>	<p><b>L.O. To improve personal performance</b></p> <p>Warm up – power walk and stretches</p> <p><b>Outcome:</b> Ch run 50m and practise standing jump – choose own</p>	<p><b>L.O. To report on personal progress</b></p> <p>Warm up – jog and stretches</p> <p><b>Outcome:</b> Time ch running 50m Have they reached their target?</p>

	<p>up to running 50m Ch set their own time target for 50m</p> <p><b>Outcome:</b> Each child does a standing jump Measure how far they jumped Ch set their own target for how far they want to jump</p>	<p>personal challenge for how many times they can throw and catch a ball in 1 minute</p> <p><b>Outcome:</b> Ch run 25m and practise standing jump – focus on starting from a crouched position and set own throwing and catching target</p>	<p>position. In pairs ch practise throwing and catching</p> <p>Carousel of activities</p>	<p>In pairs ch practise throwing and catching</p> <p>Carousel of activities</p>	<p>starting position. In pairs ch practise throwing and catching</p> <p>Carousel of activities</p>	<p>Each child does a standing jump Have they reached their target? Have they reached their throwing and catching target in pairs?</p>
<p><b>RE</b> <b>Religion, family and community: Prayer</b></p> <p><b>Judaism and Islam</b></p> <p>Jewish and Islamic prayer and worship</p> <p>Symbols, prayers and actions</p> <p>Compare practices</p> <p>Community cohesion</p>	<p><u>L.O. To understand the origins of Jewish prayer</u></p> <p>Learn key words</p> <p>Understand the story of Abraham and his covenant with God</p> <p><b>Outcome:</b> Observe and provide commentary on Jewish prayer.</p>	<p><u>L.O. To understand the origins of Jewish prayer</u></p> <p>Learn key words</p> <p>Understand the story of Abraham and his covenant with God</p> <p><b>Outcome:</b> Observe and provide commentary on Jewish prayer.</p>	<p><u>L.O. To be able to explain the meanings of symbols, words and actions used in Muslim prayer and worship.</u></p> <p>Study, discuss, recall key facts</p> <p><b>Outcome:</b> Produce a class 'Guide to the mosque'</p>	<p><u>L.O. To be able to explain the meanings of symbols, words and actions used in Muslim prayer and worship.</u></p> <p>Study, discuss, recall key facts</p> <p><b>Outcome:</b> Produce a class 'Guide to the mosque'</p>	<p><u>L.O. To be able to explain the meanings of symbols, words and actions used in Jewish prayer and worship.</u></p> <p>Study, discuss, recall key facts</p> <p><b>Outcome:</b> Produce a class 'Guide to the Synagogue'</p>	<p><b>Easter celebrations</b></p> <p><u>L.O. To understand the significance of worship for some people</u></p> <p>Study images of Christians celebrating Easter around the world. Draw out the SIGNIFICANCE of worship for these people. Consider why celebrations of a Christian festival are different in different places and within the UK. (Reflect on the reasons why some people value celebrations very highly and others might not)</p> <p><b>Outcome:</b> Journal entry: Pictures of Easter celebrations around the world – explained by each group.</p>

<b>RSHE</b>	No lesson this week	<b>Community</b> C1) How do we make the world fair?  <b>Outcome:</b> <i>Pack a Suitcase</i> activity; discussion <i>What will the world be like 20 years in the future?</i>	No lesson this week	<b>Community</b> C2) Where do you feel like you belong?  <b>Outcome:</b> 'Community map'	No lesson this week	<b>Online Safety</b> OS3) Friendship online  <b>Outcome:</b> anti cyber-bullying poster; discussion <i>What would a good online friend never do?</i>
<b>Music</b>  Alternates with Art  <i>National Curriculum outcomes for KS2</i> listen with attention to detail and recall sounds with increasing aural memory  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<b>Topic Focus</b> <b>Myths and Legends</b> <b>Ancient Greek stories</b> <b>Music focus Structure</b>  Music Express Ancient Worlds Warm-up and stomp canon from Singup My library Introduce the Lyre and the sounds it makes. Listen for it in the music. Retell Jason and the Golden Fleece story. Ask ch to decide whether The Glade reflects a dragon. <a href="https://youtu.be/M7clc7IAN6U">https://youtu.be/M7clc7IAN6U</a> Listen to Soothing the Dragon. Using 3 groups of chime bars, recreate the recurring ostinato  Using A B D F G A Gp 1 D A Gp 2 D F A Gp 3 DFAGB	<b>Topic Focus</b> <b>Myths and Legends</b> <b>Ancient Greek stories</b> <b>Music focus Structure</b>  Music Express Ancient Worlds Warm up and stomp canon from Singup My Library  Using the music groups from previous lesson, recap the chime bar patterns. Add additional accompaniments such as rainmaker for atmosphere.  Learn to sing Orpheus song. Create a musical performance using all of the above.	<b>Topic Focus</b> <b>Myths and Legends</b> <b>Ancient Greek stories</b> <b>Music focus Structure</b>  Music Express Ancient Worlds Warm up and stomp canon from Singup My Library  Using the music groups from previous lesson, recap the chime bar patterns. Add additional accompaniments such as rainmaker for atmosphere.  Learn to sing Orpheus song. Create a musical performance using all of the above.			