

Summer 2 Medium Term Plan 2024 Year Group Y3

Subject	Week 1	Week 2 Botanical Gardens Trip Tuesday 11th	Week 3 Sports Day Wednesday 19th	Week 4	Week 5	Week 6	Week 7
English Writing Link with: Science & Art	Non-chronological reports: Plants To be able to recall features of a report (layout) Reading focus - revisit animal reports in Lit books; annotate copies of existing non-fiction texts to recall layout features To know the language features of a report Reading focus - annotate copies of a report to show grammatical features e.g.	Recount: Botanical Gardens To be able to give a verbal recount of an event Small groups, will practise verbal presenting skills discussing what they did on the trip and the sequence of events (use photos to support) To be able to write a chronological recount To be able to use fronted time adverbials	Non-chronological reports: Plants <i>Reading focus on Retrieving information and Summarising. In-depth practice of key skill: note-taking</i> To be able to use a contents and index page Recap of alphabetical / topic order by using library books on plants; verbal explanations of layout and function of these pages	Non-chronological reports: Plants To be able to draft content for a report In Lit books, select and write the content for each report booklet section referring to prev work on grammatical features, vocab etc To be able edit a piece of writing Respond to teacher feedback based on drafts - edit and adapt as required (base	Non-chronological reports: Plants To be able to add content to a given booklet layout Combine booklet mock up with edited content to begin creating info booklet (across all sessions this week)	Non-chronological reports: Plants To know how diagrams and pictures are used to enhance a report Add photos and diagrams to the booklet, reflecting the text they have included To be able to present information clearly Ch present finished booklets to the class; focus on clear speaking voice and inclusion of all pupils	Transition Week: Consolidation / finishing

	<p>tense, sentence structures</p> <p>To be able to use a dictionary to define words</p> <p>Topic vocabulary focus - will be given a plants vocab list and choose unfamiliar words to research using dictionaries; definitions in Lit books to begin thinking towards a 'glossary'</p> <p>(Do this over 2 lessons to give the children time to explore the dictionaries fully and practise finding words etc.)</p>	<p>To be able to write consistently in the past tense</p> <p>Ch write a recount of the trip using time language and writing in past tense</p> <p>Outcome: completed recount in neatest handwriting with pictures</p> <p>(2x sessions)</p>	<p>To be able to retrieve and summarise information</p> <p>2 lesson sequence</p> <p>Using library textbooks on plants / website / own science books, will gather key information on:</p> <ul style="list-style-type: none"> ● what a plant needs to grow ● the parts of a plant ● the parts of a flower ● how water transported through a plant ● life-cycle 	<p>input on AfL but likely focus on SPaG)</p> <p>Curriculum links:</p> <p>identifying how language, structure, and presentation contribute to meaning</p>			
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			<p>of a floweri ng plant</p> <p>will add illustrations as necessary, or these will be provided</p> <p>To be able to plan a report layout</p> <p>Mock up of booklet with annotated 'blocks' to show the layout features and how their info will be organised</p> <p>Curriculum links:</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Retrieve and record</p>				
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			information from non-fiction				
Spelling	pretty prettiest information separation lotion contraption machine object library famous	because history interest describe quietly happily angrily change dangerous poisonous	important extreme height gently simply humbly finally shadow source light	though through notice certain basically dramatically frantically equator hemisphere southern	February quarter imagine division invasion television collision block protect northern	No spellings given out this week	Transition Week: Consolidation / finishing
Handwriting	ram rip ramp pram	ck br my ITPN	SAD EH CK MY	l ll f ff	ehck brmy lad tell	fit mill cliff miss	Transition Week: Consolidation / finishing
Reading	Text: Operation Gadgetman Chapter focus on using VIPERS skills. Vocabulary taken from each chapter.	Text: Operation Gadgetman Chapter focus on using VIPERS skills. Vocabulary taken from each chapter.	Text: Operation Gadgetman Chapter focus on using VIPERS skills. Vocabulary taken from each chapter.	Text: Operation Gadgetman Chapter focus on using VIPERS skills. Vocabulary taken from each chapter.	Text: Operation Gadgetman Chapter focus on using VIPERS skills. Vocabulary taken from each chapter.	Text: Operation Gadgetman Chapter focus on using VIPERS skills. Vocabulary taken from each chapter.	Transition Week: Consolidation / finishing
Maths	Power Maths 3B Unit 10 Capacity Lessons 1 & 2 (combined) To be able to read scales	Power Maths 3C Unit 11 Fractions (2) Lesson 1 To be able to add fractions	Power Maths 3C Unit 11 Fractions (2) Lesson 5 To be able to find unit	Power Maths 3C Unit 12 Money Lesson 1 To be able to write amounts	Power Maths 3C Unit 14 Angles and properties of shapes Lesson 2	Power Maths 3C Unit 15 Statistics Lessons 1, 2 & 3 (combined)	Transition Week: Consolidation / finishing

	<p>showing l and ml</p> <p>Lessons 3 & 4 (combined) To be able to convert and compare capacity measurements</p> <p>Lessons 5 & 6 (combined) To be able to add and subtract to solve capacity problems</p>	<p>(same denominator)</p> <p>Lesson 2 To be able to subtract fractions (same denominator)</p> <p>Lesson 3 To be able to partition a whole</p> <p>Lesson 4 To be able to add and subtract fractions (problem solving)</p>	<p>fractions of amounts</p> <p>Lesson 6 To be able to find non-unit fractions of amounts</p> <p>Lesson 7 To be able to reason using fractions of amounts</p> <p>Lesson 8 To be able to solve problems with fractions of measures</p>	<p>in pounds and pence</p> <p>Lesson 2 To be able to convert between pounds and pence</p> <p>Lesson 3 To be able to add amounts of money</p> <p>Lesson 4 To be able to subtract amounts of money</p>	<p>To be able to find right angles in shapes</p> <p>Lesson 5 & 6 (combined) To be able to find horizontal, vertical lines, parallel and perpendicular lines</p> <p>Lessons 7 & 8 (combined) To be able to recognise and describe 2D and 3D shapes</p>	<p>To be able to interpret and draw pictograms</p> <p>Lessons 4, 5 & 6 (combined) To be able to draw and interpret bar charts</p> <p>Lesson 7 To be able to interpret 2-way tables</p>	
Calculation	<p>Lesson 1 & 2</p> <p>Power Maths 3C Unit 13 Time Lessons 1 & 2 Roman numerals / time to 5 mins</p> <p>Lesson 3 Scaling by 10</p>	<p>Lesson 1 & 2</p> <p>Power Maths 3C Unit 13 Time Lessons 3 & 4 Time to 1 min / digital clocks</p> <p>Lesson 3 Mixed operations</p>	<p>Lesson 1 & 2</p> <p>Power Maths 3C Unit 13 Time Lessons 5 & 6 am and pm / days and months</p> <p>Lesson 3 Scaling by 10</p>	<p>Lesson 1 & 2</p> <p>Power Maths 3C Unit 13 Time Lessons 7 & 8 24 hours / start and end times</p> <p>Lesson 3 Mixed operations</p>	<p>Lesson 1 & 2</p> <p>Power Maths 3C Unit 13 Time Lessons 9 & 10 Time durations</p> <p>Lesson 3 Scaling by 10</p>	<p>Lesson 1 & 2</p> <p>Power Maths 3C Unit 13 Time Lessons 11 & 12 Seconds / problem solving</p> <p>Lesson 3</p>	<p>Transition Week: Consolidation / finishing</p>

	Lesson 4 Times tables practice and test (2x÷)	Lesson 4 Times tables practice and test (5x÷)	Lesson 4 Times tables practice and test (10x÷)	Lesson 4 Times tables practice and test (4x÷)	Lesson 4 Times tables practice and test (8x÷)	Mixed operations Lesson 4 Times tables practice and test (3x÷)	
Science Link with: English & Art	Plants Intro to Light LO: to be able to identify the lifecycle of a plant Outcome: Finish plant lifecycle / plant mindmap / light mindmap	Light LO: to understand how eyes react to light LO: to understand that we need light in order to see Outcome: Pupil eye light investigation + Faded paper investigation	Light LO: to understand that different materials have different reflective properties Outcome: Reflective material activity (bag design)	Light LO: to understand that light is blocked by a solid object. Outcome: translucent, opaque & transparent objects.	Light LO: to understand how shadows change according to position Outcome: Shadow shape/distance experiment.	Light Mind maps, conclusion of topic	Transition Week: Consolidation / finishing
Art & Design Link with: English & Science	To be able to name some artists who are known for drawing and painting flowers Children match artwork	To be able to design a picture in the style of Georgia O'Keeffe Children choose a section of a Georgia	To be able to create a painting in the style of Georgia O'Keeffe Children mix their own colours (matched with	DT in this slot for 3 weeks		To discuss and evaluate own and other's work The children have an opportunity to look at each other's finished work	

	<p>with artists (O'Keeffe, Van Gogh and North) then research O'Keeffe and choose their favourite flower pictures</p> <p>Outcomes: Children have matched pictures and favourite pictures in sketch book with annotations</p>	<p>O'Keeffe painting and stick it down the middle of an A4 piece of cartridge paper. The children then extend the artwork, creating their own interpretation (pencil line drawing)</p> <p>Outcome: Children have their own design completed ready for painting</p>	<p>the colours from their chosen O'Keeffe painting). they then complete their artwork using their mixed colours</p> <p>Outcome: Each child has a finished painting</p>		<p>and discuss what has gone well, whose work they think is successful etc.</p> <p>Outcome: Each child has a completed evaluation sheet to go in their sketch book</p>
Computing	<p>To know how to navigate the Garage Band menu</p> <p>Know the layout and different classifications and how to find given instruments in Garage Band</p>	<p>To be able to perform a simple ostinato on Garage Band</p> <p>Join in with a piece of music using pitches / rhythm specified on their choice of Garage band instrument</p>	<p>To be able to record a simple ostinato with backing</p> <p>Use the record function (with headphones) to record a simple ostinato with backing of</p>	Geography in this slot for 3 weeks	<p>Transition Week:</p> <p>Consolidation / finishing</p>

	<p>Outcome: pupils to create a quiz for their peers based on menus and instrument types in Garage Band</p>	<p>Outcome: small group performances, peer-assessed</p>	<p>their choice e.g. rhythm</p> <p>Outcome: successfully saved recordings</p>			
<p>Design & technology</p>	<p>Art in this slot for 3 weeks</p>		<p>Evaluate existing</p> <p>To be able to describe how a variety of contraptions work</p> <p>Outcome: discussion around existing contraptions – how they work, effectiveness of design</p> <p>Curriculum: DT2 1.3a Evaluate - look at existing contraptions.</p>	<p>Design</p> <p>To be able to produce a detailed design for a product</p> <p>Outcome: sketch of final design, linked to brief from last lesson (Share and 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</p>	<p>Make</p> <p>To be able to measure and cut with accuracy</p> <p>Outcome: Make marble contraption based on plans etc</p> <p>Curriculum: DT2 1.2a DT2 1.4a Measure, mark, cut and shape materials and components with some accuracy</p> <p>Join, assemble and combine</p>	<p>Evaluate own</p> <p>To be able to evaluate a project against an original design</p> <p>Outcome: Written evaluation with photo / video</p> <p>Curriculum: DT2 1.3b</p> <p>Use design criteria to evaluate product – identifying both strengths and areas for development</p>

		<p>To be able to give an overview of a design idea</p> <p>Outcome: complete a brief explaining how their contraption will fulfil the following criteria:</p> <p>Different marbles should start and finish; One marble should change direction; There should be at least two moving parts (not including the marbles); Clearly identify what will happen at the end</p> <p>Curriculum: DT2 1.1a Research contraptions</p>	<p>suitability of their properties)</p> <p>Curriculum: DT2 1.1a continued DT2 1.1b</p> <p>Represent ideas in diagrams and annotated sketches</p>	<p>materials and components with some accuracy</p> <p>Create axles and levers as required</p> <p>Know structures can be made more stable by giving them a wide base.</p> <p>Follow safety procedures</p> <p>Join 2 pieces with masking tape firmly</p> <p>Use hot glue gun with supervision</p> <p>Sawing Glue guns with 1-1 supervision</p> <p>Curriculum: DT2 1.2a</p> <p>Choose suitable tools</p>	<p>Consider the views of others, including intended user, whilst evaluating product</p>
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		<p>and develop design criteria</p> <p>Describe the purpose of their product and how it will work</p> <p>Explain how parts of their product work</p> <p>Generate realistic ideas that meet needs of user</p> <p>-Types of contraption</p>		<p>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>Possible materials / tools: Cardboard boxes Square and round dowel Flat card cotton reels axles</p> <p>Scissors PVA glue pegs to hold masking tape</p>	
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				Heavy duty scissors Saws, saw boards Glue guns	
Geography	Computing in this slot for 3 weeks	To be able to identify countries in relation to the equator The children learn where the equator, the northern and the southern hemispheres are. They then use atlases to identify countries in each area Outcomes: The children each have a map which they have labelled (equator, northern and southern hemispheres) and coloured in and labelled	To be able to describe the location of Pakistan The children locate Pakistan on a world map along with the capital city and different regions. Look at where Pakistan is in relation to Mecca and the UK and the countries which surround it. Outcomes: The children each have a map with Pakistan and the surrounding countries etc. labelled	To be able to describe the culture and landscape of Pakistan The children work in pairs to research facts about key religions, climate and landscape of Pakistan Outcomes: In pairs the children produce a poster on A3 paper about Pakistan	Transition Week: Consolidation / finishing

				5 countries in each area			
History	No History this half term						
MFL	<p>Lesson 21</p> <p>To know definite and indefinite articles</p> <p>Outcome: p. 20 in workbook - Aladdin activity filling in correct article in a sentence</p>	<p>Lesson 22</p> <p>To know how to use <i>Je voudrais</i></p> <p>Outcome: take part in a <i>Je voudrais</i> memory game - verbal in small groups</p>	<p>Lesson 23</p> <p>To know the conjunction <i>mais</i></p> <p>Outcome: p.21 in workbook - write simple sentences in French using <i>mais</i></p>	<p>Lesson 24</p> <p>To know the phrase <i>C'est</i></p> <p>Outcome: speaking and listening focus, using <i>c'est</i> in questions and statements</p>	<p>Lesson 25</p> <p>To know the conjunction <i>aussi</i></p> <p>Outcome: speaking and listening focus, using <i>aussi</i> in statements</p>	<p>Lessons 26 & 27</p> <p>To know Numbers 1-15 and Days of the week</p> <p>Outcome: Complete pp22 & 23 of workbook</p>	<p>Transition Week:</p> <p>Consolidation / finishing</p>
PE (Indoor) Rounders	<p>To be able to throw and catch a ball accurately</p> <p>Warm up: ch in a small group (5/6). One child stands in the middle and throws the ball in turn to the other children</p> <p>Main activity:</p>	<p>To be able to develop consistency in throwing skills</p> <p>Warm up: ch in a large circle. Three children in the middle throwing the ball in turn to the other children</p> <p>Main activity:</p>	<p>To be able to develop batting skills</p> <p>Warm up: ch in 4 lines taking it in turns to throw the ball at a target</p> <p>Main activity: Model grip with thumb and finger in a v shape, holding the</p>	<p>To be able to develop a range of fielding techniques</p> <p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p>	<p>To be able to develop an understanding of the rules of rounders</p> <p>Warm up: ch in 4 lines taking it in turns to throw the ball at a target</p> <p>Main activity: Discuss the rules and emphasise the</p>	<p>To be able to develop an understanding of the rules of rounders</p> <p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p>	<p>Transition Week:</p> <p>Consolidation / finishing</p>

	<p>Model aiming between shoulders and waist when throwing and catching with two cupped hands.</p> <p>In pairs the ch stand opposite each other throwing and catching a ball. They work with their partner to complete 20 successful catches in a row</p> <p>Outcome: The children can throw and catch accurately without dropping the ball</p>	<p>Model throwing underarm, keeping arm straight.</p> <p>Two groups of 5/6 children take it in turns to throw a tennis ball at a target on the wall. Focus on accuracy. Two more groups throw ball into hoops on the floor from different distances (groups swap)</p> <p>Outcome: The children are able to throw underarm with accuracy</p>	<p>bat just above the waist.</p> <p>Ch in small groups with a batter, a bowler, a back stop and several fielders. Using a tennis racquet the batter hits the ball to each fielder in turn (rotate positions)</p> <p>Outcome: The ch work as a team in their respective roles</p>	<p>Main activity: Model throwing accurately rather than quickly</p> <p>Ch in 5 groups of six – bowler, backstop, batter, catcher and fielders. The batter hits the ball in turn to the fielders who then throw the ball to the catcher (rotate positions)</p> <p>Outcome: The ch bowl and bat effectively and field efficiently</p>	<p>need for teamwork (take the bat with you when you run, can be stumped out at the base if you don't reach it in time, can be caught out)</p> <p>4 teams in 2 short games. The batter bats until they hit the ball then they have to run.</p> <p>Outcome: The ch bowl and bat effectively and field efficiently using tactics and recognising each other's strengths</p>	<p>Main activity: Discuss the rules from last week's indoor PE session adding the 3 strikes and you're out rule and emphasise the need for teamwork</p> <p>4 teams in 2 short games.</p> <p>Outcome: The ch bowl and bat effectively and field efficiently using tactics and recognising each other's strengths</p>	
<p>PE (Outdoor)</p> <p>Rounders & Athletics</p>	<p>To be able to throw and catch a ball accurately</p>	<p>To be able to develop consistency in throwing skills</p>	<p>To be able to develop running and jumping skills</p>	<p>To be able to develop a range of fielding techniques</p>	<p>To be able to develop on running and jumping skills</p>	<p>To be able to develop an understanding of the rules of rounders</p>	<p>Transition Week:</p> <p>Consolidation / finishing</p>

	<p>Warm up: ch in a small group (5/6). One child stands in the middle and throws the ball in turn to the other children</p> <p>Main activity: Model aiming between shoulders and waist when throwing and catching with two cupped hands.</p> <p>In pairs the ch stand opposite each other throwing and catching a ball. They work with their partner to complete 20 successful catches in a row</p> <p>Outcome: The children can throw and catch</p>	<p>Warm up: ch in a large circle. Three children in the middle throwing the ball in turn to the other children</p> <p>Main activity: Model throwing underarm, keeping arm straight.</p> <p>Two groups of 5/6 children take it in turns to throw a tennis ball at a target on the wall. Focus on accuracy. Two more groups throw ball into hoops on the floor from different distances (groups swap)</p> <p>Outcome: The children are able to throw</p>	<p>Warm up: jogging and stretches</p> <p>Main activity: Split the class into two groups.</p> <p>Time ch running 50m</p> <p>Each child does a standing jump Measure how far they jumped (swap activities)</p> <p>Outcome: The children each have a time for 50m and a distance for their long jump</p>	<p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p> <p>Main activity: Model throwing accurately rather than quickly</p> <p>Ch in 5 groups of six – bowler, backstop, batter, catcher and fielders. The batter hits the ball in turn to the fielders who then throw the ball to the catcher (rotate positions)</p> <p>Outcome: The ch bowl and bat</p>	<p>Warm up: jogging and stretches</p> <p>Main activity: Split the class into two groups.</p> <p>Time ch running 50m</p> <p>Each child does a standing jump Measure how far they jumped (swap activities)</p> <p>Outcome: The children each have a time for 50m and a distance for their long jump. Have they beaten their previous time/distance?</p>	<p>Warm up: ch in 4 lines with one holding a hoop and one backstop. Ch take it in turns to throw the ball through the hoop to the backstop</p> <p>Main activity: Discuss the rules from last week's indoor PE session adding the 3 strikes and you're out rule and emphasise the need for teamwork</p> <p>4 teams in 2 short games.</p> <p>Outcome: The ch bowl and bat effectively and field efficiently using tactics and recognising each other's strengths</p>	
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	accurately without dropping the ball	underarm with accuracy		effectively and field efficiently			
<p>RE</p> <p>Religion, family and community</p> <p>The journey of life and death</p> <p>Hindus Muslims Christians</p> <p>NB Extreme sensitivity needed and a focus on loving memories made maintained throughout.</p>	<p>L.O. To understand the concept of life as a journey and apply this to their own experience</p> <p>-Understand that a journey is part of our everyday life. -Reflect on their 'life' journey so far. -Realise that Muslims and Hindus consider they have a religious journey to take. -Understand a link to our lives being different journeys and link to religions. *Look at a map of journeys.</p>	<p>L.O. To be able to compare the key principles of Hinduism with other religions.</p> <p>-Learn: ...that Hinduism does not emphasise a fixed set of beliefs rather the idea of 'dharma', the performance of duties, and the way of life. ...that a Hindu's life is a journey from one body to another. Outcome: Match names of holy books and places of worship for Hinduism, Islam,</p>	<p>L.O. To understand why ceremonies are important to believers</p> <p>-Explore the concept of something being 'sacred'. *Study images of celebrations/ occasions from different religions studied i.e. celebration of a birth, marriages and funerals https://www.bbc.co.uk/programmes/p010xyj2 Hindu sacred thread ceremony *Discuss: Why it is important to be ready for the next stage of life?</p>	<p>L.O. To explore why marriage ceremonies are important religious events</p> <p>-Hinduism – this is one of the 4 Ashramas. *Examine how wedding ceremonies are conducted in different religions and learn how different practices have significant religious importance. Outcome: -Create a list of the 10 most important ingredients of a happy marriage. -Create a class model using these</p>	<p>L.O. To think about different views of a big question: does a human have a soul?</p> <p>-Learn that religions try to answer the question what happens to the soul or spirit when we die. Outcome: Soul activity – folded paper representing soul and physical appearance Linking to next week: Explain the word Judgement and its relevance to death in some religions.</p>	<p>L.O. To be able to explain why beliefs about what happens after death, might determine how people behave:</p> <p>Hindus -Explore the different emotions associated with birth and death. -Know the purpose of a Hindu funeral -Discuss what is meant in the Hindu scriptures when it describes death as simply casting off one set of clothes and putting on a new one.</p>	<p>L.O. To be able to explain why beliefs about what happens after death, might determine how people behave:</p> <p>Muslims and Christians -Find out Muslim and Christians beliefs about life after Death. -Consider the concept of eternal life. -Read from religious texts St John's Gospel Qur'an 2:156 Qur'an 6:32 https://www.bbc.co.uk/teach/class-clips-video/religiou</p>

	<p>*Discuss and consider the different possibilities. *</p> <p>Outcome: 6 key moments: Create a personal map of their life so far. Add any significant information they would like to.</p> <p>Linking to next week: Refer to scriptures of religions being regarded by followers to be guide books for how to their lives.</p>	Judaism and Christianity. Add also, key names associated with these religions.	<p>Outcome: Groups design a coming of age ceremony to celebrate changes at different stages. Compare and discuss how ideas differ depending on the age they have been designed for.</p>	ingredients, and arrange on a Zone of Priority poster	Religious people do not believe that life ends after we die.	<p>-Consider why Hindus value all life and how this relates to their daily life.</p> <p>Outcome: Brainstorm possible difficulties and joys associated with this belief.</p>	<p>s-education-ks2-my-life-my-religion-being-young-muslim/zjv7pg8</p> <p>*Religious text examinations – how to get information from authentic sources.</p> <p>Outcome: Focussing on Islam, use balance scales to explore the concept of good and bad deeds leading to judgement.</p>
RSHE	<p>Understanding my feelings M1) How do I manage my feelings?</p> <p>Outcome: Children describe their</p>	Use these sessions for RE			<p>Transition discussions Y4</p> <p>What are my questions?</p> <p>Chn will write some</p>	<p>Transition discussions Y4</p> <p>What will my teacher be like?</p>	<p>Y4</p> <p>What do I want my teacher to know about me?</p>

	own 'stress bucket', using given worksheet		questions they have about Y4	Chn will write some questions directly to their next teacher. Class will vote on which they want to ask and these will be passed on to receiving teacher.	Chn will write key facts and information they want their next teacher to know about them.
Music Lessons with AB on alternate weeks	Music Express Y3: Sounds Lesson 1 To be able to describes aerophones Outcome: identify instruments that fit this classification; perform on boomwhackers, from a simple graphic score	Music Express Y3: Sounds Lesson 2 To be able to describe idiophones Outcome: identify instruments that fit this classification; perform on tuned percussion; call and response from aural memory / graphic score	Music Express Y3: Sounds Lesson 3 To be able to describe chordophones Outcome: identify instruments that fit this classification; join a performance on tuned percussion	No lesson this week	