

Medium Term Plan

Year 3 Topic Name: Performance Term: 5				
Overarching Question?	How can we be creative?			
Stunning Start	Trip backstage at a theatre			
Fantastic Finish	Performance			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	Poetry: performance poetry	Use headings and sub-headings to aid presentation.	Unicorn information texts	I can use headings and sub-headings.
	Narrative: Daft Jack – Losing tale - Focus on Characterisation	Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech;	Information about theatres, performances or performers Learn poems as a group e.g. When we had ice cream by Michael Rosen	<i>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.</i>
	Non-fiction: Information	consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').	Character descriptions	
	Spelling: No nonsense spelling block 5			
Maths	Fractions Time			
Science	Plants	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Labelling parts of plant, explaining their function Investigate what plants need to grow Celery investigation – how water is transported within plants Life cycle of flowering plants Dissect a flowering plant Find out about seed dispersal (drama?)	I can explain what different parts of flowering plants do. I can explore the requirements of plants for life and growth and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
PE	Swimming Dance	Jump into the pool and submerge briefly Sink, push away from the wall and glide underwater for a	Create own dance routines	I can jump into a pool and go underwater briefly I can glide underwater from the

		<p>short distance Submerge fully to pick up an object from the bottom</p> <p>Have a reasonable knowledge of the water safety code</p> <p>Compare and contrast his/her performance with others</p>	<p>Evaluate own and group performances</p>	<p>side of the pool</p> <p>I can pick up an object from the bottom of the pool</p> <p>I know how to keep safe and avoid dangers in and around water</p> <p><i>I can say how well I have done compared to others and give reasons for my performance</i></p>
Art/DT	Collage Textiles	<p>He/she is able to create a collage using overlapping and layering</p> <p>Add detail to work using different types of stitch, including cross-stitch</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p>	<p>Costume design</p> <p>Sew puppet costumes</p> <p>Create mixed media artwork related to performance</p>	<p>I can create a collage using overlapping and layering</p> <p><i>I can add detail to my work using different types of stitch, including cross-stitch</i></p> <p><i>I can safely measure, mark out, cut, assemble and join with some accuracy</i></p> <p>I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work</p>
PSHE	Medicine and drugs	<ul style="list-style-type: none"> • about how our bodies tell us that they are ill • about who can help to make them better • about what causes illnesses – bacteria and viruses – and how they are spread • about prescription medicines and where they come from • about some pharmacy medicines and what they are used for • about the role of a doctor in diagnosing ailments and prescribing medicines • about their responsibilities, including helping a doctor to accurately diagnose an illness and taking medicine safely • about where drugs are stored • about school rules relating to medicines and drugs • about the immune system as the body's way of fighting back • to categorise what helps them to feel better into: things I can do, things that other people can do, things my body can do 	<p>Charlie and Lola: I'm Really Ever So Not Well by Lauren Child</p> <p>What are drugs used for?</p> <p>Good/bad drugs</p> <p>When might you go to the doctor?</p> <p>Visit from a nurse or other health professional</p>	<ul style="list-style-type: none"> • give examples of symptoms and causes of illness • describe how they might feel when they are ill, who can help them to feel better and what they might do • know why people take medicines and the difference between prescription and pharmacy medicines • can explain how to use medicines responsibly • are familiar with school rules relating to medicines and drugs • describe what they can do to get better when they are ill, including ways of supporting their immune system • describe what they can do to make themselves feel better when they are ill
RE	Kingdom of God	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what</p>	<p>Symbols of the Holy Spirit</p> <p>Emotions of disciples who experienced Pentecost</p> <p>Diary entry of someone who</p>	<p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>I can offer suggestions about</p>

		<p>the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>experience Pentecost</p> <p>Design a banner to represent Pentecost</p> <p>How do Christians respond to the Holy Spirit? Christian visitor in class to talk to children</p>	<p>what the description of Pentecost in Acts 2 might mean.</p> <p>I can give examples of what Pentecost means to some Christians now.</p> <p>I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>
Computing				
Geography				
History				
Music	<p>Singing</p> <p>Listening</p>	<p>Play and perform in solo or ensemble contexts with confidence</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Find the pulse within the context of different songs/music with ease</p> <p>Listen with direction to a range of high quality music</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Confidently recognise a range of musical instruments</p>	<p>Learn and perform songs</p> <p>Sing rounds and simple two part songs</p> <p>Listen to music from different genres</p> <p>Identify instruments that can be heard in a piece of music</p>	<p>I can play and perform in solo or ensemble contexts with confidence</p> <p><i>I can understand that improvisation is when a composer makes up a tune within boundaries</i></p> <p><i>I can find the pulse in a songs/music with confidence</i></p> <p><i>I can listen with direction to a range of high quality music</i></p> <p><i>I can sing songs with multiple parts with increasing confidence</i></p> <p>I can confidently recognise a range of musical instruments</p>
	Numbers to 20	Understand that	Games to help	<i>I know that nouns</i>

KS2 MFL		nouns may have different genders and can recognise clues to identify this, such as the difference in articles Use mostly accurate pronunciation and speak clearly when addressing an audience	practise numbers	<i>may be masculine or feminine (or neuter)</i> <i>I can speak clearly to an audience using good pronunciation</i>
Local focus				
Visitors or trips	Brockhill theatre Local secondary school music groups			
Special Focus Days/Weeks	Class performance			