



# Medium Term Plan



## Year 3 - North America Class - Term 5 2025/26

	Week Beginning 20/4	Week Beginning 27/4	Week Beginning 5/5 Bank Holiday	Week Beginning 11/5	Week Beginning 18/5
English	<u>Madame Pamplemousse and her Incredible Edibles</u> By Rupert Kingfisher -Literacy Shed+ (Curriculum links (Science, Design & Technology) Narrative/Description	<u>Madame Pamplemousse and her Incredible Edibles</u> By Rupert Kingfisher -Literacy Shed+ (Curriculum links (Science, Design & Technology) Narrative/ Description	<u>Madame Pamplemousse and her Incredible Edibles</u> By Rupert Kingfisher -Literacy Shed+ (Curriculum links (Science, Design & Technology) Recipe	<u>Madame Pamplemousse and her Incredible Edibles</u> By Rupert Kingfisher -Literacy Shed+ (Curriculum links (Science, Design & Technology) Recipe/ Description	<u>A Little Bit of Food</u> Poem by Joseph Coelho (Curriculum links- Design and Technology) Performance Poetry



## Medium Term Plan



	<p>As a writer I can...</p> <p>identify and consider Rupert Kingfisher's use of adverbs.</p> <p>explore the impact of adverbs within a sentence.</p> <p>Use adverbs to convey character in a narrative.</p>	<p>As a writer I can...</p> <p>imagine and describe an edible using expanded noun phrases.</p> <p>read and annotate a recipe considering use of adverbs and expanded noun phrases.</p>	<p>As a writer I can...</p> <p>plan an instruction text.</p> <p>write a recipe for an Incredible Edible.</p>	<p>As a writer I can...</p> <p>write a recipe for an Incredible Edible. (continued).</p> <p>compare Madame Pamplemousse and her Incredible Edibles to Charlie and the Chocolate Factory.</p>	<p>As a writer I can...</p> <p>Take inspiration from a poem to create my own.</p> <p>I can perform my poem clearly, considering the audience.</p> <p>* Two English sessions this week will be replaced with Design and Technology</p>
--	---	--	--	--	---



# Medium Term Plan



<p><b>Maths</b></p>	<p><b>Fractions</b> (W.R. steps 8-10)</p> <p><b>As a mathematician I can...</b> Calculate fractions on a numberline</p> <p>Count in fractions on a numberline</p> <p>Recognise equivalent fractions on a numberline</p> <p>Understand equivalent fractions as bar models</p> <p><b>Mass and Capacity</b> (W.R. step 1-2)</p> <p><b>As a mathematician I can...</b> Use scales.</p> <p>Measure mass in grams.</p>	<p><b>Mass and Capacity</b> (W.R. steps 3-6)</p> <p><b>As a mathematician I can...</b></p> <p>Measure mass in kilograms and grams.</p> <p>Recognise equivalent masses (g, kg)</p> <p>Compare mass.</p> <p>Add and subtract mass</p>	<p><b>Mass and Capacity</b> (W.R. steps 7-9)</p> <p><b>As a mathematician I can...</b></p> <p>Measure capacity and volume in millilitres</p> <p>Measure capacity and volume in litres and millilitres</p> <p>Recognise equivalent capacities and volumes</p> <p><b>Mass and Capacity</b> (W.R. step 10)</p> <p><b>As a mathematician I can...</b> Compare capacity and volume.</p>	<p><b>Mass and Capacity</b> (W.R. step 11)</p> <p><b>As a mathematician I can...</b></p> <p>Add and subtract capacity and volume.</p> <p><b>Fractions B</b> (W.R. steps 1-3)</p> <p>Add fractions</p> <p>Subtract fractions</p> <p>Partition the whole</p>	<p><b>Fractions B</b> (W.R. steps 4-6)</p> <p><b>As a mathematician I can...</b></p> <p>Find unit fractions of a set of objects</p> <p>Find non-unit fractions of a set of objects</p> <p>Perform reasoning with fractions of an amount</p> <p>Assess &amp; Review</p>
<p><b>Science</b> <b>Plants</b> <b>Kent Scheme</b></p>	<p>How are seeds dispersed?</p>	<p>What are the main functions of the different parts of a flowering plant?</p>	<p>How do plants make food and how is water transported?</p>	<p>What does a plant need to stay alive?</p>	<p>Why does a plant need flowers?</p>
<p><b>Computing</b> <b>Creating Media:</b> <b>Video trailers</b> <b>Kapow! Scheme</b></p>	<p><b>L.Q: What is a book trailer?</b></p> <p>As a computer user, I can describe the purpose of a book trailer.</p> <p>I can identify the key events in a story.</p> <p>I can plan a book trailer.</p>	<p><b>L.Q: How can I tell a story through photos?</b></p> <p>As a computer user, I can frame shots differently to create the effect I want.</p> <p>I can use digital devices to record video or take photos to tell a story.</p>	<p><b>L.Q: How do I edit a video?</b></p> <p>As a computer user, I can import videos and photos into film editing software.</p> <p>I can tinker with film editing software on a tablet.</p>	<p><b>L.Q: How can I edit my trailer for improvement?</b></p> <p>As a computer user, I can add text to my video.</p> <p>I can recognise the different transitions in film.</p>	<p><b>L.Q: What have I learned about creating a video trailer?</b></p> <p>I can explain what makes a successful video.</p> <p>I can explain what makes a successful book trailer.</p>



# Medium Term Plan



			I can include important written information in my video.	I can incorporate different transitions in my video.	I can think about how I share book recommendations.
<p><b>RE</b></p> <p><b>Kingdom of God</b></p> <p>When Jesus left, what was the impact of Pentecost?</p>	<p><b>L.Q: What happened on the day of Pentecost?</b></p> <p>I can offer suggestions about what the description of Pentecost might mean.</p>	<p><b>L.Q: What is the Kingdom of God?</b></p> <p>I can make clear links between the Day of Pentecost and Christian belief about the Kingdom of God on earth</p>	<p><b>L.Q: What does Pentecost mean to Christians today?</b></p> <p>I can give examples of what Pentecost means to some Christians now</p>	<p><b>L.Q: How does the Holy Spirit help Christians to show the Kingdom of God?</b></p> <p>I can Make links between Pentecost, Kingdom of God and how Christians live their lives in their church communities.</p>	<p><b>L.Q: What was the impact of Pentecost?</b></p> <p>I can Make links between the Bible and following God today.</p>
<p><b>PE</b></p> <p><b>1</b></p> <p><b>Athletics</b></p> <p><b>PE Planning</b></p>	<p><b>L.Q: What are the best techniques for running, jumping and throwing?</b></p> <p>As an athlete, I can show control, coordination and consistency when running, jumping and throwing.</p>	<p><b>L.Q: Why is moving well and changing direction important when playing games?</b></p> <p>As an athlete, I can develop basic movement skills such as running, stopping and changing direction.</p>	<p><b>L.Q: What crucial actions are needed to perform a good sprinting technique?</b></p> <p>As an athlete, I show control, coordination and consistency when running.</p> <p>I am developing a good running technique.</p> <p>I understand the link between heart rate and breathing when exercising</p>	<p><b>L.Q: What makes a good jump?</b></p> <p>As an athlete, I can develop my jumping technique.</p> <p>I can show control, coordination and consistency when jumping and landing.</p>	<p><b>L.Q: What actions are crucial to perform a good throw?</b></p> <p>As an athlete, I am developing a good technique when performing push, pull (overarm) and fling (underarm) throws.</p> <p>I can show control, coordination and consistency when throwing towards an intended target.</p>



# Medium Term Plan



PE 2	Elite Coaching				
<b>PSHE- Jigsaw- Relationships</b>	<b>Family roles and responsibilities</b>  I can identify the roles and responsibilities of each member of my family.	<b>Friendship</b>  I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	<b>Keeping myself safe online</b>  I know and can use some strategies for keeping myself safe online	<b>Being a global citizen</b>  I can explain how some of the actions and work of people around the world help and influence my life	Block for Design and Technology 'Eating Seasonally' project
<b>History</b>  Kapow! Scheme  <b>What was important to ancient Egyptians?</b>	<b>L.Q: Where and when did the first civilisations appear?</b>  As a historian, I can explain what 'ancient' means.  I can describe where and when some early civilisations appeared.  I can use sources to ask questions about ancient civilisations.		<b>L.Q: Why was the River Nile important to ancient Egyptians?</b>  As a historian, I can locate Egypt and the River Nile on a map.  I can explain why the River Nile was important to many ancient Egyptians.		<b>L.Q: How do we know so much about ancient Egyptians?</b>  As a historian, I can create a timeline about hieroglyphics.  I can explain why hieroglyphics are important to historians.  I can describe why the Rosetta Stone is significant.
<b>Geography</b>  Oddizzi  <b>What is it like to visit South America?</b>		<b>L.Q: Where is South America and what is it like?</b>  As a geographer I can locate South America on a world map and identify a range of its physical and human features.		<b>L.Q: What are the countries and capital cities of South America?</b> As a geographer I can locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities	



# Medium Term Plan



<p><b>* Design &amp; Technology</b></p> <p><b>Food and Nutrition:</b> Eating Seasonally</p>	<p><b>L.Q: Why does food come from different places around the world?</b></p> <p>I can explain that fruits and vegetables grow in different countries based on their climates.</p> <p>I can identify some fruits and vegetables that cannot be grown in the UK.</p> <p>I can label countries where different fruits and vegetables grow.</p>	<p><b>L.Q: What are the benefits of seasonal foods?</b></p> <p>I understand that seasonal fruits and vegetables grow in a given season.</p> <p>I understand that eating seasonal fruit and vegetables positively affects the environment.</p> <p>I can match fruits and vegetables with the season in which they grow in the UK.</p> <p>I can find recipes containing seasonal foods.</p>	<p><b>L.Q: How can I prepare foods safely?</b></p> <p>I can identify equipment used for preparing food.</p> <p>I can describe the safety rules for preparation techniques.</p> <p>I can develop cutting and peeling skills.</p>	<p><b>L.Q: Which ingredients would work well together in a recipe?</b></p> <p>I can identify current seasonal foods.</p> <p>I can taste various fruits and vegetables and describe their flavours.</p>	<p><b>L.I: As a designer, can I design a tart recipe using seasonal ingredients?</b></p> <p>I can design a mock-up using criteria.</p> <p>I can design a puff pastry tart using seasonal vegetables and fruits.</p> <p>I can use colours to identify nutritional benefits.</p> <p>I can describe my puff pastry tart and the benefits of its ingredients.</p> <p><b>L.I: As a designer, I can evaluate my final design against the design criteria.</b></p> <p>I can test and evaluate a dish.</p>
<p><b>Art</b> Planned and taught by KR</p>					
<p><b>Music</b> Planned and taught by AB-H</p>					

\*The Design and Technology sessions will be taught during Term 5 but not on a weekly basis. It will be blocked in the last week of term.