

## Stunning Start

### Make a Tin Forest

English  
Speaking and listening  
Reading  
Word reading  
Writing  
Phonics & spelling  
Punctuation  
Vocabulary  
Sentence and text  
Handwriting and presentation  
Composition  
Story  
Information  
Poetry  
Science  
Working scientifically planning  
Working scientifically recording evidence  
Working scientifically conclusions  
Plants  
Animals, including humans  
Life processes  
All living things  
Habitats  
Everyday materials  
Changing materials  
Light and sound  
Rocks  
Electricity  
Forces and magnetism  
Religious Education  
Learning about religion  
Learning from religion  
Music  
Composition  
Performance  
Physical education  
Gymnastics  
Dance  
Games

## Medium Term Plan

Term: Spring 2 Class: Year 3 Teacher: Mrs Garthwaite/Mrs Shea

### Milestones

1: 2: Seed Head 3: 4: Printing 5: Cooking

### Writing Genre:

Story Poetry Non-Chronological Instructions Newspaper Report Letters  
Play scripts Recount Persuasive Explanation Biography Autobiography

## Fantastic Finish

### Class garden /Plant a Tree

Computing  
Finding things out  
Making things happen  
Programming  
Sharing and reviewing  
Investigating and exploring  
Art  
Drawing  
Painting  
3D modelling  
Printing  
Textiles  
Design Technology  
Design  
Make  
Evaluate  
Axels, Pulleys, Gears  
Electrical and mechanical components  
Food technology  
Mechanisms  
Structures  
Textiles  
Geography  
Geographical enquiry  
Geographical skills and fieldwork  
Location and place knowledge  
Human and physical sustainability  
History  
Finding out about the past (Enquiry)  
Finding out about the past (Chronology)  
Historical Events  
Lifestyles of people in the past  
Significant historical people  
PSHE  
Physical Health  
Keeping safe, managing risk  
Identity  
Society  
Equality  
Drugs, alcohol, tobacco  
Mental health emotional well being  
Career  
Financial and economic well being

### Literacy

Wild – Emily Hughes

POP –make a book

Newspaper- Planting trees in school

### Science

#### Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- find patterns in the way that the size of shadows change

#### 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



### P.E.

Boot Camp

Orienteering

### RE (PPA)

What makes Jesus an inspiration?

Easter

### FRENCH

Tutti Frutti

**D.T.** select from and use a wider range of tools and equipment to perform practical tasks accurately

### Music

Rhythm and Pulse

History N/A

### ICT

Handling Information – plant database

### PSHE (PPA)

Celebrating Difference

### Geography

Human and Physical:

Human energy including land use, energy and distribution of water

Fieldwork, including compass and map work

### Art

Learn and appreciate the work of artists – both past and contemporary – explore nature in their work.

Use natural objects as a stimulus for polyblock printing inspired by the natural work of William Morris. Create pieces of art in the style of Henri Rousseau.