



Year 3 Medium Term Plan – A King under a Car Park



Term	Spring		
Key text	The Fox and the Ghost King, I was there Richard III		
Key Vocabulary	War, house, battle, heir, monarch/monarchy, co-ordinates, remains, archaeology, reign, rival/opposition, Tudor		
Overarching objectives	History – understanding local history of the Battle of Bosworth and the discovery of Richard III		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it is achieved?
1. understand when the War of the Roses was and who it was between	History	Chronological Understanding <ul style="list-style-type: none">- Develop a chronologically secure knowledge and understanding of British, local and world history.- <i>When was the Tudor Age?</i>	Children will <ul style="list-style-type: none">- Know who started the War of the Roses- Know the two sides of the War of the Roses- Know how long the War of the Roses lasted- Know who the Tudors were and when the Tudor age was
2. understand the outcome of the Battle of Bosworth and War of the Roses	History	Historical Enquiry <ul style="list-style-type: none">- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.- <i>Primary and secondary sources of evidence. Books, videos photographs. What is the difference?</i>	Children will <ul style="list-style-type: none">- Understand who Henry Tudor was and who supported him- Understand why Henry won the Battle of Bosworth- Understand what went wrong for Richard III

3. describe local history study of the discovery of King Richard's body	History	Understanding of Events, People and Changes <ul style="list-style-type: none"> - Describe a local history study - <i>Discovery of King Richard 111's body.</i> Chronological Understanding <ul style="list-style-type: none"> - <i>When was Richard III grave discovered?</i> 	Children will <ul style="list-style-type: none"> - Understand how Richard III's body was discovered in a car park in Leicester - Go on an educational visit to Richard III Centre
4. understand why people in Britain were so divided over Richard III	History	<ul style="list-style-type: none"> - Understand that sources can contradict each other. - <i>Was Richard III a good king or a bad king?</i> 	Children will <ul style="list-style-type: none"> - Understand why people were so divided over who should be king - Understand why Richard III became King - Understand why Richard III might have wanted to kill his nephews (princes in the tower) - Suggest reasons for and against whether Richard III killed the princes in the tower
5. understand who Da Vinci was and the types of paintings he created	Art	Key Artists and their work – Da Vinci <ul style="list-style-type: none"> - Know about some of the great artists, architects and designers in history. - Describe some of the key ideas, techniques and working practises of artists and designers they have learnt about 	Children will <ul style="list-style-type: none"> - Know who Da Vinci was - Have an idea of some of Da Vinci's work - Understand his key techniques - Understand what a portrait is
6. create a royal portrait	Art	Drawing <u>War of the Roses (portraits of the kings – Da Vinci link)</u> <ul style="list-style-type: none"> - Makes informed decisions about using all previous tools - Uses all previous tools to confidently create patterns, textures and shapes - Draws familiar objects - <i>Draws <u>faces</u> beginning to move towards more accurate proportion</i> - <i>By using pencil lines to create patterns and shapes</i> 	Children will <ul style="list-style-type: none"> - Understand what a portrait is. - Know where to position the main features on a face. - Know how to shade accurately

7. create a royal portrait	Art	Drawing <u>War of the Roses (portraits of the kings – Da Vinci link)</u> <ul style="list-style-type: none"> - <i>Is introduced to pastels to explore shading and texture</i> - Investigates tone 	Children will <ul style="list-style-type: none"> - Learn how to use pastels to explore shading and texture - Know what tone is and how to apply it to their art
8. use a compass and co-ordinates to locate important historical places	Geography	Geography Skills and Fieldwork <ul style="list-style-type: none"> - Use four figure grid references - <i>To find the Battle of Bosworth on a map.</i> - Use the 8 points of a compass. - <i>To find the Battle of Bosworth on a map.</i> - Locational Knowledge <ul style="list-style-type: none"> - Name and locate the major cities of the UK. - <i>Including recapping capital cities</i> 	Children will <ul style="list-style-type: none"> - Know what a compass is and the points on it - Find major cities on a map - Look at a map of Leicestershire and locate Gaddesby, Bosworth and Leicester - Locate positions of the different parties in the Battle of Bosworth on a map - Have a basic understanding of co-ordinates
9. make plans and maps	Geography	Geography Skills and Fieldwork <ul style="list-style-type: none"> - Make plans and maps using symbols and keys 	Children will <ul style="list-style-type: none"> - Have a basic understanding of co-ordinates and be able to create their own map

Discrete teaching

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
1. sort foods into food groups and find out about the nutrients that different foods provide.	Science Animals including humans	Animals including Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Children will explain the things that animals and humans need to survive and stay healthy, sort foods into their relevant food groups and describe the nutrients provided by a range of foods.

		<p>Understand how we look after our bodies and how doctors and nurses can help us look after them</p> <p>Science investigations Secondary sources, group and sort, fair test</p> <p>Working scientifically Carry out simple practical enquiries, including classifying, pattern seeking, changes over and comparative and fair tests. As well as the use of secondary sources.</p>	
2. explore the nutritional values of different foods.			Children will explain how different animals require a different balance of nutrients, make predictions about which foods will be high in certain nutrients and find evidence from food labels to prove or disprove statements.
3. sort animal skeletons into groups, discussing patterns and similarities and differences.			Children will explain what vertebrates and invertebrates are and give some examples of each, sort animals according to their skeleton type and discuss the advantages and disadvantages of different skeleton types.
4. investigate an idea about how the human			Children will label some parts of a human skeleton on a diagram, explain how to make a test fair, take careful

skeleton supports movement			measurements and record these on a table and draw conclusions from the results of the investigation.
5. explain how bones and muscles work together to create movement.			Children will use some scientific words in my discussions about bones and muscles, observe and describe how muscles work and make a scientific model of the upper arm muscles at work and explain how it works.
6. understand how we look after our bodies.			Children will understand and explain the importance of self-care and looking after our bodies by brushing our teeth, bathing, cutting nails, washing hands, wearing clean clothes, eating well, exercising, drinking enough water and getting enough sleep.
1. identify the forces acting on objects.	Science Forces and magnets	Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Children will name different types of force and say when there is a push or a pull acting on an object

		<p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Science investigations Group and sort, fair test, pattern seeking</p> <p>Working scientifically Carry out simple practical enquiries, including classifying, pattern seeking, changes over and comparative and fair tests. As well as the use of secondary sources.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using stopwatches, rulers and measuring jugs.</p>	
2. investigate the effects of friction on different surfaces.			Children will explain the force of friction, make a prediction about which surface creates the most friction for a toy car, take measurements and record my results in a table and explain my results.
3. sort magnetic and non-magnetic materials.			explain that magnets produce a force that attracts some materials, use a magnet to separate items that are magnetic and non-magnetic, name some magnetic materials and some non-magnetic materials.

4. investigate the strength of magnets.			identify different types of magnet, predict which magnet will be the strongest, test my prediction by adding paperclips to different magnets, record my results in a table and present them in a bar chart and explain my results.
5. explore magnetic poles.			identify the poles of a magnet, look at poles to say whether two magnets will attract or repel each other and explain that a compass always points north-south.
6. explain that magnets attract some materials.			identify materials that are attracted to magnets, use the force of magnetic attraction to make a magnetic game and explain how a magnetic game works by attracting materials.

For computing we use the Kapow computing scheme – this term we will be learning about email and the inner workings of computers.

1. follow a familiar story	French Food Glorious Food	<ul style="list-style-type: none"> - Follow a story and join in the repeated parts. - Predict a repeated phrase. 	Children will <ul style="list-style-type: none"> - Follow a familiar story in French and join in repeated parts
2. understand key features of basic grammar		<ul style="list-style-type: none"> - Select adjectives based on gender/number of nouns. - Make a range of simple statements by substituting vocabulary. 	Children will <ul style="list-style-type: none"> - Ask politely for something - Understand basic French grammar
3. use the definite article when giving preferences		<ul style="list-style-type: none"> - Recognise the correct determiner depending on gender/number. 	Children will <ul style="list-style-type: none"> - Recognise the correct determiner depending on gender/number
4. describe food by colour		<ul style="list-style-type: none"> - Say what foods from a set they like/dislike. - Modify a colour adjective. 	Children will <ul style="list-style-type: none"> - Remember colour words from the last unit - Say what foods from a set they like/dislike - Modify a colour adjective

5. describe objects by size		<ul style="list-style-type: none">- Describe the colour or size of an object.	Children will <ul style="list-style-type: none">- Describe the colour or size of an object-
6. engage in conversation about food (embedding skills)		<ul style="list-style-type: none">- Ask politely for something.- Respond appropriately to a polite request.- Order sentences correctly.	Children will <ul style="list-style-type: none">- Make a range of simple statements by substituting vocabulary- Select adjectives based on gender/number of nouns.- Order sentences correctly
In music we follow the Leicestershire Music Scheme – this term we will be learning about rhythm and pitch.			
1. Understand New Year’s Day and compare this with the Jewish new year	RE	Making Sense of Beliefs <ul style="list-style-type: none">- Describe and make connections between different features of Judaism and previously learnt religions.	Children will <ul style="list-style-type: none">- Know what New Year’s Day is- Know what New Year’s Day means for Jewish people
2. Understand some Jewish beliefs including diet		Making Sense of Beliefs <ul style="list-style-type: none">- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.- <i>Kosher diet</i>	Children will <ul style="list-style-type: none">- Understand Jewish beliefs- Understand a Kosher diet
3. Learn about how Jewish people worship (Shabbat/ Sabbath) and compare it to Christian/Hindu worship		Making Sense of Beliefs <ul style="list-style-type: none">- Describe and make connections between different features of Judaism and previously learnt religions.- <i>Worship is known as Shabbat (or Sabbath).</i>	Children will <ul style="list-style-type: none">- Know how Jewish people worship- Know what Shabbat/Sabbath is- Know how Hindu/Christian people worship- Can compare how the different religions worship

4. Compare Jewish God to Hindu multiple Gods		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. - <i>Jewish people believe in only 1 God whereas Hindus believe in many.</i> 	Children will <ul style="list-style-type: none"> - Know that Jewish people only worship one God - Know that Hindu people worship more than one God
5. Understand Chinese New Year		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. 	Children will <ul style="list-style-type: none"> - Understand how Chinese New Year is different to how Jewish people celebrate the new year
6. Understand Shrove Tuesday and Lent and what it means to Christians		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. 	Children will <ul style="list-style-type: none"> - Understand important Christian festivals
7. Compare Jewish festivals (Passover) to Christian festivals (Easter)		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. 	Children will <ul style="list-style-type: none"> - Know briefly what Easter is - Know what Passover is - Compare the two festivals
8. Understand Mother's Day (and make cards)		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. 	Children will <ul style="list-style-type: none"> - Know how all religions respect mothers and how they celebrate mother's day
9. Understand what Good Friday means to Christians		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. 	Children will <ul style="list-style-type: none"> - Know what Good Friday is

10. Understand what Easter Sunday means to Christians (and make cards)		Making Sense of Beliefs <ul style="list-style-type: none"> - Describe and make connections between different features of Judaism and previously learnt religions. 	Children will <ul style="list-style-type: none"> - Know what Easter Sunday is
Part of our PE will be taught by a school sports coach. This term he will deliver badminton and then golf.			
Part of our PE will be taught by an external rugby coach.			
As part of our PE, swimming is ongoing through year 3.			
1. say the things about myself that I am proud of	PSHE Be Yourself	<ul style="list-style-type: none"> - List some of their achievements and say why they are proud of them. - Identify their own strengths. - Discuss how they could use their strengths and achievements to set aspirational goals. 	Children will <ul style="list-style-type: none"> - Know what an achievement is - Know what they are good at - Can have aspirations for themselves
2. identify the feelings I have and describe how different emotions feel		<ul style="list-style-type: none"> - Identify facial expressions associated with different feelings. - Explain that how they are feeling on the inside can affect their facial expressions and body language. 	Children will <ul style="list-style-type: none"> - Identify different feelings and emotions
3. describe different ways to cope with uncomfortable feelings		<ul style="list-style-type: none"> - Describe some strategies that they could use to help them cope with uncomfortable feelings. - Identify and begin to implement strategies to help them cope with uncomfortable feelings. - Suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing 	Children will <ul style="list-style-type: none"> - Name uncomfortable feelings - Identify how we can cope with uncomfortable feelings
4. understand how to be assertive		<ul style="list-style-type: none"> - Suggest assertive solutions to scenarios. 	Children will <ul style="list-style-type: none"> - Know what assertion is

		<ul style="list-style-type: none"> - Begin to demonstrate appropriately assertive behaviour. - Identify if behaviour is aggressive, passive or assertive. 	<ul style="list-style-type: none"> - Know what aggression is - Understand how to be assertive
5. explore messages given by the media and decide if they are helpful or harmful		<ul style="list-style-type: none"> - Explain that the messages they receive from the media about how they should look, think and behave are not always realistic. - Analyse messages given by the media about how they should look, think and behave. 	Children will <ul style="list-style-type: none"> - Know how messages can be spread through the media - Understand that some messages can be untrue
6. identify different strategies to use if we make a mistake		<ul style="list-style-type: none"> - Suggest ways to make things right after a mistake has been made. - Explain that mistakes help them learn and grow. - Demonstrate how they are going to make things right after mistakes have been made. - Explain what they have learned and how they have grown from mistakes they have made. - Discuss the impact on others of making amends after a mistake has been made. 	Children will <ul style="list-style-type: none"> - Understand how a mistake can be made - Understand how they can make things right if a mistake has been made
1. Understand that our bodies are private	It's My Body	<ul style="list-style-type: none"> - Understand they can choose what happens to their body and know when a 'secret' should be shared. 	Children will <ul style="list-style-type: none"> - Know that their bodies are private - Know that they can choose what happens with their body - Know when a secret should be shared

2. Know how to keep our bodies healthy		<ul style="list-style-type: none"> - Discuss what happens to muscles when we exercise them. - Explain the effect of exercise on the heart. - Explain why muscles tremble when fatigued. - Know the signs of serious problems. - Know how to get help for themselves or others in the case of serious problems. - Explain the difference between bacterial and viral infections. 	Children will <ul style="list-style-type: none"> - Can name some muscles - Can understand why exercise is important for our bodies - Know what a bacterial and viral infection are and can tell the difference - Know what to do when there are serious issues
3. Know why it is important to get enough sleep		<ul style="list-style-type: none"> - Explain what happens if they don't sleep enough and list effects of sleep deprivation. - Describe how a bedtime routine improves the chance of a good night's sleep. 	Children will <ul style="list-style-type: none"> - Know why sleep is important - Know what a good bedtime routine includes
4. Know how good hygiene helps to stop spread of disease		<ul style="list-style-type: none"> - Explain how germs travel and spread disease and know how to inhibit the spread of germs. 	Children will <ul style="list-style-type: none"> - Know how to have good hygiene - Know why good hygiene inhibits the spread of germs

5. Understand how to take medicine safely and stay safe around drugs		<ul style="list-style-type: none"> - Know the difference between medicine and harmful drugs and chemicals. - Know how to check medicine instructions. - Explain what different hazard signs mean. 	Children will <ul style="list-style-type: none"> - Know how medicine helps us - Know how medicine can be harmful - Know some hazard signs
6. Know how to make better choices and choose healthy habits		<ul style="list-style-type: none"> - Explain that too much sugar is bad for health. - Explain why eating a balanced diet is important. - Explain why eating a rainbow of food increases minerals and micronutrient intake 	Children will <ul style="list-style-type: none"> - Know what foods are healthy - Know what a balanced diet includes