## Repton Manor Primary School Medium Term Plan

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships		
<b>Applying</b> Use info in a new situation				
Understanding				
Understand and make sense of info				
Remembering				
Remember and recall info				

**Greater Depth Skills** 

**Expected Skills** 

**Emerging Skills** 



Topic: Mayans Year Group: 3 Terms: 3

Subject - Discrete	Maths					
Unit	Multiplication and Division	n	Money		Stats	
Concepts	Consolidate 2, 4 and 8 times-tables		Count money (pence)		Make tally charts	
	Comparing statements		Count money (pounds)		Draw pictograms (2,5 and 10)	))
	Related calculations		Pounds and pence		Interpret pictograms (2,5 and 10)	
	Multiply 2-digits by 1-digit (1)		Convert pounds and pence		Pictograms	
	Multiply 2-digits by 1-digit (2)		Add money		Bar Charts	
	Divide 2-digits by 1-digit (1)		Subtract money		Tables	
	Divide 2-digits by 1-digit (2)		Give change			
	Divide 2-digits by 1-digit (3)					
	Scaling					
	How many ways?					

Subjects - Discrete	RE	MFL	PE - Outdoors	PE - Indoors
Unit	What do different people believe about God?	Core Unit 3 - identifying body parts - Counting up to 31 - identifying items of clothing - naming the months of the year - birthdays	*SWIMMING - every Wednesday.	Dodgeball Netball
Concepts				
NC objectives		FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures FL2/1.3a read carefully and show understanding of words, phrases and simple writing FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	in combination PE2/1.1b play competitive games, modified where appropria apply basic principles suitable for attacking and defending PE2/1.1c develop flexibility, strength, technique, control and	

Topic	Big	Subject	Learning Opportunities	Objectives Covered
	Questions	Coverage		(Copied from NC)
		(Subject, Context)		
Class Reader: Stunning Start: Pyramid creation competition  Marvellous Middle: chocolate tasting session  Fabulous Finish: ceremony of colours, animal masks and huipilas, game of pok-t-pok.  Learning Environment.		Coverage (Subject, Context)  Reading: The Rain Player, Michael Rosen A-Z, Michael Rosen Book of very silly poems.  Writing: Writing a poem about Maya culture (use Guatemala video clips)  GPS: Word Class Punctuation  Science: Animals including humans  Computing: programming sequences using Scratch related to an element of Maya culture.  History: comparing and contrasting culture and lifestyles in South American history.  Geography: Comparing two countries: UK and Guatemala.	PUPIL VOICE SHEETS TO BE STUCK AT FRONT OF TOPIC BOOKS.  Book Covers – Quetzal bird image using collage/soft pastels with blending.  Topic: STUNNING START Lesson 1: show pictures of Tikal pyramids – competition to recreate a pyramid structure using a variety of resources. Chocolate prizes!  Lesson 2: Locate Guatemala, Mexico, Tikal and Iximche on a map, adding zoomed in version of Tikal ancient Maya settlement with pyramids, pok-t-pok court etc. Explain hierarchy in terms of where peopled lived, rulers etc.  Lesson 3: When was ancient Maya time? Place on timeline amongst other ancient civilisations and order key events within main Maya culture.  Lesson 4: Traditional Maya dress included huipilas. Share different ones, actual one and explanation of the different location designs. Refer to map work. Ensure children know they are still worn in certain areas.  Lesson 5: Design own huipila, practise sewing/applique skill. Can they add logo that tie them to a place, organisation eg: school logo, beaver, brownie owl etc.	Reading – Class text: The Rain Player  • Word Meaning – understanding new and complex vocabulary • Verbal Retrieval questions as English Starters • Practically sequencing the story • Verbal Inference and Prediction whilst reading aloud. • Who, What, Where, When, Why questions  Storytelling – Poetry En3/3.3a Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas En3/3.3b Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures En3/3.3c Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements En3/3.3d proofread for spelling and punctuation errors En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Science - 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  Geography - Ge2/1.1a locate the world's countries, using maps
		DT: Creating huipila: using textiles.  Music: composition creation of theme music in Maya tradition (conch	Lesson 6: Use fabric paints to make design on own pillowcase cut to make huipilas ready for ceremony.  Lesson 7: Show pictures of lifestyle in Guatemala – markets,	to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use,
		shells) for ceremony.  E-safety: Online bullying and online reputation	buses, religious ceremonies, traditional dress. Compare to lifestyle in the UK. What similarities and differences can we identify?  Lesson 8: Musical instruments from Guatemala – share examples (wooden and conch shell) and the times they used	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

music (ceremonies). Create music to play at a Maya ceremony Outdoor learning: creating History - Hi2/2.5 Non-European Study a healthy meal plan, basic for the FF. Pupils should be taught about a non-European society that cooking skills. provides contrasts with British history - one study chosen from: a.early Islamic civilization, including a study of Baghdad c. **Lesson 9:** Learn traditional Maya culture greeting in their AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) language. c. AD 900-1300 **Lesson 10:** Animals in rainforest – identify from video and <u>DT - DT2/1.1b</u> generate, develop, model and communicate discussion of pictures. What nutrition do they need? What food their ideas through discussion, annotated sketches, crosschains can we make? sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2a select from and use a wider **Lesson 11:** Human nutrition – healthy foods in Guatemala, range of tools and equipment to perform practical traditional foods and Spanish influences compared to traditional tasks accurately DT2/1.2b select from and use a wider range of British food and nutrition sources. materials and components, including construction materials, textiles and ingredients, according to their functional properties \*\*STAND ALONE: computing, outdoor learning, life skills and eand aesthetic qualities DT2/1.3a investigate and analyse a safety. range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Outdoor learning - DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed Storytelling: Text: themselves and others a healthy and varied diet **Lesson 1:** Share effective poems from Michael Rosen A-Z, DT2/2.1c become competent in a range of cooking techniques Michael Rosen Book of very silly poems. Brainstorm what is [for example, selecting and preparing ingredients; using utensils effective and gather examples of rhyme, repetition and any and electrical equipment; applying heat in different ways; using other poetic devices they can identify. awareness of taste, texture and smell to decide how to season **Lesson 2:** Brainstorm ideas about our community. What makes dishes and combine ingredients; adapting and using their own us unique? What makes us special? Who are we? What do we recipes represent? Use ideas from Paul Cookson's visit last term to build phrases together in small groups and merge together as a class **Computing** – Co2/1.1 design, write and debug programs that to build a big poem. accomplish specific goals, including controlling or simulating **Lesson 3**: Step and Speak the class poem, giving action ideas. physical systems; solve problems by decomposing them into 'Perform' the poem wearing capes, as a team or small groups. smaller parts Lesson 4: Brainstorm ideas (refer to The Rain Player) for ideas about Maya culture that can be used as poem phrases. **Lesson 5:** CT to use ideas to write a model poem, with identified Co2/1.2 use sequence, selection, and repetition in programs; poetic devices to include. Use performance cape to share with work with variables and various forms of input and output the class. They can step and speak their favourite parts. Lesson 6: Create poem phrases using Maya ideas, use coloured Co2/1.3 use logical reasoning to explain how some simple strips to build the poem, each colour representing different algorithms work and to detect and correct errors in algorithms poetic devices. and programs **Lesson 7:** Build a poem, with stanzas, by moving flexible phrases around and editing until happy with result. Music - Mu2/1.1 play and perform in solo and ensemble **Lesson 8:** Editing from CT contexts, using their voices and playing musical instruments with Lesson 9: Publishing increasing accuracy, fluency, control and expression Lesson 10: Performing

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			Mu2/1.2 improvise and compose music for a range of purposes
		BIG ANSWER: Publish poster/information page about a mixture	using the interrelated dimensions of music
		of Maya culture elements.	
Marvellous	Reading: The Chocolate	Topic:	Reading – Class text:
Middle: chocolate	Tree	MARVELLOUS MIDDLE	Word Meaning – understanding new and complex vocabulary
tasting session		<b>Lesson 1:</b> Share chocolate cup showing depictions from ancient	Verbal Retrieval.
	Writing: Persuasive letter	Maya, explain significance of chocolate in hierarchy and the	Practically sequencing the story
BQ2: What makes	based on model letter by	development of tastes by adding first sugar then other	Verbal Inference and Prediction whilst reading aloud.
good chocolate?	СТ	flavourings. Blindfold taste test. Rate and review chocolate	
		types after tasting session. Consider flavours and toppings. Link	Storytelling
Big Answer 2:	GPS: Word Class	to tally charts/pictograms (in stats)	
Persuasion for	Punctuation	Lesson 2a: Listen to Willy Wonka's new design/watch	<u>GPS – Word Class</u>
purchase of brand	Time/cause	production part of the film for creative inspiration.	Punctuation
new chocolate	Perfect tense	<b>Lesson 2b:</b> Where does chocolate come from? The history of	Time/cause
product – go up	Possessive apostrophes	chocolate. Share pictures of cocoa beans and the process to	Perfect tense
against a panel of		melted chocolate for chocs and hot choc.	Possessive apostrophes
'top shops'	History: story of chocolate	<b>Lesson 3:</b> Explore packaging/wrappers – discuss eye catching	
apprentice style -	creation	elements, what do they like/dislike?	<b>DT:</b> DT2/1.1a use research and develop design criteria to
obtain votes from		<b>Lesson 4/5/6:</b> Design own chocolate to produce. Plan stages of	inform the design of innovative, functional, appealing products
top shops to	DT: design and make	production, packaging/label/logo, colours which work well	that are fit for purpose, aimed at particular individuals or groups
'stock' your	chocolate, understand	together, process of flavouring and decoration, ingredients, give	
product.	factory processes of food	it a name.	DT2/1.3a investigate and analyse a range of existing products
	creation	<b>Lesson 7:</b> Get feedback on protype from group workforce.	
		Lesson 8: make changes based upon feedback	DT2/1.3b evaluate their ideas and products against their own
	Art: Artist Study: Frida	<b>Lesson 9:</b> Production and creation.	design criteria and consider the views of others to improve their
	Kahlo	Lesson 10: Design a catchy advert/jingle to promote own	work
		chocolate bar (leave until after storytelling bit). Record final.	
	Life Skills: Understanding	<b>Lesson 11:</b> Animals of the jungle – create animal masks using	Art: Ar2/1.3 about great artists, architects and designers in
	the world	textiles to create impact, ready for ceremony.	history.
	I understand the value of	Lesson 12: Background into ceremonies from ancient Maya, (4	History.
	money.	colours, flags, decorations etc) compared to ceremonies in UK,	
	I am aware of road safety	link to religious beliefs and beliefs of the Maya; then and now.	Outdoor learning - DT2/2.1b cook a repertoire of
	and know when it is safe to	Lesson 13: Frida Kahlo study – self portraits; bright colours,	predominantly savoury dishes so that they are able to feed
	cross the road.	Flowers/floral backgrounds. Create own self-portraits, adding	themselves and others a healthy and varied diet
	I have an understanding of the annual calendar and	floral embellishment using watercolour pencils. Watercolour painter in for painting flowers??	
	can identify a few key	painter in for painting nowers:	DT2/2.1c become competent in a range of cooking techniques
	dates. (Christmas/Birthday)	Storytelling:	[for example, selecting and preparing ingredients; using utensils
	dates. (Christinas/Birthday)	Lesson 1: How does persuasion work? Watch adverts, listen to	and electrical equipment; applying heat in different ways; using
		the content. Identify hooks.	awareness of taste, texture and smell to decide how to season
		Lesson 2: Share model text to persuade a retailer to stock our	dishes and combine ingredients; adapting and using their own
		very own chocolate. Describe the chocolate and its USP. Identify	recipes]
		persuasive phrases and catchy vocabulary used to persuade.	
		Lesson 3: Word gather for own ideas that will hook	Computing – Co2/1.1 design, write and debug programs that
		reader/purchaser.	accomplish specific goals, including controlling or simulating
		Lesson 4: HMSS model letter	
		Lesson 5: SS in pairs /teams	
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	Lesson 6: Deepening: 1. Letter format – what should each paragraph contain? – sort info into sections.  2. Watch x2 video clips and review effectiveness to make you want to purchase the chocolate. 3  Lesson 7: Create persuasive letter to chosen shop/supplier  Lesson 8/9: Editing  Lesson 10: Publishing  Lesson 11: BIG ANSWER: Panel of 'suppliers' to listen to their pitches with prototype models, adverts/jingle and letter to suppliers.	physical systems; solve problems by decomposing them into smaller parts
	**STAND ALONE: computing, outdoor learning, life skills and e-safety.  FABULOUS FINISH: ceremony with colours, masks and huipilas.	
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British Values:					
Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance	
			Active participation – persuasive	Comparing cultures	
			letter and debate		