

West End First School – Medium Term Plan – Year 3 – Summer B – The Amazon Rainforest

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Tell me a dragon	Tell me a dragon	Talk for writing: Instructions	Talk for writing: Instructions	Talk for writing: Poetry – ways of looking	Rainforest non- fiction	
Handwriting (Set)	Group 1: Everyday handwriting	Group 1: Everyday handwriting	Group 1: Everyday handwriting	Group 1: Everyday handwriting	Group 1: Everyday handwriting	Group 1: Everyday handwriting	
	Group 2: Joins within sentences	Joins within sentences	Joins within sentences	Joins within sentences	Joins within sentences	Joins within sentences	
	Group 3 : Basic joins	Basic joins	Basic joins	Basic joins	Basic joins	Basic joins	
Science	Aim high Parts of plants assessment activity Chn will learn that <u>plants can provide food for us</u> and some plants are grown for this purpose. Carroll diagram sorting plants <u>Let's Think Seed lesson</u>	Functions of a plant	<u>How much water do plants need?</u> Plan and carry out a fair test to find out how much water a plant needs to grow well. Concept cartoon to stimulate enquiry Life cycle of plants.	<u>Do plants need leaves to grow well?</u> Carry out simple test, take accurate measurements, observations, use results to draw conclusions	<u>Plants and light</u> Look at grass covered with pot Explain what has happened. Using this observation, speculate and ask questions about the growth of plants and light.	Use cress seedlings to test the effects of <u>temperature on plant</u> growth. Plan and carry out a fair test, discuss representative samples. Use exploring science CD Rom to test a range of theories and make predictions	<u>Do plants need roots and stems?</u> Show pot bound plant/ Celery activity. Make careful observation present as drawing Explain observations. Look at assessment, do you want to change mind? Brilliant beans investigation. Spellbound Science.

							Aim high
Computing	Introduction to branching stories. Investigate a branching story and create a plan for a branching story	Create a a basic branching story template in powerpoint	Add themes, transitions and animations to a branching story	Add themes, transitions and animations to a branching story	Add actions to a branching story	Evaluate branching stories	
Geography	Identify where South America is on a globe. Add labels to show where the northern/southern hemisphere and the equator are and give definitions. Rainforests around the world and introduction to Brazil	Rainforest climate. Introduce the different layers of the rainforest. Science link: Layers of vegetation.	Life in the Rainforest. Different layers / animals. Research a rainforest animal.	The water cycle Physical features of the rainforest including the Amazon River. Match the definitions.	Living in the Rainforest (people) Resources from the rainforest	Protecting the Rainforest	Compare and contrast rainforest with Bedlington
DT1	Kims game using objects that use air to make them work.	Construct simple pneumatic systems using balloons and syringes. Explore P systems in conjunction with levers to control movement.	Collect images of creatures. Introduce idea. Plan purpose of creature and who for. Design monster in teams, how will it move, how will you make it, what will you need. What will your success criteria be?	Make creatures working in small teams. Construct pneumatic system and give creatures a moving part. of rainforest creature.	Complete creatures and decorate.	Evaluate creatures	

DT2	have an understanding of what a fajita/taco/burrito is and how to make one record their opinions on a table commenting on taste, appearance, smell and texture	to identify a purpose for their Quesadilla and establish criteria for a successful product (fajita, taco, burrito) to plan the order of their work before starting apply what they have learnt through previous sessions in their designing and making use their knowledge from their research to choose ingredients fajita/burrito/taco <i>e.g. most people red peppers so I chose this for my design</i>					
PSHE/SEAL e	Changes: To know about some of the things that have changed in my life, and how I feel about them.	I know some of the reasons that change can feel uncomfortable and scary.	I can sometimes understand why other people are behaving as they are when they are finding a change difficult.		I know that change can be really good and can tell you about some changes that have made our lives much better	I can tell you how it feels to belong to a group, and know it is important for everyone.	
PE	Sports Day prep	Sports Day prep	Sports Day prep	Sports Day prep			

	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding		
Music	<i>Playing the cornet:</i>	<i>Playing the cornet:</i>	<i>Playing the cornet:</i>	<i>Playing the cornet:</i>	<i>Playing the cornet:</i>	<i>Playing the cornet:</i>	
French	Rigolo unit 3 Lesson 1	Rigolo unit 3 Lesson 2	Rigolo unit 3 Lesson 3	Rigolo unit 3 Lesson 4	Rigolo unit 3 Lesson 4		