

## Year 3 Medium Term Planning Autumn 2020

### Foundation Subjects

	Science	Computing	History and Geography	Art and DT	Music and Languages	PSHRE
W1						
W2	<p><u>Animals, including humans</u></p> <p>To understand that animals (including humans) can be grouped according to what they eat.</p>	<p><u>Online Safety Unit 3.1 - We are Rule Writers</u></p> <p>LO: To consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules.</p> <p>LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline.</p> <p>LO: To review and edit their online safety guidelines.</p> <p>LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils</p>	<p><u>The Ages – Stone Age. Bronze Age. Iron Age</u></p> <p>To research the Stone Age and the way people lived</p>	<p><u>Journeys</u></p> <p>To investigate the use of symbols in Aboriginal art.</p>		
W3	<p><u>Animals, including humans</u></p> <p>Understand the 5 food groups and the proportions of each needed to create a healthy, balanced diet.</p> <p>Know the nutritional properties of carbohydrates, fruit and vegetables, proteins and dairy foods as well as importance of limiting fat and sugar intake</p>	<p><u>3.1 We are Programmers</u></p> <p>LO: To create an algorithm for an animated scene in the form of a storyboard.</p>	<p><u>The Ages – Stone Age. Bronze Age. Iron Age</u></p> <p>To research the Stone Age and the way people lived</p>	<p><u>Journeys</u></p> <p>To be able to create a piece of artwork in the style of an Aboriginal journey.</p>		

W4	<p><u>Animals, including humans</u></p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p>	<p><u>The Ages – Tools, Technology and inventions</u></p> <p>Invention of fire and stone tools.</p> <p>To find out when fire and stone tools were invented and how they were made and used.</p>	<p><u>Journeys</u></p> <p>To identify different ways of representing objects and features relating to maps and journeys.</p>		
W5	<p><u>Animals, including humans</u></p> <p>Understand how muscles work in pairs to allow movement and maintain posture.</p>	<p>.LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p>	<p><u>The Ages- Tools, Technology and Inventions.</u></p> <p>Invention of pottery and ground stone tools.</p> <p>To find out when pottery was invented and how it was made.</p>	<p><u>Journeys</u></p> <p>To investigate the work of Paul Klee.</p>		
W6	<p><u>Animals, including humans</u></p> <p>Know the diaphragm is used in breathing and the lungs transfer oxygen to the blood</p> <p>Know that muscles need more oxygen to work hard and this affects breathing rate</p>	<p>LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p> <p>LO - To review and evaluate their animations.</p>	<p><u>Stone Age- Religion and Ritual</u></p> <p>An introduction into Stone Age Religion.</p>	<p><u>Journeys</u></p> <p>To be able to use gathered ideas to create a piece of 'journey' artwork.</p>		
W7	<p><u>Animals, including humans</u></p> <p>To explain data in the form of tables, graphs and charts from their own research</p>	<p>LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p> <p>LO - To review and evaluate their animations.</p>	<p><u>Stone Age- Religion and Ritual</u></p> <p>To find out about Stonehenge and the background of Neolithic religion.</p> <p>To learn the meaning of prehistoric period names.</p> <p>To understand chronology.</p>	<p><u>Journeys</u></p> <p>To be able to use gathered ideas to create a piece of 'journey' artwork.</p>		

W1	<u>Rocks</u> To be able to group rocks according to their features and name 6 common rocks.	<u>Online Safety</u> <u>3.2 We are digital friends - Developing an awareness of online bullying.</u> LO: To begin to understand that information shared online cannot always be controlled. LO: To develop a deeper understanding of the consequences of online bullying. LO: To understand the role of a bystander in online bullying.	<u>Mountains, Rivers and Coasts – The Journey of a River</u> LO: To begin to understand the key features of rivers, the geographical vocabulary and definitions.	<u>Vincent Van Gogh</u> To use lines to create depth and texture.		
W2	<u>Rocks</u> To be able to group rocks according to their features and name 6 common rocks.	<u>3.2 We are Bug Fixers</u> LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.	<u>Mountains, Rivers and Coasts – The Journey of a River</u> LO: To understand the nature of a river and how it changes on its journey from source to sea. To understand the key features of rivers, the geographical vocabulary and the water cycle.	<u>Vincent Van Gogh</u> To use colours and lines to create shade and tint.		
W3	<u>Rocks</u> To understand the process of fossil formation and describe in simple terms.	<u>3.2 We are Bug Fixers</u> LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.	LO: To understand what happens as a river reaches the coast, including: estuaries, deltas, mudflats and salt marshes. To know why estuaries are so important for wildlife and nature reserves (create a fact file- leaflet)	<u>Vincent Van Gogh</u> To revisit and develop ideas.		
W4	<u>Rocks</u> To understand the process of fossil formation and describe in simple terms.	<u>3.2 We are Bug Fixers</u> LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.	LO: To understand what happens as a river reaches the coast, including: estuaries, deltas, mudflats and salt marshes. To know why estuaries are so important for wildlife and nature reserves (create a fact file- leaflet)	<u>Vincent Van Gogh</u> To use lines to create movement.		

W5	<u>Rocks</u> To be able to understand that soil is made from rocks and to identify of how permeable they are	<u>3.2 We are Bug Fixers</u> LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.	LO: Use atlases, globes and digital/computer mapping to locate countries and describe features studied.  LO: To learn the names of a least 10 major world rivers and the continents they flow through and to begin to know some facts about major world rivers.  (Great river of the world- labelling on the world map.)	<u>Vincent Van Gogh</u>  To develop sketching techniques.		
W6	<u>Rocks</u> To be able to understand that soil is made from rocks and to identify of how permeable they are	<u>3.2 We are Bug Fixers</u> LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.	LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.  (Writing about rivers of the world.)	<u>Vincent Van Gogh</u>  To use lines and colour to create portraits in the style of Van Gogh.		
W7	<u>Rocks</u> Working scientifically to plan and carry out own investigation	<u>3.2 We are Bug Fixers</u> LO: To review and evaluate their bug fixing skills of Scratch programs.	LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.  (Writing about rivers of the world.)	<u>Vincent Van Gogh</u>  To use lines and colour to create portraits in the style of Van Gogh.		