

Year 3 Medium Term Planning Autumn 2019

Foundation Subjects

| | Science | History and Geography | Art and DT | RE | PE | Computing |
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| W1 (3 days) | | | | | | |
| W2 | <p><u>Light</u> LO: To recognise that they need light in order to see things and that dark is the absence of light. LO: To notice that light is reflected from surfaces.</p> | <p><u>Mountains, Rivers and Coasts – The Journey of a River, Rivers for People</u> LO: Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle.</p> | <p><u>DT - Lighting and Sound</u> LO: To investigate different light sources and to find out about the direction light travels in.</p> | <p><u>2.1 Why is Jesus important to Christians.</u> LO: To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. LO: To use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.</p> | <p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><u>3.1 We are Programmers</u> LO: To create an algorithm for an animated scene in the form of a storyboard. LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p> |
| W3 | <p><u>Light</u> LO: To recognise that they need light in order to see things and that dark is the absence of light. LO: To notice that light is reflected from surfaces.</p> | <p>LO: Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. LO: Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.</p> | <p>LO: To investigate shadow formations using torches.</p> | <p>LO: To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. LO: To use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.</p> | <p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>LO: To create an algorithm for an animated scene in the form of a storyboard. LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p> |
| W4 | <p>LO: To recognise that they need light in order to see things and that dark is the absence of light. LO: To notice that light is reflected from surfaces. LO: To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> | <p>LO: Use atlases, globes and digital/computer mapping to locate countries and describe features studied. LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.</p> | <p>LO: To investigate night and day and the difference between the two.</p> | <p>LO: To describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus.</p> | <p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>LO: To create an algorithm for an animated scene in the form of a storyboard. LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p> |

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| W5 | <p>LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object. LO: To find patterns in the way that the sizes of shadows change.</p> | <p>LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. LO: To describe and understand key aspects of human geography including, settlement, land use and the distribution of water.</p> | <p>LO: To be able to test predictions about the position of shadows cast by the sun.</p> | <p>LO: To ask and respond to questions raised by the stories from the life of Jesus and contemporary followers LO: To use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life.</p> | <p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><u>Online Safety</u> <u>3.1 We are Year 3 rule writers - Reviewing and editing our online safety rules.</u> 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. LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline. LO: To review and edit their online safety guidelines. LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.</p> |
| W6 | <p>LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object. LO: To find patterns in the way that the sizes of shadows change.</p> | <p>LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. LO: To describe and understand key aspects of human geography including, settlement, land use and the distribution of water.</p> | <p>LO: To be able to make observations and record results about the length of a shadow during the course of a day.</p> | <p>LO: To ask and respond to questions raised by the stories from the life of Jesus and contemporary followers LO: To use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life.</p> | <p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</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. LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline. LO: To review and edit their online safety guidelines. LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.</p> |
| W7 | | <p>LO: To describe and understand key aspects of: physical geography including rivers and vegetation belts. LO: To describe and understand key aspects of human and physical geography including land use and rivers.</p> | | <p>LO: To use religious vocabulary to show an understanding of what it means to some people to be a Christian. LO: To apply ideas from what they have learned to their own beliefs, comparing and contrasting them to those of believers.</p> | <p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</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. LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline. LO: To review and edit their online safety guidelines. LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.</p> |

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| W1 | <u>Animals, including humans</u> LO: To 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. | <u>The Ages – Stone Age, Bronze Age, Iron Age</u> LO: To develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. | <u>Journeys</u> To investigate the use of symbols in Aboriginal art. | <u>2.2 Who should inspire us?</u> LO: To reflect on how having a code for living might help believers with difficult decisions. | <u>Dance</u> LO: To perform dances using a range of movement patterns. | <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. |
| W2 | LO: To 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. | LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. | <u>Journeys</u> To be able to create a piece of artwork in the style of an Aboriginal journey. | LO: To use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers. LO: To describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. | <u>Dance</u> LO: To perform dances using a range of movement patterns. | 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. |
| W3 | LO: To 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 | LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. | <u>Journeys</u> To identify different ways of representing objects and features relating to maps and journeys. | LO: To describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak. LO: To identify personal, family, school values/codes for living which influence their own behaviour. LO: To ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life. LO: To apply ideas about what really matters for themselves, including ideas | <u>Dance</u> LO: To perform dances using a range of movement patterns. | 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. |

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| | | | | about love, forgiveness, truth, consequences and honesty. | | |
| W4 | LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement. | LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. | <u>Journeys</u> To investigate the work of Paul Klee. | LO: To describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak. LO: To identify personal, family, school values/codes for living which influence their own behaviour. LO: To ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life. LO: To apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. | <u>Dance</u> LO: To perform dances using a range of movement patterns. | <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. |
| W5 | LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement. | LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. | <u>Journeys</u> To be able to use gathered ideas to create a piece of 'journey' artwork. | LO: To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. LO: To ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers. | <u>Dance</u> LO: To perform dances using a range of movement patterns. | 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. |
| W6 | LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement. | LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our | <u>Journeys</u> To be able to use gathered ideas to create a piece of 'journey' artwork. | LO: To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. LO: To ask and respond to questions raised by the stories from the lives of key | <u>Dance</u> LO: To perform dances using a range of movement patterns. | 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 |

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| | | <p>knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</p> <p>LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> | | religious figures and contemporary followers. | | a bystander in online bullying. |
| W7 | | <p>LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> | | | <p><u>Dance</u></p> <p>LO: To perform dances using a range of movement patterns.</p> | |
| W8 (3 days) | | | | | | |