

Medium Term Plan

Year 3 Topic Name Shake, Rock and Roll Term 4				
<b>Overarching Question?</b>	Why do earthquakes and volcanic eruptions happen?			
<b>Stunning Start</b>	Creating an earthquake, Volcano investigation,			
<b>Fantastic Finish</b>	PowerPoint share – invite parents in?			
<b>Subject</b>		<b>NC Programme of study</b>	<b>Possible Tasks</b>	<b>Outcomes 'I can .....</b>
<b>English Genres and Focus</b>	<p>Explanation Texts 'The teacher Pleaser' How a volcano erupts</p> <p>The Reluctant Dragon</p> <p>Defeating the monster Action</p> <p>Preposition poem (Above the volcano...)</p>	<p>Use paragraphs as to organise my writing .</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from Eng. Appdx. 2</p>	<p>Design and annotate machine.</p> <p>Create own explanation text about how a machine works.</p>	<p><i>I can use paragraphs to organise my writing so that blocks of text group related material.</i></p> <p><i>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</i></p>
<b>Maths</b>	<p>Measure length and perimeter</p> <p>Number: fractions</p>			
<b>Science</b>	Rocks	Recognise that soils are made from rocks and	Create fossils Fossil sketches	<i>I can explain that soils are made from rocks and</i>

		<p>organic matter.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p>Rock cycle</p> <p>Sorting/testing rocks</p> <p>Exploring different soils</p> <p>Geologists</p>	<p><i>organic matter.</i></p> <p><i>I can describe simply how fossils are formed when things that have lived are trapped within rock.</i></p> <p><i>I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.</i></p>
<b>PE</b>	<p>Indoor athletics</p> <p>Invasion games</p>	<p>Set more challenging goals and evaluate his/her achievements</p> <p>I am doing</p> <p>Begin to compare emotional feelings with physical feelings</p> <p>Create a 'steps to success' approach to achieving success</p> <p>Understand that determination and perseverance are needed to overcome a challenge</p>		<p>I can set myself a challenge and know how well</p> <p>I understand that when I feel sad or happy my body can change too</p> <p>I know what steps I have to take to achieve what I want</p> <p>I know that some things are not easy to get and that if I don't keep trying I will not achieve my goal</p>
<b>Art/DT</b>	<p>Volcano printing</p> <p>Jackson Pollock style volcanoes</p>	<p>Create a collage using overlapping and layering.</p>	<p>Collage</p> <p>Textiles</p>	<p><i>I can create a collage using overlapping and layering.</i></p>
<b>PSHE</b>	<p>Making a Positive Contribution</p> <p><a href="http://www.bbc.co.uk/education/topics/zdv4wx">http://www.bbc.co.uk/education/topics/zdv4wx</a></p> <p><a href="https://ypte.org.uk/">https://ypte.org.uk/</a></p> <p>storybooks:</p> <p>Window by Jeannie Baker</p> <p>Where the Forest Meets the Sea by Jeannie Baker</p> <p>Belonging by Jeannie Baker</p>	<p>To talk about some of the ways in which human development affects the environment</p> <p>To talk about how their local environment is</p>	<p>Discussion</p> <p>P4C</p> <p>Walk around the school grounds.</p> <p>Interview Caretaker - how can we look after our school</p>	<p><i>I can talk about how their local environment is changing</i></p> <p><i>I can express their opinions on changes in their local environment</i></p>

	<p>Antarctica by Helen Cowcher The Smallest Whale by Elizabeth Beresford</p>	<p>changing</p> <p>about different influences that can affect environmental choices</p> <p>about ways in which damage to the environment can be repaired</p> <p>about some ways that they can help to improve their local environment</p> <p>about the ecology of their school environment</p> <p>how we all have a role to play in caring for the plants and animals in our school grounds</p>	<p>and grounds.</p>	<p><i>I can talk about some things that they can do to improve their local environment</i></p> <p><i>I can talk about how they can care for the plants and animals in the school grounds</i></p> <p><i>I can take part in a project to make improvements in their school environment contribute to discussions, sharing their ideas and opinions, and listen to and take into account the views of others</i></p>
<p><b>RE</b></p>	<p>Salvation</p> <p>'My life, My Religion' Christian clips: <a href="http://www.bbc.co.uk/programmes/b05pc1c9/clips">www.bbc.co.uk/programmes/b05pc1c9/clips</a></p>	<p>-Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>-Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>-Give examples of what the texts studied mean to some Christians.</p> <p>-Make simple</p>		<p><i>I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</i></p> <p><i>-I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</i></p> <p><i>-I can give examples of what the texts studied mean to some</i></p>

		<p>links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>-Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>-Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>		<p><i>Christians.</i></p> <p><i>-I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</i></p> <p><i>-I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</i></p> <p><i>-I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</i></p>
<b>Computing</b>	Create PowerPoint	<p>Use simple search technologies</p> <p>Use simple search technologies and recognise that some sources are more reliable than others</p> <p>With support select and use a variety of software to accomplish goals</p>	<p>Research volcanoes and earthquakes</p> <p>Create PowerPoint</p>	<p><i>I can use a search engine to find web pages</i></p> <p><i>I understand that not all websites are as reliable as others</i></p> <p><i>I can make choices on which program is best for a given task</i></p>
<b>Geography</b>		<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about</p>	<p>Volcanoes discussion</p>	<p><i>I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected</i></p>

		that? What do you think it might be like if...continues?		<i>what it looks like? What do you think about that? What do you think it might be like if...continues?</i>
<b>History</b>				
<b>KS2 MFL</b>	Colours Revise body parts	Know that nouns can be masculine or feminine (or neuter). To tell whether words are nouns, adjectives or verbs.		<i>I know that nouns can be masculine or feminine (or neuter). I can tell whether words are nouns, adjectives or verbs.</i>
<b>Music</b>	Violin Learn Easter song Violin performance	Begin to listen to and recall sounds with increasing aural memory Understand that improvisation is when a composer makes up a tune within boundaries Find the pulse within the context of different songs/music with ease Develop an understanding of formal, written notation which includes crotchets and rests Play and perform in solo or ensemble contexts with confidence	Easter song Violin performance	<i>I can begin to listen to and recall sounds with increasing aural memory I can understand that improvisation is when a composer makes up a tune within boundaries I can find the pulse in a songs/music with confidence I can understand some formal, written notation which includes crotchets and rests I can play and perform in solo or ensemble contexts with confidence</i>
<b>Local focus</b>				
<b>Visitors or trips</b>	Geologist			
<b>Special Focus Days/Weeks</b>	Easter Service			
<b>Key Vocabulary</b>	disaster hill Volcano			

	erupt explode
<b>Language enrichment</b>	Poetry drama