

Medium Term Plan

Year 3 Topic Name: Around the World Term 3				
Overarching Question?	Is life in England the same as in other countries?			
Stunning Start	Around the World Plane Experience			
Fantastic Finish	Cooking - Fundraising			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can
English Genres and Focus	Poetry: Similes/describe setting Narrative: The Canal - Focus on Suspense Non-fiction: Persuasion Spelling: No nonsense spelling block 3	Begin to use paragraphs as a way to group related material. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Plan his/her writing by discussing and recording ideas within a given structure. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Simile poems to describe dangerous settings Write own suspense story Create a poster or leaflet to persuade someone to visit another country	I can use paragraphs. I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it. I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.
Maths	Number – multiplication and division Measurement – money Statistics	See white rose	See white rose	See white rose

Science	Light	<p>Notice that light is reflected from surfaces. Recognise that he/she needs light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>	<p>Create shadows How light is reflected Investigate size of shadows</p>	<p>I can show that light is reflected from surfaces. I can explain that I need light in order to see things and that dark is the absence of light. I can explain that light from the sun can be dangerous and that there are ways to protect eyes. I can show how shadows are formed when the light from a light source is blocked by a solid object. I can show that there are patterns in the way that the size of shadows change.</p>
PE	Dance Hockey	<p>To compare/contrast his/her performance with others To perform dances using a range of movement patterns To develop flexibility, strength, technique, control and balance To play competitive games and apply basic principles suitable for attacking and defending</p>	Around the World - Daft Punk	<p>I can set myself a challenge and know how well I am doing I can call upon a range of skills and abilities to perform well in different sports / games I can understand the tactics used against me by others</p>
Art/DT	Artists from around the world	<p>Follow a design brief to achieve an effect for a particular function Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>	<p>Stamp designs for different countries Artist from around the world</p>	<p>I can follow a design brief I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts I can use different techniques, colours and textures in my artwork and explain the choices I have made</p>
PSHE	Keeping Safe	<p>to recognise the difference between feeling 'safe' and 'unsafe' about the importance of recognising feelings of uncertainty and fear and finding a trusted person to help</p>	<p>Draw someone keeping safe with fire Write what the person is doing to keep safe Write how the person feels</p>	<p>I can recognise the difference between feeling 'safe' and 'unsafe' I can talk about the importance of recognising feelings of uncertainty and fear and finding a trusted person</p>

		<p>about the potential dangers of fire</p> <p>the 'keeping safe with fire' rules</p> <p>to distinguish between accepting responsibility for others and keeping themselves safe</p> <p>to identify risks in the school day</p> <p>the skills to keep safe in school</p> <p>the skills to keep themselves safe when they are out and about, alone and with friends</p> <p>to look ahead and identify situations which might arise when they are out and about</p> <p>skills for dealing with these situations</p> <p>about how they behave when they are feeling bored, excited, frightened, upset and angry, and ways this might affect their ability to keep themselves safe</p> <p>about some of the statistics for accidents involving children in the home</p> <p>what kinds of activity/behaviour are likely to cause accidents</p> <p>positive ways of minimising risks</p>	<p>Draw what they would do if they saw a fire</p> <p>Write what they should do to keep safe</p>	<p>to help</p> <p>I can identify the potential dangers of fire</p> <p>the 'keeping safe with fire' rules</p> <p>I can distinguish between accepting responsibility for others and keeping themselves safe</p> <p>I can identify risks in the school day</p> <p>I can talk about the skills to keep safe in school</p> <p>I can talk about the skills I need to keep themselves safe when they are out and about, alone and with friends</p> <p>to look ahead and identify situations which might arise when they are out and about</p> <p>skills for dealing with these situations</p> <p>I can talk about how I behave when I am feeling bored, excited, frightened, upset and angry, and ways this might affect my ability to keep myself safe</p> <p>about some of the statistics for accidents involving children in the home</p> <p>I can discuss what kinds of activity/behaviour are likely to cause accidents</p> <p>I can identify positive ways of minimising risks</p>
RE	Gospel	<p>To understand the term 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and</p>	<p>Identify key parts of gospel</p> <p>Stories of Jesus showing love and forgiveness</p>	<p>I can understand the term 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>I can identify the links between the</p>

		<p>how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Make links with how Christians live their lives</p>	<p>calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>I can suggest what Jesus' actions towards the leper might mean for a Christian.</p> <p>I can make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>
Computing	<p>E Safety</p> <p>Internet searching</p>	<p>Use technology safely and respectfully, keeping personal information private</p> <p>Use technology safely and recognise acceptable and unacceptable behaviour</p> <p>Use simple search technologies</p> <p>Use simple search technologies and recognise that some sources are more reliable than others</p> <p>Understand that computer networks enable the sharing of data and information</p> <p>Understand that the internet is a large network of computers and that information can be shared between computers</p>	<p>Find facts about other countries</p> <p>Copy and paste images</p> <p>Locate save files from shared pupil drive</p>	<p>I know I need to keep my password and personal information secure</p> <p>I can recognise acceptable and unacceptable behaviour online</p> <p>I can use a search engine to find web pages</p> <p>I understand that not all websites are as reliable as others</p> <p>I understand that computer networks allow data to be transferred and shared</p> <p>I understand that the internet is a large network that enables computers to share information</p>
Geography	<p>Geographic Skills</p> <p>Map work</p> <p>Using maps, atlases and digital</p>	<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Use four figure grid references</p>	<p>Locate countries and continents on map</p> <p>Create maps and give directions using 8 points of a</p>	<p>I can to use and interpret maps, globes, atlases and digital mapping to find countries and key features</p> <p>I can use four figure grid references</p>

	mapping. Compass.	Use the 8 points of a compass Make plans and maps using symbols and keys	compass Identify places on a map using four figure grid references	I can use the 8 points of a compass I can make plans and maps using symbols and keys
History	Chronological understanding – timeline.	Describe memories of key events in his/her life using historical vocabulary	Create a timeline of own life and key events	I can describe memories of key events in his/her life using historical vocabulary
Music	Violin Great composers from around the world. (Ten Pieces)	Listen with direction to a range of high quality music Play and perform in solo or ensemble contexts with confidence Begin to listen to and recall sounds with increasing aural memory Understand that composition is when a composer writes down and records a musical idea	Violin lessons Listen to music from different countries and composers	I can listen with direction to a range of high quality music I can play and perform in solo or ensemble contexts with confidence I can begin to listen to and recall sounds with increasing aural <i>I can understand that composition is when a composer writes down and records a musical idea</i> memory
KS2 MFL	Look at me Age	Show that he/she recognises words and phrases heard by responding appropriately Repeat sentences heard and make simple adaptations to them Use simple adjectives such as colours and sizes to describe things orally	Describe appearance Say how old they are and ask the age of others	I can recognise and respond to words and phrases I hear I can use a familiar sentence and change one or two words to make a new sentence I can use some simple adjectives to describe a picture or object
Local focus	Beach – comparing seaside locations			
Visitors or trips	Visitors from other countries			
Special Focus Days/Weeks	DT day - cooking			
Vocabulary	Place, country, visit, travel, attractions, map, equator, continent			
Language enrichment	Role play news agents			