

Year 3 Medium Term Outline Planning – Time Travellers

Philosophical Question	Does anything ever happen by chance?
History Theme	<u>Ancient Egypt and Stone Age</u>
As Scientists we will: work scientifically , predict and draw conclusions	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ○ Identify that animals, including humans, need the right types and amount of nutrition ○ Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat. ○ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Find the fat in food</p> <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> ○ Compare how things move on different surfaces. ○ Understands that some forces need contact between two objects, but magnetic forces can act at a distance. ○ Observe how magnets attract or repel each other and attract some materials and not others. ○ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. ○ Describe magnets as having two poles. ○ Predict whether two magnets will attract or repel each other, depending on which poles are facing.
As Historians we will: investigate and interpret the past, understand chronology and communicate historically.	<ul style="list-style-type: none"> ○ To know the changes in Britain from the Stone Age to the Iron Age ○ Study of the key features, including the everyday lives of men, women and children of Ancient Egypt. ○ To know the achievements and an in depth study of the Ancient Egyptians. <p><u>Chronology</u></p> <ul style="list-style-type: none"> ○ Can use specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). ○ Can make some links between and across periods, such as the differences between clothes, food, buildings or transport. ○ Can identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ○ Events, People & Changes ○ Can understand some of the ways in which peoples lives have shaped this nation. ○ Can describe how Britain has influenced and been influenced by the wider world. ○ Can understand some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. <p><u>Communication</u></p> <ul style="list-style-type: none"> ○ Can construct informed responses that involve thoughtful selection and organisation of relevant historical information. ○ Can produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p><u>Enquiry, Interpretation & Using Sources</u></p> <ul style="list-style-type: none"> ○ Can understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ○ Can use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.

	<ul style="list-style-type: none"> ○ Can understand some of the methods of historical enquiry, how evidence is used to make historical claims. ○ Can use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ○ Can identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). ○ Can understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
<p>As designers we will : master practical skills & design, make, evaluate and improve</p>	<p><u>Structures</u></p> <ul style="list-style-type: none"> ● Can develop vocabulary related to the project. ● Can create shell or frame structures. ● Can strengthen frames with diagonal struts and make structures more stable by giving them a wide base. ● Can measure and mark square section, strip and dowel accurately to 1 cm. <p><u>Structures: Design</u></p> <ul style="list-style-type: none"> ● Can develop more than one design or adaptation of an initial design. ● Can plan a sequence of actions to make a product and can record the plan by drawing using annotated sketches or cross-sectional or exploded diagrams. ● Can propose realistic suggestions as to how they can achieve their design ideas including the order of their work and the tools and materials required and the aesthetic qualities of materials chosen. <p><u>Structures: Make</u></p> <ul style="list-style-type: none"> ● Can prepare pattern pieces as templates for their design. ● Can cut slots and internal shapes. ● Can select from a range of tools for cutting shaping joining and finishing and use tools with accuracy. ● Can select from techniques for different parts of the process and materials according to their functional properties. ● Can plan the stages of the making process and use appropriate finishing techniques. <p><u>Structures: Evaluate</u></p> <ul style="list-style-type: none"> ● Can investigate similar products to the one to be made to give starting points for a design. Can research needs of the user and decide which design idea to develop. ● Can draw/sketch products to help analyse and understand how products are made. ● Can identify the strengths and weaknesses of their design ideas in relation to purpose/user. Can consider and explain how it could be improved and can discuss how well the finished product meets the design criteria of the user. ● Can investigate key events and individuals in Design and Technology. <p>Suggested activity: Making an Egyptian mummy and sarcophagus</p> <p><u>Food</u></p>

	<ul style="list-style-type: none"> ● Can develop and analyse sensory vocabulary/knowledge using, smell, taste, texture and feel. ● Can follow instructions/recipes. ● Can make healthy eating choices – use the Eatwell plate. ● Can join and combine a range of ingredients. ● Can explore seasonality of vegetables and fruit. ● Can find out which fruit and vegetables are grown in countries/continents studied in Geography. ● Can develop understanding of how meat/fish are reared/caught. <p><u>Food: Design</u></p> <ul style="list-style-type: none"> ● Can develop and plan a sequence of actions to make a product. ● Can record the plan by drawing using annotated sketches or cross-sectional or exploded diagrams. ● Can think ahead and about the order of their work. Can decide upon and consider tools and materials. <p><u>Food: Make</u></p> <ul style="list-style-type: none"> ● Can prepare pattern pieces as templates for their design. ● Can select from a range of tools for cutting slots and internal shapes, shaping, joining and finishing with accuracy. ● Can select from techniques for different parts of the process and materials according to their functional properties. ● Can plan the stages of the making process and can use appropriate finishing techniques. <p><u>Food: Evaluate</u></p> <ul style="list-style-type: none"> ● Can investigate similar products to the one to be made to give starting points for a design and can decide which design idea to develop. ● Can draw/sketch products to help analyse and understand how products are made. ● Can identify the strengths and weaknesses and how to improve their design ideas in relation to purpose/user and research needs of user. ● Can investigate key events and individuals in Design and Technology. <p>Activity- Making bread</p>
<p>As artists we will: develop ideas, master techniques and take inspiration from the greats.</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> ○ Can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ○ Can work on a range of scales e.g. thin brush on small picture etc. ○ Can create different effects and textures with paint according to what they need for the task. ○ Can mix colours and know which primary colours make secondary colours. ○ Can use more specific colour language. ○ Can mix and use tints and shades. <p>Suggested activity- investigating Egyptian art</p>

RE	<p>Year 3 Autumn 1 Judaism Autumn 2 Christianity - God</p> <p>Year 3 Key Question (to be used all year): Who should we follow?</p> <p>Focus Question (for this investigation: Autumn 1 Who inspires you? Autumn 2 Who should we look up to?)</p> <ul style="list-style-type: none"> • Children will begin to show awareness of similarities in religions. (B&V, LRT) • Identify how religion is expressed in different ways, eg dress, prayer, celebrations. (LRT) • Use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences. (B&V, LRT) • Identify what influences them, making links between aspects of their own and others' experiences. (SHE) • in relation to matters of right and wrong, recognise their own and others' values. (SPM) • ask important questions about religion and beliefs and find out answers. (SHE, B&V) 	
PSHCE	<p><u>Understanding Self & Others</u></p> <ul style="list-style-type: none"> ○ Can recognise their own likes / dislikes, traits and individual preferences. ○ Can recognise other people's likes / dislikes, traits and preferences. <p><u>Working with Others</u></p> <ul style="list-style-type: none"> ○ Can demonstrate that they can work in a pair and a small group. <p><u>Compassion & Empathy</u></p> <ul style="list-style-type: none"> ○ Can demonstrate compassion, empathy and tolerance. 	
Music	<p><u>Performing</u></p> <ul style="list-style-type: none"> ○ Can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ○ Can practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> ○ Can listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ○ Can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. <p>GOSPEL CHOIR</p>	
English links	Write a diary in the life of Write a non chronological report	Key texts- Stone Age Boy Stig of the Dump Scarabs Secret
PE	Autumn 1 Multi skills fundamentals of movement	Autumn 2 Invasion Games Dance
As computer experts we will:	<ul style="list-style-type: none"> ○ Can use technology safely and responsibly understanding the impact of their action on others ○ Can keep personal information and passwords safe ○ Can use technology to collaborate on a project, to log on to an email account, open and respond to emails 	

appropriately

- o Can be discerning in evaluating digital content
- o Can recognise inappropriate online behaviour, including cyber bullying, and know what to do to report it.
- o Can contribute to a class blog
- o Can recognise, use and evaluate good features of page design in a multimedia presentation, choosing font, colour, size appropriately
- o Can use digital devices to produce and edit writing using features to help with spelling
- o Can use various layouts, formatting, graphics and illustrations for a specific purpose
- o Can use child friendly search engines effectively to locate information, understanding how their results are ranked
- o **Can create a stop frame animation with characters that move (focused week)**