

St Paul's CE Primary School
MEDIUM TERM PLANNING SHEET FOR THE NEW NATIONAL CURRICULUM

Class(es): 3B/3C **Teacher(s):** Mr Birkbeck / Mrs Naylor **Term:** Autumn **Year:** 3

| RE | SCIENCE | ART & DESIGN | COMPUTING |
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| <p>To promote awareness of the importance of treasured sacred writing.</p> <p>To become aware that people show their commitment to God in various ways.</p> <p>To reflect upon what they would be prepared to devote their time and energy to do and what words are precious to them.</p> <p>To promote the child's moral and spiritual development.</p> | <p><u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><u>Animals including humans</u> Identify that animals, including humans, need the right types and amount of nutrition.</p> <p>That they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>To review and develop sketching and painting skills recording observations from trips and local walks.</p> <p>To increase awareness of different kinds of art, craft and design by studying the artist Henry Moore.</p> <p>To improve mastery of art and design techniques, including drawing and sculpture making sketches and clay models based on the work of Henry Moore.</p> | <p>Use sequence, selection, and repetition in programs.</p> <p>Begin to use <i>if, then</i> and <i>otherwise</i> statements.</p> <p>Use repetition such as a <i>repeat until</i> loop in programming.</p> <p>Explain the reasoning behind the algorithms they have developed.</p> <p>Work with variables and various forms of input and output</p> <p>Begin to create scripted or stop motion animations.</p> |
| DESIGN & TECHNOLOGY | PE | GEOGRAPHY | HISTORY |
| <p>To generate, develop, and communicate ideas for stained glass windows through discussion and annotated sketches.</p> <p>To use a range of tools, equipment and materials to create Christmas Cards, stained glass windows and Calendars.</p> <p>Hoops</p> <p>To evaluate ideas and products against</p> | <p>To develop skills and co-ordination in dance and gymnastics, focusing on stretching and curling.</p> <p>To use running, jumping, throwing and catching skills in net and wall games and invasion games.</p> <p>To apply basic principles suitable for attacking and defending.</p> <p>To take part in outdoor adventurous activity challenges, both individually and</p> | <p>To develop knowledge and understanding of our local area and capital city – London.</p> <p>To look at the physical and human geography of these areas in order to understand their geographical similarities and differences, including how some aspects have changed over time.</p> <p>To use fieldwork to observe, measure and record physical and human</p> | <p>To develop a chronological understanding of the changes in Britain from the Stone Age to the Iron Age</p> <p>To use a wider historical vocabulary appropriately.</p> <p>Using the site of Skara Brae to learn about late Neolithic hunter-gatherers and early farmers.</p> <p>To investigate life in the Bronze Age using primary resources,</p> |

| <p>the design criteria and consider the views of others to improve work.</p> | <p>within a team.</p> | <p>features, using a range of methods.</p> <p>To use a range of secondary sources and maps to build knowledge of location and features.</p> | <p>Archaeological digs and artefacts.</p> <p>Using a diverse range of sources related to Iron Age hill forts such as Danebury, to note connections, contrasts and trends in development.</p> <p>To investigate how the local area reflects this period in history.</p> |
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| <p>MUSIC</p> | <p>PSHE</p> | <p>SPANISH</p> | <p>OTHER CROSS CURRICULAR ACTIVITIES</p> |
| <p>To use the Charanga Unit - <i>Let Your Spirit Fly</i> to focus on Modern Musical Styles.</p> <p>Perform Harvest Festival and Christmas songs using voices with increasing accuracy, fluency, control and expression</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use Charanga resources to help develop an appreciation and understanding of a wide range of music.</p> | <p>To consider and share feelings and opinions of own and others through circle time and class discussion.</p> <p>Anti-bullying/E-safety</p> <p>SRE – Valuing difference and keeping safe</p> | <p>To review and revise the work done in Year 2.</p> <p>Greetings.</p> <p>Numbers 1-31.</p> <p>Personal details.</p> <p>Introduce written words.</p> <p>Numbers 31-100.</p> | |