



Year 3 Autumn 2 Medium Term Plan

Science Content Unit Plants: How do you grow a healthy plant? Unit Animals and Humans: How do humans keep their body healthy and protected?	L.O. to name the parts of a flower and explain their role in pollination.	END OF UNIT ASSESSMENT LO: to explain 'How to grow a healthy plant?'.	PRE UNIT ASSESSMENT L.O. To understand what animals, including humans need to eat to stay healthy.	L.O. To use science ideas and facts to explain and compare the amount of nutrients animals and humans need.	L.O.To describe and explain the different types of skeletons.	L.O. To understand what bones are and to name the bones in the human body.	L.O.To understand and explain the function of the skeleton.	LO: to explain why we have muscles in our body and how they move.
Skill	To label science models.	To write a set of instructions.	Remember science facts with confidence. To begin to use a science model to show energy transfer from food.	To read and interpret data to answer questions.	To sort and group animal skeletons.	To label a science model using the correct vocabulary.	To create a scientific research report.	To make a prediction and record results.
History								
Geography How are Manaus and Sunderland	L.O. use world maps to locate country,	L.O. to describe geographical features of a town in a persuasive way using geographical vocabulary to	L.O. to use fieldwork to observe, measure and record the	L.O. to use four figure grid references to build their knowledge of	L.O. Assessment Piece - Create a Town Twinning Poster which	Sewing	Sewing	



similar and how are they different?	continent and city To recall and give examples of physical and human features	refer to physical and human features	human and physical features in the local area using a range of methods	the UK and the wider world	highlights the features of Sunderland and Manaus		
Art							
DT How can a design persuade a customer?	L.O. to evaluate previous half terms art work	L.O. to investigate products as a starting point for design	L.O. to analyse the taste, texture, smell and appearance of food/drink	L.O. to observe and sketch products to understand how products are made. To think ahead about the order of work and decide upon tools and material. To plan a sequence of actions and to plan design including a range of joins.	L.O. to choose tools and equipment which are appropriate to the task. Start to understand how to make structures stronger, measure and cut out accurately using scoring or folding for precision.	L.O. To evaluate product recognising what has gone well, suggest which elements they could improve in future, Discuss how well the product meets the design criteria	Christmas
RE What is important to people following Judaism?	L.O. to describe a special place.	L.O. to describe a place of worship L.O. to begin to	L.O. To introduce the children to significant features of a synagogue	L.O. To produce a poster about the Jewish Religion	L.O. to know and understand what advent means	L.O. To show an understanding of advent and its significance for Christian People	Church Visit for Christmas



		appreciate the significance of the synagogue for the Jewish community						
PHSE	L.O. to identify feelings and where they originate from	Anti-Bullying Week L.O. to know how to recognise bullies and support the people involved LO: to celebrate difference on odd socks day	L.O. To understand how what I eat affects my health and wellbeing (links with science)	L.O. To celebrate my achievements and strengths and those of others	L.O. To recognise how emotions can be felt physically	L.O – to have strategies to resist peer pressure	SUMO – Fruity thinking	Christmas
Computing	Scratch. Simple football animation to score a goal. Save.	Scratch. Retrieve animation and add in goalkeeper and speech.	Scratch. Begin animation of name with separate sprite for each letter.	Scratch. Continue name animations, adding in different kinds of movement, colour, speech, etc.	Scratch. Coding for drawing. Square and other shapes.	Scratch. Debugging a program and using repeat and stamp	Scratch. Chicken or Christmas joke animation.	



Music Can I accompany a piece of music on glockenspiel?	L.O. to be able to follow music and play an accompaniment using the note e on the glockenspiel	L.O. to revisit the note e and move on to recognise and perform using the note d	Christmas Rehearsal - Singing focus - Listening and appraising throughout	Christmas Rehearsal - Singing focus - Listening and appraising throughout	Christmas Rehearsal - Singing focus - Listening and appraising throughout	Christmas Rehearsal - Singing focus - Listening and appraising throughout	Christmas Rehearsal - Singing focus - Listening and appraising throughout	Dress rehearsal
PE Can I use a range of footwork patterns in a game situation?	LO: to describe how your body changes during exercise	LO: to watch, evaluate and support a partner with their work	LO: to improve the control and fluency of different footwork patterns	LO: to describe why our body changes during exercise	LO: to jump and land safely on one foot and two feet, maintaining balance throughout	LO: to challenge yourself through evaluation and motivation	LO: perform actions, balances, body shapes and agilities with control	LO: to use the footwork and jumping skills learnt in a game situation
French Can I ask somebody their name and how they are in French?	L.O. to introduce and respond to basic classroom commands S & L	LO: to introduce and respond to basic greetings S & L	LO: to identify and write down simple feeling/emotion words. R & W	LO: to exchange names in french and begin to hold a simple conversation. S & L	LO: to hold a simple conversation. (hello, name, how are you) S & L	LO: to learn a range of common colour names S & L	LO: to identify colours R & W	LO: to learn basic words relating to christmas I.C.U
Spelling	Unit 7 Ch as Sh	Unit 8 Ch as C	Unit 9 -ion	Unit 10 -y as i	Unit 11	Unit 12	Unit 6	Focused spelling on wh words and there/their/they're
Handwriting	Follow Nelson handwriting scheme							

