

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SUMMER 1



Summer 1: The History of Britain after 1066

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
History	1. Historical investigations and interpretations	<p>To describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.</p> <p>To explain why some steam locomotives are historically significant.</p> <p>To identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.</p>	<p>WK1: The Earliest Railways and Locomotives: by learning about the first trains and railways.</p> <p>WK2: The Wonder of Steam Locomotives: by learning about some of the most iconic steam trains of Britain.</p> <p>WK3: Railway Art: by studying examples of railway art and considering what the pictures tell us about the railways of the past and present.</p> <p>WK5: The Impact of the Railways: by investigating the impact of the first railways on existing industries, the environment and people in society.</p> <p>WK6: Locomotive Technology: by learning how and why locomotives have changed over time.</p>
	2. Knowledge and Understanding of Events, People and Changes in the Past	<p>To describe the similarities and differences of different steam locomotives.</p> <p>To find out about and debate the positive and negative impact of the first railways on different aspects of society.</p> <p>To describe the technology of different locomotives.</p>	
	3. Chronological Understanding	<p>To describe how and why the railway network in Britain grew and changed over time.</p> <p>To explain how and why steam locomotives changed over time.</p>	
Geography	Investigate places/Investigate patterns/Communicate geographically	<p>To integrate historical maps.</p> <p>To find out where some of Great Britain's main railway lines run and using map skills to mark them on a map.</p>	WK4: The Growth of Britain's Railway Lines: by learning how the railway network in Britain grew and spread over time.
Science	Work scientifically	To evaluate steam and electric powered trains and looking at the similarities and differences between them.	WK6: Locomotive Technology: How do steam trains work? How is steam created? What are the physics behind a locomotive?

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SUMMER 1



		To identify how locomotives/trains use forces to gain traction/friction	
Art & Design and Technology	<p>Prospective drawing</p> <p>Use of charcoal to create different marks</p> <p>How do wheels move</p> <p>Design a moving Vehicle</p>	<p>To represent the visible world on a two-dimensional surface of a picture.</p> <p>To develop initial ideas. preliminary outlines and area of shadow. to create three-dimensional sketch using charcoal to present work that displays depth.</p> <p>To understand what an axel is, it's importance and how they work.</p> <p>Design a vehicle that includes functioning wheels, axels and axel holders. Make a moving vehicle with working wheels and axels.</p>	<p>WK1: perspective drawings</p> <p>WK2-3: Railway Art: perspective drawings of a railway building</p> <p>WK4: create a simple version of a wheel mechanism including axel.</p> <p>WK5-6: Design and make a moving vehicle.</p>
RE	<p>Is a Jewish child free to choose how to live?</p> <p>Knowing it....</p> <p>Living it....</p> <p>Linking it....</p>	To explore the impact Jewish beliefs have on the life of a child.	<p>WK1: Anne Frank</p> <p>WK2: History of Judaism</p> <p>WK3: Jewish Rules</p> <p>WK4: The Ten Commandments & Moses</p> <p>WK5: As Lesson 4</p> <p>WK6: Mezuzah Message</p>
Computing	<p>Information Technology: Creating media</p> <p>Computer Science: Programming</p>	<p>To use a range of techniques to create a stop-frame animation using tablets.</p> <p>To create a story-based animation and conclude with adding other types of media to their animation, such as music and text.</p> <p>To explore the concept of sequencing in programming through Scratch.</p>	<p>WK1,3,5: Creating Media: Stop-frame Animation (123 ICT)</p> <p>WK2,4,6: Programming: Sequencing sounds - Scratch</p>
Music	<p>Singing</p> <p>Listening</p> <p>Musicianship</p>	<p>Regular singing – including songs from 1900s – WW2</p> <p>Warmups for voice health</p> <p>Clapping/tapping to keep time</p>	<p>WK1: Listen to In the Mood</p> <p>Sing – God Save the King</p> <p>- We are the World</p>

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SUMMER 1



		<p>Repertoire of music from WW2, music related to worship theme(s) and the Coronation.</p> <p>Listening – to be introduced to a range of music from 1800 – 1900.</p> <p>Swing – In the Mood (including dance).</p> <p>Classical – Valse Poética – Granados</p> <p>Musicianship – discuss tempo related to songs and music that we are learning about. Revisit rallentando. Look again musical notation - quaver and crotchet rests</p>	<p>- Si, Si, Si - round</p> <p>Musical notation – intro quaver rest with clapping activity</p> <p>WK2: As above – discuss syncopation</p> <p>Sing Mares eat oats</p> <p>WK3: As Wk2 plus Everything Stops for Tea</p> <p>WK4: Listen to Valse Poética, Ganados</p> <p>Songs from previous weeks</p> <p>Musical notation – crotchet rests</p> <p>WK5: As Wk 4</p> <p>Sing Fire of London song</p> <p>WK6: Perform</p> <p>Reflect on learning from half term</p>
Spanish	<p>Learn the names for main parts of the body and describe colours. Ask and answer questions about physical appearance.</p> <p>Respond to instructions.</p> <p>Further develop understanding of Spanish phonemes.</p> <p>Be introduced to a range of portraits including from Spanish artist.</p>	<p>At the end of this unit</p> <p>most children will: develop their understanding of the way sounds are represented in writing; copy accurately in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features</p> <p>some children will not have made so much progress and will: understand and respond to simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy or label using single words or short phrases</p> <p>some children will have progressed further and will: ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts</p>	<p>Wk 1 Learn the song Juan Pequeno Bailar</p> <p>Intro to Portraits</p> <p>Wk 2 Learn names of colours – practice JPB.</p> <p>Intro Mi Color Favorito</p> <p>Wk 3 Practice songs – begin to develop description of face parts for portrait incl. face part, number and colour</p> <p>Wk 4 Practice songs – begin to develop description of body parts for alien incl. body part, number and colour</p> <p>Wk 5 Children to read their descriptions to another children to draw the alien. Practice songs and look at yo, tu, el, ella etc)</p> <p>Wk 6 Review learning</p>
PE	<p>Quick Cricket-Roll a ball with one hand. through and catch a ball with</p>	<p>Roll a ball from one hand and stop the ball from different directions. Bowl at a wicket under/over arm with accuracy and control.</p>	<p>WK 1-6</p>

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SUMMER 1



	<p>both hands and learn to bowl. Hit a ball with a cricket bat.</p> <p>Tennis- moving when catching a ball. Control a ball with a racket.</p> <p>Use forehand and back hand. Net practice.</p>	<p>Control with a bat holding it accurately and hit a drop fed ball or rolling ball. Move body positions to catch a ball. move with balance and control to catch a ball.</p> <p>Control a ball on a racket whilst moving at various speeds. Hit and bounce a ball while moving with control.</p>	
PSHE/RSE	<p>Relationships: positive relationships Friendships Managing hurtful behaviour and bullying Safe relationships Respecting self and others</p>	<p>To Know that positive behaviours eg encouragement, kindness, support impact positively. To know that conflicts can be solved by talking, listening and agreeing on future actions. To know that there are different types of friendship eg child and child/ adult and adult/ within families and neighbourhoods. To know responsibility (in a school context) means that children. are equipped and ready to learn, following the school rules. To know that conflict means a differing point of view. To know that conflicts can be resolved in different ways eg: talking</p>	<p>WK1: Respecting others. WK2: It's ok to disagree. WK3: I can make responsible choices and take action. WK4: I can work cooperatively in a group. WK5: Team building friendship activities. WK6: What would you do if... scenario activity and discussion.</p>