

SUNNINGWELL CE PRIMARY SCHOOL
MEDIUM TERM PLANS
CLASS 3 - SUMMER 2



Summer 2: Living things and their habitats

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>Asking Questions and Carrying Out Fair and Comparative Tests</p> <p>Observing and Measuring Changes</p> <p>Identifying, Classifying, Recording and Presenting Data</p> <p>Drawing Conclusions, Noticing Patterns and Presenting Findings</p> <p>Using Scientific Evidence and Secondary Sources of Information</p>	<p>To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by creating classification keys.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.</p>	<p>WK1: Knowledge Harvest. Can I group living things in a range of ways?</p> <p>WK2: Can I generate questions to use in a classification key?</p> <p>WK3: Can I use a key to identify invertebrates?</p> <p>WK4: Can I create a classification key?</p> <p>WK5: Can I recognise positive and negative changes to the local environment?</p> <p>WK6: Can I describe environmental dangers to endangered species?</p>
Geography	Investigate places/Investigate patterns/Communicate geographically	To explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.	WK5-6: To research an environmental issue: the causes, impact and possible solutions to one issue, and present their findings during lessons.

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Art	<p>Design and invent a spectacular home</p> <p>Mono printing</p> <p>Investigating a shape net</p>	<p>To contribute and evaluate ideas to a team project, Work effectively in a team</p> <p>Create an accurate print showing fine detail, Understand the technique for creating spontaneous and expressive print work To create a cube with high contrast black and white lines and patterns, composed with mathematical precision</p> <p>How to recognise, measure, draw and refine nets of a 3D shape</p>	<p>WK1: Design a spectacular house, considering resources needed WK2: Construct spectacular house</p> <p>WK3</p> <p>WK 4-5</p>
RE	<p>Can made up stories tell the truth? Knowing it.... Living it.... Linking it....</p>	<p>To explore how Jesus taught truths through story and why he chose to do this</p>	<p>WK 1 – The Good Samaritan WK 2 – The Prodigal Son WK 3 – The Miracles of Jesus WK 4 - Chronology of the Bible WK 5 – Questions to ask Jesus</p>
Computing	<p>Information Technology: Branching Databases</p> <p>Computer Science: Programming</p>	<p>Classifications: To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database</p> <p>Programming: To program a computer game using Scratch.</p>	<p>WK1,3,5: Programming my own computer game</p> <p>WK2,4,6: Branching Databases (123 ICT)</p>
Music	<p>Listen Sing Musicianship – use and understand standard and nonstandard notation Compose Perform</p>	<p>Listen to pastore music https://www.classical-music.com/features/works/best-pastoral-music-5-works-inspired-by-the-countryside/ Listen to, sing and perform a range of songs and rap. Further develop an understanding of standard (see Recorder activities) and non-standard notation. Work in groups to compose a piece on the theme of ‘Life in the Spinney’ using tuned and un-tuned percussions. Perform songs, raps and compositions for each other and parents. Using nonstandard notation to record. Record music electronically.</p>	<p>Wk 1 Listen to pastore works. Practice songs and rap for SGT Wk 2 As Wk 1 and introduce hand gestures as direction for dynamics and performance. Wk 3 As Wk 2 Wk 4 Begin to practice with electronic volume equipment. Wk 5 Practice for performance. Wk 6 Compose music using tuned and un-tuned percussion on the theme of ‘Life in the Spinney’</p>

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Spanish	<p>The children will respond to a well-known Spanish song.</p> <p>Children will learn or extend their knowledge of numbers to 20 and play familiar playground games.</p> <p>They will follow simple instructions for making a game and talk about their favourite games.</p>	<p>Children will know a well-known children’s song in Spanish. They will understand numbers 1–20 and use some of these out of sequence; begin to understand about simple plurals and pronounce these correctly; respond to spoken instructions to make a game; begin to develop skills in communicating in Spanish in pairs and groups; recognise some familiar words in written form; experiment with writing simple words; pronounce some sounds of Spanish.</p>	<p>WK1: Listen carefully and respond to simple rhymes, stories and songs and use gestures or mime to show they understand. Identify cognates.</p> <p>WK2: To recognise and respond to sound patterns and words and apply simple agreements, eg gender, singular, plural. Pronounce numbers 1–10 accurately and use their knowledge of numbers 1–10 to play a game.</p> <p>WK3: Perform communicative tasks using simple words, phrases and short sentences, imitating pronunciation and rhythm of words.</p> <p>WK4: to listen attentively and understand instructions, everyday classroom language and praise words. To use the context of what they see to determine some of the meaning.</p> <p>WK5: To imitate pronunciation and practice saying new words aloud. Play games to help remember. Begin to understand Spanish phonetics.</p> <p>WK6: To perform simple communicative tasks using single words, phrases and short sentences. To recognise some familiar words when they see them written.</p>
PE	<p>Sprint over a short distance</p> <p>Long distance running</p> <p>Vortex howler throw</p> <p>Long jump</p>	<p>Understand the difference between sprinting and distant running</p> <p>Run at fast medium and slow speeds</p> <p>Concentrate on developing good basic running techniques</p> <p>Jump and throw with consistency, demonstrating accuracy and technique in throwing and jumping actions</p>	<p>Wks 1 - 6</p>

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PSHE/RSE	<p>Empathy. Responsibilities. Self-management. Positive relationships in a wide variety of settings: Communication Team working Negotiation Recognising and utilising strategies for managing pressure, persuasion and coercion. Responding to the need for positive affirmation for self and others.</p>	<p>To know that personal behaviour can affect other people.</p> <p>To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To know that the importance of seeking support if feeling lonely or excluded.</p> <p>To know that the importance of having compassion towards others; shared responsibilities.</p> <p>To know that we all have for caring for other people and living things; how to show care and concern for others.</p> <p>To know about the different groups that make up their community; what living in a community means.</p>	<p>WK1: Can I explain how and why we should work well as a team?</p> <p>WK2: Can I describe how my actions and behaviour affect my team?</p> <p>WK3: Can I pay attention to and respond considerately to others?</p> <p>WK4: Can I describe why disputes might happen and strategies to resolve them?</p> <p>WK5: Can I talk about my responsibilities towards my team?</p> <p>WK6: Together Everyone Achieves More.</p>
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