

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



**Autumn 1: Home & Away**

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography	Investigate places  Investigate patterns  Communicate geographically	To identify similarities and differences through the study of human and physical geography of the three cities.  To identify types of settlement, land use and economic activity of the three cities.  To identify the three cities' positions and the significance of latitude, longitude and time zones on a world map.  To create a map using a compass, symbols and keys and describe studied features.	<b>WK1:</b> Knowledge Harvest. What do I know about the three cities? What do I want to know about the three cities? <b>WK2:</b> Can I use longitude and latitude to find places on maps, atlases and globes? <b>WK3:</b> Can I identify the physical geographical characteristics of León and identify the similarities and differences between the three cities? <b>WK4:</b> Can I identify the human geographical characteristics of León and identify the similarities and differences between the three cities? <b>WK5:</b> Can I explain and organise my learning in a city guide of León?
Science	Asking questions and comparative tests Observing and measuring changes	To name some of the parts of a volcano. To explain how volcanoes are formed. To explain what happens when a volcano erupts.	<b>WK6:</b> Can I learn about and explain a volcano including its formation? - Make, observe and explain your own volcano.
Art	Paper mache models  Sketching and using acrylic paint	Use a combination of materials. Add materials to provide interesting details  Use a number of brush techniques to produce shape, textures and lines. Mix colours effectively	WK1: Observe and create a native bird using paper mache WK2: Add details eg beak and tail WK3 apply paint for colour WK 4-5 Study the architectural buildings of Oxford, draw and colour with acrylics
RE	Beliefs & Questions Community & Identity Reality & Truth	Who do Christians believe Jesus is? Exploration of incarnation and Jesus as the son of God. Look at various names for Jesus and explore the concept of The Messiah.	Wk1: What do we know? Wk2: Jesus in the Bible Wk3: Jesus in Islam Wk4: Jesus in Hinduism Wk5: Jesus in Humanism Wk6: Jesus in us
Computing	Use sequence, selection, and repetition in program.	Introduce the fundamental concepts of all digital devices: input, process, and output.	<b>WK1:</b> How does a digital device work? <b>WK2:</b> What parts make up a digital device? <b>WK3:</b> How do digital devices help us?

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	<p>Understand computer networks including the internet. Select, use and combine a variety of software to design and create a range of programs, systems and content.</p>	<p>To classify input and output devices, describe a simple process, design a digital device. To recognise how digital devices can change the way that we work. To explain how a computer network can be used to share information. To explore how digital devices can be connected. To recognise the physical components of a network.</p>	<p><b>WK4:</b> How am I connected? <b>WK5:</b> How are computers connected? <b>WK6:</b> What does our school network look like?</p>
Music	<p>Listen – music from local musicians.  Sing a range of songs being mindful of introductions.  Understand the words pitch, dynamics and tempo.  Perform – songs/canons with other classes.</p>	<p>Children will: Listen to English/Polish/Nicaraguan music. Compare and contrast music from different cultures. Live music provided by Radley College musicians (Musical Flood Radley College) Sing English/Spanish/Polish songs Musicianship – keep time – use body percussion and develop understanding of musical notes and rests. Respond to non-standard rhythm notation including time signatures. Listen for entry of sung pieces. Perform – rounds and songs/Musical Flood and body percussion.</p>	<p>Wk1: voice warm up.  <ul style="list-style-type: none"> <li>• Body percussion – intro crotchet and crotchet rest.</li> <li>• Polish song/Spanish 1-10 song</li> <li>• Months round</li> </ul> <p>Wk2: As Wk 1 + quaver and quaver rest  Wk3: As Wk 2 + Números a 20  Wk4: As Wk 3 + Mi Caballo Blanco  Wk5: As Wk 4 + rehearse for Wk 5  Wk6: Perform to parents</p> </p>
Spanish	<p>Learn to name some Spanish-speaking countries and some towns in Spain Learn days of the week and some phrases about the weather. Add to their repertoire of songs and rhymes to help them remember new language.</p>	<p>Identify and pronounce accurately names of some countries and towns Sing a song from memory on a related topic Copy accurately key words and phrases from the unit Understand/write a short text using structures learnt in the unit Use short phrases for asking and answering questions, using mainly memorised language; research additional vocabulary using Google translate</p> <p>Estimado Agente de Viajes, Me gustaría información sobre unas vacaciones en Nicaragua. Me gustaría viajar en barco y avión y alquilar un coche allí. Me gustaría ir en agosto del próximo año. Gracias Sra. Leech</p>	<p>Wk1: intro vocab. Revise number. songs 20. On the way to school. Intro N ,S, E, O. Ask/answer questions re how they get to school.  Wk2: Learn 'La Semana' Where in the world is Spanish spoken? Intro School is Nicaragua.  Wk3: Sing <i>¿Qué tiempo hace hoy?</i> Look at towns in Spain and Nicaragua. Learn correct pronunciation use phrases from song to describe the weather.  Wk4: Learn phrases to discuss how to travel. Revise weather, compass points  Wk5: Revise days of the week – sing La Semana (intro gender use/proper nouns). Translate and write sentences about journeys on different days.  Wk6: Revise and model an email to an estate agent re a holiday to Nicaragua</p>

