

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



Autumn 2: Electricity and forces

| Subject area | Key Skills Covered | Milestones Covered | Lesson Outline/Continuous Provision |
|-----------------------------|--|--|--|
| Science | <p>Asking Questions and Carrying Out Fair and Comparative Tests</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 identify common appliances that run on electricity.</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To compare how things move on different surfaces.</p> <p>To notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> | <p>WK1: Knowledge Harvest. What do I know/ What do I want to know about electricity and forces?</p> <p>WK2: Can I explain how electrical components can be arranged to make a bulb light up and draw conclusions?</p> <p>WK3: Can I construct an electrical circuit to perform a planned function within a working model including a switch?</p> <p>WK4: Can I explain what forces are?</p> <p>WK5: Can I classify forces as either pushes or pulls and explain the relation between gravity and magnetism?</p> |
| History | <p>Knowledge and Understanding of Events, People and Changes in the Past, Chronological Understanding</p> | <p>To research and explain the timeline of history of electricity</p> | <p>WK6: Can I research and explain the timeline of history of electricity?</p> |
| Art & Design and Technology | <p>Sketching</p> <p>3D drawing</p> <p>Design and make an opening and closing mechanism</p> | <p>Use different hardness of pencils to show lines, tone and texture. Use hatching and cross hatching.</p> <p>To create a 3D drawing of an electric pylon, understanding vertical and horizontal lines.</p> <p>Explore how levers and linkages work. Understand and use mechanical systems with levers and linkages.</p> | <p>WK1: Images in a light bulb.</p> <p>WK2: Using graphite pencils.</p> <p>WK3-5</p> <p>WK6-7: Christmas crafts</p> |

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| RE | <p>How do Hindus understand God (Brahma)? Knowing it.... Living it.... Linking it....</p> | <p>To explore the impact Hindus understand God (Brahma)</p> | <p>WK1: What symbols are there for God or religion and what do they tell followers about the qualities of God? WK2: Who is the Hindu God? WK3: What do stories teach Hindus about the qualities of God? WK4: What do Murtis teach Hindus about the qualities of God? WK5: What are avatars and what do they teach Hindus about the qualities of God? WK6: How do Hindus understand who God is?</p> |
| Computing | <p>Understand computer networks including the internet.</p> <p>Use sequence, selection, and repetition in program.</p> <p>Select, use and combine a variety of software to design and create a range of programs, systems and content.</p> | <p>To plan and create an algorithm for an animated scene in the form of a storyboard.</p> <p>To write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound.</p> <p>To use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>To create Google Documents, name them, save them, retrieve them, organise them.</p> <p>To understand how Chromebooks/Google Docs etc can be used in all subjects not just computing.</p> | <p>WK1,3,5:</p> <ul style="list-style-type: none"> - To create a storyboard, characters and dialogue for the animation. - To begin animating characters by planning and programming movement, add costumes and backdrops to the animation. - To add sound before reviewing, debugging and improving the animations. <p>WK2,4,6:</p> <ul style="list-style-type: none"> - Online Safety - Basic computing skills - how to use WORD (by 123 ICT) |
| Music | <p>Singing</p> <p>Listening</p> <p>Performance</p> <p>Guitar performance</p> | <p>Listen to modern, traditional, and ancient music related to the winter festivals.</p> <p>Sing - Traditional/moderns Christmas hymns.</p> <p>Musicianship – Warmups including tongue-twisters. Breathing and posture for performance. Listen for introductions and prepare to sing.</p> | <p>Wk 1 Listen, warm-ups, sing (see PP for this half term for more details).</p> <p>Wk 2 – as wk 1.</p> <p>Wk 3 – as wk 1.</p> <p>Wk 4 – as wk 1.</p> |

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| | | Perform – Carol concert/guitar piece/hand bells and recorder performances | Wk 5 – as wk 1. Wk 6 – as wk 1 plus performance |
| Spanish | <p>To listen for specific words and phrases.</p> <p>To use songs and mental associations to remember words.</p> <p>To begin to apply phonic knowledge of Spanish to support reading and writing.</p> <p>To practice responding to questions and reciting a short, spoken text.</p> | <p>Children will learn and understand the names of animals with the support of visual or musical clues paying attention to articles and pronunciation.</p> <p>They will ask and answer questions about animals; describe animals and begin to use feminine agreements.</p> <p>They will understand time on the hour and devise and perform a short dialogue, using structures learnt in this and previous units.</p> <p>Children will learn the song ‘Dad palmadas’ which introduces the children to adverbs.</p> | <p>Wk 1 Begin to practice animal name vocab. Link to Carnival of the Animals.</p> <p>Wk 2 As Wk 1 plus soundscape using adverbs.</p> <p>Wk 3 revise animal vocab and look at time to the hour.</p> <p>Wk 4 As wk 3 plus new adverbs to describe animals.</p> <p>Wk 5 Navidad, gente ye animales</p> <p>Wk 6 Navidad, comida ye los festivos</p> |
| PE | <p>Hockey</p> <p>Netball</p> <p>Netball</p> | <p>Safe practice in hockey, How to hold a stick correctly How to dribble a ball and why it is used. Dribble the ball in a straight line and change direction</p> <p>Stop and pivot movement Understand and demonstrate a chest pass</p> <p>Become familiar with the ball and catching a ball Overhead pass</p> | <p>WK 1-7</p> <p>WK 1-7</p> <p>WK 1-7</p> |
| PSHE/RSE | <p>Choices that support a healthy lifestyle, and recognise what might influence these.</p> | <p>To understand that having a positive attitude is good for our mental health.</p> <p>To recognise and manage helpful and unhelpful thoughts effectively.</p> | <p>WK1: Happy Minds, Happy People: What is a happy mind? How can it make a difference to our lives?</p> <p>WK2: Thoughts and Feelings: What are helpful and unhelpful thoughts? How do they affect the way we feel?</p> |

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| | <p>Recognise positive and negative effects on a healthy lifestyle. Strategies and behaviours that support mental health. The importance of taking care of mental health. How to express feelings in different ways. It is important to discuss feelings with a trusted adult.</p> | <p>To understand that some changes can be difficult but that there are things we can do to cope. To use mindfulness techniques to keep calm. To identify uncomfortable emotions and manage them effectively. To apply a positive attitude towards learning and take on new challenges.</p> | <p>WK3: Changes: How does it feel when big changes happen in our lives? How can we cope with these feelings? WK4: Keep Calm and Relax: What is mindfulness and how can it help? How can we be mindful? WK5: You're the Boss: How do uncomfortable feelings affect our actions and behaviour? What can we do to manage uncomfortable feelings? WK6: Always Learning: What is a positive attitude to learning? What strategies can we use when we find something challenging?</p> |
| <p>Enrichment</p> | <p>Practical skills, numeracy tasks - graph plotting, team working, design and evaluation. Listening/responding/respecting others; working together; empathy, plus an increase in self-confidence, a heightened sense of empathy and a better developed self-awareness</p> | <p>Forces and Spaceflight: Investigate the force of gravity, find out what it's like to be weightless and launch your own indoor rocket. Cinderella Rocks: a new version of the classic fairy-tale To remember and recite, make presentations and perform. To speak clearly and with purpose.</p> | <p>Tuesday, 21st November - Science workshop by Abingdon Science Partnership Thursday, 2nd November - Drama workshop by Drama 4 All</p> |