

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



**Spring 1: Weather and Climate**

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, spotting patterns and presenting findings.</p> <p>Using scientific evidence and secondary sources of information.</p>	<p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in Degrees Celsius (°C)</p> <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on the melting of ice.</p> <p>To consider my existing knowledge/understanding of climate change.</p> <p>To carry out a comparative test, explaining which variables need to be controlled and why.</p> <p>To measure and record temperature changes over time.</p>	<p><b>WK1:</b> Knowledge Harvest. Can I investigate gases and explain their properties?</p> <p><b>WK2:</b> Can I explore how water changes state and evaporates?</p> <p><b>WK3:</b> Can I explain the difference between weather and climate, and can I research climate zones?</p> <p><b>WK4:</b> Can I describe how the Earth's climate is changing?</p>
Geography	<p>Investigating, observing, measuring and recording physical features, and presenting my findings on them.</p>	<p>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>WK5:</b> Can identify and describe the different stages of the water cycle?</p>
Art & Design and Technology	<p>Use of acrylics and pastels to create a winter scene.</p> <p>DT Design and create a kite</p>	<p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques to create texture</p> <p>Create a colour palette based upon colours observation in nature.</p> <p>Blend, smudge and highlight</p> <p>To be able to create a kite by selecting suitable material and designs that fly.</p> <p>Evaluate</p>	<p><b>WK1-3:</b> Using Monet 'The Magpie' create a winter scene.</p> <p><b>WK4-5:</b> Design, create and evaluate your kite.</p>

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RE	<p>How and why has Christian practice changed over time? Knowing it.... Living it.... Linking it....</p>		<p><b>WK1:</b> History of the Church <b>WK2:</b> Christian Values <b>WK3:</b> Story of Peter and Cornelius <b>WK4:</b> Protestant Reformation <b>WK5:</b> Moving Forward</p>
Computing	<p>Understanding computer networks including the internet, and the opportunities they offer for communication and collaboration.</p> <p>Using search technologies effectively, appreciating how results are selected and ranked, and being discerning when evaluating digital content.</p> <p>Selecting, using and combining a variety of software to design and create a range of content that presents data and information.</p>	<p>To develop their web-based research skills.</p> <p>To structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area.</p> <p>To record a piece to camera.</p> <p>To edit a movie using static images and green screen footage.</p> <p>To give constructive critical feedback on recorded presentations.</p> <p>To understand how Chromebooks/Google Docs etc can be used in all subjects (not just computing).</p>	<p><b>WK1:</b> Can I find background images to illustrate my presentation and rehearse its spoken parts, ensuring that they work well with the chosen images?</p> <p><b>WK3:</b> Can I record/film each individual presentation against a green screen background?</p> <p><b>WK5:</b> Can I use software to edit the recorded footage and background images?</p> <p><b>WK2,4:</b> Basic computing skills - how to insert images in WORD (by 123 ICT)</p>
Music	<p>Listening Singing (including a canon) Beginning to understand standard and non-standard notation</p>	<p>Listen to music and understand that music can be used to evoke weather/seasons.</p> <p>Being to know the names of the instruments used in the performances.</p> <p>Develop understanding of rhythm and notation through exercises and singing from music.</p> <p>Learn to sing a canon about the months of the year. Learn a range of songs about weather and climate including a Spanish song.</p>	<p><b>WK1:</b> Listen to Vivaldi's Four Seasons – Winter - can the children tell which season is being depicted? Learn about the stringed instruments used. Vocal warm up/rhythm practice. Begin to Learn Thirty Days (canon) and Sing for the Climate (PP Songs for Spring 1 2024)</p> <p><b>WK2-5:</b> As Wk 1 with introduction of other songs including Spanish ¿Que Tiempo Hace? When it's a Sunny Day, It's Raining in my Heart, Climate Change Song (Sounds of Silence) to perform in final week.</p>

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Spanish	<p>Speaking and listening using vocab related weather and clothing. Learning numbers up to 40. Further developing understanding of Spanish phonetics.</p> <p>Producing a weather report.</p>	<p><b>Most children will:</b> understand and say weather phrases; say which clothes they might wear in different conditions; respond appropriately when asked about the date; use the new language in a short presentation.</p> <p><b>Some children will not have made so much progress and will:</b> understand and say numbers, the days of the week and weather phrases when prompted understand names of clothes; need prompting to recall vocabulary and structures.</p> <p><b>Some children will have progressed further and will:</b> initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language.</p>	<p><b>WK1:</b> Learn the song ¿Que Tiempo Hace? Play games to remind children about the vocab. Intro clothing vocab. song. Learn about phonics of Spanish through this vocab. Reinforce this with Spanish place names.</p> <p><b>WK2:</b> Revise numbers to 20. Extend to 40. Play games to reinforce. Revise Wk 1.</p> <p><b>WK3:</b> as Wk 2 extend to talking about weather/temperatures in Spanish speaking countries (use world map and weather symbols).</p> <p><b>WK4:</b> As Wk 3 with listening for clothing and weather vocab in <a href="https://www.youtube.com/watch?v=it30fGsi90">https://www.youtube.com/watch?v=it30fGsi90</a></p> <p><b>WK5:</b> Children produce weather reports with suggestions for clothing to wear. Video</p>
PE	<p>Netball skills to include chest and bounce passes</p> <p>Pivot practice</p> <p>Defending and attacking</p> <p>Dance</p>	<p>Throw and catch with increasing confidence, control and accuracy, work alone or with a teammate, in order to gain possession.</p> <p>Continue to pivot correctly when receiving a ball.</p> <p>To consolidate defending Plan perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Develop balance, control, physical strength and flexibility through exploring movement.</p>	<p><b>WK1-5:</b> Netball</p> <p><b>WK1-5:</b> Dance</p>

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PSHE/RSE	<p>Staying motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Working well with a partner or in a group.</p> <p>Having a positive attitude.</p> <p>Helping others to achieve their goals.</p> <p>Working hard to achieve dreams and goals.</p>	<p>To know what their own hopes and dreams are.</p> <p>To know that hopes and dreams don't always come true.</p> <p>To know that reflecting on positive and happy experiences can help them to counteract disappointment.</p> <p>To know how to make a new plan and set new goals even if they have been disappointed.</p> <p>To know how to work out the steps they need to take to achieve a goal.</p> <p>To know how to work as part of a successful group.</p> <p>To know how to share in the success of a group.</p>	<p><b>WK1:</b> Can I share some of my hopes and dreams?</p> <p><b>WK2:</b> Can I understand that sometimes hopes and dreams do not come true and that this can hurt?</p> <p><b>WK3:</b> Can I know that reflecting on positive and happy experiences can help me to counteract disappointment?</p> <p><b>WK4:</b> Can I know how to work out the steps needed to achieve a goal, and can I do this successfully as part of a group?</p> <p><b>WK5:</b> Can I identify the contributions made by myself and others to the group's achievement?</p>
Enrichment			