

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



Spring 2: Space, Light and Sound

Subject areas	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Science	<p>Ask relevant questions. Use different types of scientific enquiries to answer their questions. Set up simple and practical enquiries, comparative and fair tests. Make systematic and careful observations, use standard units when taking measurements. Gather, record, classify and present data in a variety of ways to help to answer questions. Record findings using simple scientific language, drawings and labelled diagrams. Report on findings from enquiries, including oral and written explanations, of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases.</p> <p>To recognise that we need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of shadows change.</p>	<p>WK1: Knowledge Harvest. Can I identify how sounds are made, associating some of them with something vibrating? WK2: Can I recognise that vibrations from sounds travel through a medium to the ear? Can I find patterns between the pitch of a sound and features of the object that produced it? WK3: Can I identify how sounds change over distance? Can I create a string telephone and explain how sound travels through it?</p> <p>WK4: Can I recognise that we need light in order to see things and that dark is the absence of light? WK5: Can I notice that light is reflected from surfaces? Can I recognise that light from the Sun can be dangerous? WK6: Can I explain how shadows are formed and find patterns when investigating how shadows change size?</p>
Art & Design and Technology	<p>Space pictures using chalk pastels.</p> <p>Create a dimensional art piece.</p> <p>Design and make an air powered rocket.</p>	<p>Use a number of techniques to produce shapes textures patterns and lines. Blend effectively. Create and combine shapes to create recognisable forms.</p> <p>Experiment with creating mood with colour. Use oil pastels effectively. Use layers of two or more colours. Create original pieces that are influenced by studies of others.</p>	<p>WK1: Space picture</p> <p>WK2-3: Create a space picture in the style of artist Peter Thorpe</p> <p>WK4-5: Design, make and evaluate an air powered rocket.</p>

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		Design their creative thought process through multiple design ideas. Make their design, applying technical knowledge. Evaluate design.	
RE	What role does worship play in the life of a Hindu? Knowing it.... Living it.... Linking it....		WK1: The Mandir WK2: Puja, Aarti and The 5 Daily Duties WK3: Sadhu's Blessings WK4: Why follow rules? WK5-6: Easter Story
Computing	Understanding computer networks including the internet, and the opportunities they offer for communication and collaboration. Using search technologies effectively, appreciating how results are selected and ranked, and being discerning when evaluating digital content. Selecting, using and combining a variety of software to design and create a range of content that presents data and information.	To create a number of structured presentations. To narrate presentations. To consider issues of trust and privacy when sharing information. To select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information. To use technology safely, respectfully and responsibly.	WK1: Can I plan and write a presentation about my early memories using Google Slides? WK2: Can I plan and add images to a presentation about my hobbies and interests using Google Slide? WK3: Can I use Google Slides to create a presentation about an issue of interest to me? WK4: Can I create a short presentation about myself and present it to the rest of the class? WK5: Can I make an audio narration for the presentation I created about myself in WK4? WK6: Can I take part in a whole class discussion about sharing information online?
Music	Listen and identify different groups of instruments. Sing and perform songs with increasing accuracy. Learn to keep time and know about crotchets and quavers. Learn about dynamics and the associate vocabulary.	The children will be introduced to Holst's Planet Suite and through it extend their understanding of the concept of dynamics, particularly fortissimo and pianissimo (relate to the pianoforte). They will sing songs related to space for enjoyment and to perform. They will perform rounds and canons to support their ability to listen to others, keep time and respond to a director. Children will listen and respond to rhythms and understand crotchet and quaver notation.	WK1: Listen to Venus. Intro Crotchet/quaver vocab and rhythms. Sing Planet song. WK2: Listen to Mars – contrast with Venus. FF/PP. Retrieve info about crotchets/quavers. Planet song and Round. WK3: As Wk2 retrieve legato/staccato re Mars/Venus pieces. Try everything song. WK4: As Wk 3 add Sun song. WK5: Practice and retrieve WK 4 plus How Great Thou Art.

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		Children will be further instructed in how pitch is altered in a range of instruments using the Holst video to support.	WK6: Add Easter hymns.
Spanish	<p>Listen and repeat words and phrases with increasing accuracy of pronunciation.</p> <p>Express a preference.</p> <p>Ask and answer simple questions. Use cognates to recognise word meanings.</p>	<p>At the end of this unit</p> <p>most children will: count and understand numbers from 21 to 39; understand sums of money; develop skills in communicating in groups, using language learnt in the unit; develop their understanding of how sounds are represented in writing.</p> <p>some children will not have made so much progress and will: understand numbers from 21 to 39; initiate dialogue when working in a group with considerable support; respond with <i>si</i> or <i>no</i>, gestures or short answers when asked if they like a toy.</p> <p>some children will have progressed further and will: initiate a dialogue in Spanish when working with a group; use number patterns with increasing flexibility.</p>	<p>WK1: Learn song 'mi paga'. Look at vocab arising. Intro - ¿Te gusta?</p> <p>WK2: Review song and arising vocab. Play game to reinforce.</p> <p>WK3: Review numbers to 20 – extend to 30 - practice. Sing Había una vez for numbers to 100.</p> <p>WK4: Use vocab from 'mi paga' song in a shop activity. Children should calculate money Euros (learn pronunciation)</p> <p>WK5: Embed vocab using Kim's Game with objects and money.</p> <p>WK6: Review and reinforce all words and phrases. Through questions and answers and games.</p>
PE	<p>Netball- move into a space to catch a ball. Introduce defending and shooting.</p> <p>Dribbling the ball, ball control and passing the ball in football.</p> <p>Defence and attack</p> <p>Hockey skills</p>	<p>To develop simple attacking and defending drills.</p> <p>-Knowledge of working well as a team.</p> <p>-Use of skill strategies</p> <p>To develop self-confidence and consolidate passing and moving.</p> <p>To consolidate defending.</p> <p>Learn how to pass, receive, travel with the ball and shoot. Develop their understanding of the principles of attacking and defending in invasion games.</p>	<p>WK1-6: Football</p> <p>WK1-6: Hockey</p>
PSHE/RSE	<p>Making a healthy choice.</p> <p>Eating a healthy, balanced diet.</p> <p>Being physically active.</p>	<p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p>	<p>WK1: Can I know myself well enough to have a clear picture of what I believe is right and wrong?</p> <p>WK2: Am I aware of how different people and groups impact me and recognise the people I most want to be friends with?</p>

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	<p>Trying to keep themselves and others safe.</p> <p>Knowing how to be a good friend and enjoy healthy friendships.</p> <p>Knowing how to keep calm and deal with difficult situations.</p>	<p>To understand the facts about smoking and its effects on health, and also some of the reasons why people start to smoke.</p> <p>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>To recognise when people are putting me under pressure and to be able to explain ways to resist this when I want.</p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>WK3: Can I recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt)?</p> <p>WK4: Can I know how to act assertively to resist pressure from myself and others?</p> <p>WK5: Can I identify feelings of anxiety and fear associated with peer pressure?</p> <p>WK6: Can I tap into my inner strength and know how to be assertive?</p>
Enrichment	<p>Telescopes. A talk by Dr Kieron Leech. Former ESA scientist.</p> <p>InfraRed Camera Workshop by Dr Chris Pearson from Rutherford Appleton Laboratory</p>		