

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



Summer 1: My family and other animals

Subject areas	<u>Key Skills Covered</u>	<u>Milestones Covered</u>	<u>Lesson Outline/Continuous Provision</u>
Science	<p>Ask relevant questions, and use different types of scientific enquiries to answer these questions.</p> <p>Set up simple and practical enquiries, and comparative and fair tests.</p> <p>Make systematic and careful observations, using standard units when taking measurements.</p> <p>Gather, record, classify and present data in a variety of ways to help to answer questions.</p> <p>Record findings using simple scientific language, drawings, and labelled diagrams.</p> <p>Report findings from enquiries, including oral and written explanations of results and conclusions.</p> <p>Identify similarities, differences and changes related to simple scientific ideas and processes.</p>	<p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>To describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>To identify the different types of teeth in humans and their simple functions.</p>	<p>WK1: Knowledge Harvest. Can I classify different foods according to their group and understand the nutritional properties of each food group?</p> <p>WK2: Can I describe the functions of the basic parts of the digestive system in humans?</p> <p>WK3: Can I construct a food chain and use it to consider the interconnectivity of living things?</p> <p>WK4: Can I understand that not all animals have an internal skeleton and know that a skeleton is needed for support, protection and movement?</p> <p>WK5: Can I understand how muscles work and investigate whether people who do more sport have stronger muscles?</p> <p>WK6: Can I identify the different types of teeth in humans and their simple functions?</p>
Art & Design and Technology	<p>DT</p> <p>Create an animal finger puppet.</p> <p>ART</p> <p>Observational drawings to show movement within humans.</p>	<p>Create designs for a puppet.</p> <p>Cut materials accurately and safely.</p> <p>Join materials with a combination of stitching techniques.</p> <p>Evaluate.</p> <p>Refine observational skills and learn ways to improve perspective.</p> <p>To achieve correct shape and size when drawing still life.</p> <p>To apply light and dark tones.</p>	<p>WK1-2: Textiles, Design, make and evaluate</p> <p>WK3-4: Observational drawings</p> <p>WK5-6: Pointillism pictures</p>

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	Pointillism	Using pointillism technique to produce an image. Exploring colour through mixing to create the required shades.	
RE	Pupils begin to make links between promises made to God and the idea of covenant. Pupils begin to make links between Bible stories and how we live in a wider world, with people of Religious and Non-Religious views. Pupils begin to form ideas how prayer and covenants make a difference in the world today.	Understand that most religions pray. Begin to understand why people pray. Begin to understand that Christians believe that through prayer you can communicate and have a relationship with God. To further understand the covenant made with God by the Jewish people.	WK1: Story of Noah WK2: Story of Abraham WK3: Prayer through World views WK4: Works of The Salvation Army WK5: What things do we pray for. WK6: Let us Pray
Computing	Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciating how results are selected and ranked, and be discerning when evaluating digital content. Select, use and combine a variety of software to design and create a range of content that presents data and information.	To learn how to use a creative publishing application to create our own posters. To know how tools enables us to make and edit text and images. To know how to use an input device to give instructions to a computer. To be able to output our own poster creations using a computer monitor, laptop screen or touch screen.	WK1: Can I plan a design of my own poster using a creative publishing application? WK2: Can I explain what different website publishing tools do? WK3: Can I use creative publishing application tools to create content? WK4: Can I use creative publishing application tools to edit content? WK5: Can I research facts and global issues about animals through online resources? WK6: Can I improve and share my poster?
Music	Listening to a range of music and identifying similarities/differences. Singing animal songs including those from other traditions and canons. Developing body percussion.	All children will listen to a range of classical music related to animals. They will develop their coordination and ability to use their bodies to create sounds and patterns. Some children will develop their understanding of how composers use instruments, patterns in music and rhythms to portray animals.	WK1: Listen to Carnival of the animals (Swan in all assemblies, Elephant on Wed) movement intro. Intro Nyngara (A Sackful of Songs), Mud, mud, Kookaburra. Intro. Cupped hands clap and 3 (clap, tap, tap (chest)) WK2: Listen to Lark Ascending (assemblies) Peter and the wolf (Birds theme) on Wed. https://www.youtube.com/watch?v=aqZRHv7iqfQ Intro the flute.

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		Children will learn a range of songs (including rounds) related to animals.	Body percussion https://www.youtube.com/watch?v=ssZ6RNwyT3c (from 5 mins). Songs as above plus WK3: Intro Flight of the bumble bee. Body percussion and songs as above. Intro The Lion Sleeps Tonight. WK4-6: Repeat Listening from Wk 1-3. Further develop singing and body percussion – as above.
Spanish	<p>Listening to the Spanish language and identify known words/ phrases.</p> <p>Read and pronounce words with increasing accuracy.</p> <p>Sing songs in Spanish to further embed knowledge of vocabulary, phrases and pronunciation.</p>	<p>At the end of this unit</p> <p>most children will: listen to a story and select keywords and phrases from it; begin to recognise, read and pronounce combinations of letters, words and set phrases; speak clearly and confidently; understand words displayed in the classroom; write familiar words and phrases from a model.</p> <p>some children will not have made so much progress and will: require support from a spoken model or visual clue in producing responses to simple questions or commands; discriminate between sounds and identify meaning when items are repeated several times.</p> <p>some children will have progressed further and will: take an individual part in a brief, prepared oral task; write and say phrases from memory.</p>	<p>WK1: Listen and respond to the story and rhymes. Repeat words and phrases. Learn animal counting song.</p> <p>WK2: Introduce/reinforce classroom instructions – children to respond. Look at spelling and recognise familiar words. Play game to embed knowledge. Read story.</p> <p>WK3: Practice animal names and phrases describing the animals in the story. Use the mini white boards to build sentence about what the animals do.</p> <p>WK4: Practice phrases from WK 3. Play game to reinforce vocab. Intro question and responses in the negative.</p> <p>WK5: Re-read story. Play games around repetition of some of the phrases in the story to reinforce learning.</p> <p>WK6: Children to practice phrases to be able to perform the story. Practice performance ready to share in assembly.</p>
PE	<p>Swimming and water safety</p> <p>Kwik Cricket - Roll a ball with one hand.</p>	<p>Use a range of strokes effectively. - Swim competently, confidently and proficiently over a distance of 25 meters.</p> <p>Roll a ball from one hand and stop the ball from different directions.</p>	<p>WK1-6: Swimming</p> <p>WK1-5: Kwik cricket</p>

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	<p>Throw and catch a ball with both hands and learn to bowl. Hit a ball with a cricket bat.</p> <p>Tennis - moving when catching a ball. Control a ball with a racket. Use forehand and back hand. Net practice</p>	<p>Bowl at a wicket under/over arm with accuracy and control. Control with a bat holding it accurately and hit a drop fed ball or rolling ball. Move body positions to catch a ball. move with balance and control to catch a ball.</p> <p>Control a ball on a racket whilst moving at various speeds. Hit and bounce a ball while moving with control.</p>	<p>WK1-6: Tennis</p>
<p>PSHE/RSE</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel like part of a group.</p> <p>Show respect in how they treat others.</p> <p>Know how to help themselves and others when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p>	<p>To know some reasons why people feel jealousy. To know that jealousy can be damaging to relationships. To know that loss is a normal part of relationships. To know that negative feelings are a normal part of loss. To know that memories can support us when we lose a special person or animal. To know that change is a natural part of relationships/friendship. To know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.</p>	<p>WK1: Can I identify feelings and emotions that accompany jealousy? WK2: Can I suggest positive strategies for managing jealousy? WK3: Can I identify people who are special to me and express why? WK4: Can I identify the feelings and emotions that accompany loss? WK5: Can I suggest strategies for managing loss? WK6: Can I suggest ways to manage relationship changes including how to negotiate?</p>
<p>Enrichment</p>	<p>Learn Taekwondo (an energetic martial art) to understand the link between our muscles and movement. Achieve the first Taekwondo belt at an examination run by an external examiner at the end of summer term.</p>		