

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



**Summer 2: If I Ruled the World**

Subject areas	<u>Key Skills Covered</u>	<u>Milestones Covered</u>	<u>Lesson Outline/Continuous Provision</u>
History	<p>Historical investigations and interpretations: To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Knowledge and understanding of Events, People and Changes in the Past: To recognise connections, contrasts and trends over time.</p> <p>Chronological understanding: To develop a chronologically secure knowledge and understanding of British, local &amp; world history.</p>	<p>To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.</p> <p>To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.</p> <p>To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p> <p>To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.</p>	<p><b>WK1:</b> Knowledge Harvest. Who were the Romans and how did they build their empire?</p> <p><b>WK2:</b> Why did the Romans invade Britain?</p> <p><b>WK5:</b> Who was Boudicca and why did she lead a rebellion?</p> <p><b>WK6:</b> Why was Hadrian's wall important and who lived there?</p>
Geography	Investigate places/Investigate patterns/Communicate geographically	<p>To examine how the lands within the Roman Empire changed over time and begin to understand why.</p> <p>To use an atlas to name and locate countries in Europe on a map.</p> <p>To understand what a key on a map is for.</p> <p>To understand why and how the Romans built new roads and new towns in Britain.</p>	<p><b>WK3:</b> How and why did the lands within the Roman Empire change over time?</p> <p><b>WK4:</b> Why did the Romans build new roads and towns?</p>
Art & Design and Technology	<p>Roman Art patterns</p> <p>Roman pots</p> <p>Mosaics</p>	<p>Replicate techniques and patterns in Roman art</p> <p>Create accurate patterns, showing fine detail</p> <p>Create and combine shapes</p> <p>Build up layers of colour</p> <p>Use ceramic mosaic materials and techniques</p>	<p><b>WK1:</b> Replicate Roman patterns</p> <p><b>WK2-4:</b> Design and make a Roman pot using cardboard</p> <p><b>Wk5-7:</b> Design and create a mosaic using mosaic tiles</p>

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<p>RE</p>	<p>Pupils can name features and places of pilgrimage giving reasons for the features and why the places are important for Christians and Hindus.</p> <p>Pupils can explain why people go on a pilgrimage and what they might do on a pilgrimage, and why they are places of pilgrimage.</p> <p>Pupils can describe how churches and mandirs are built to be spiritual.</p> <p>Pupils can compare and contrast places of worship and places of pilgrimage for Christianity/Hinduism.</p> <p>Pupils can explain how a place can become spiritual.</p> <p>Pupils can explain what could be a spiritual place for them and why.</p>	<p>For many people there are places connected with their beliefs that are important to them.</p> <p>Different people recognise different places as spiritual.</p> <p>There isn't always agreement on what makes a place spiritual.</p> <p>Some people think that only what they can see is real.</p> <p>Learn that spiritual places can include places of worship, places of pilgrimage and can be different for different people.</p>	<p>How and why do people argue that some places can be spiritual?</p> <p><b>WK1:</b> The Church</p> <p><b>WK2:</b> The Mandir</p> <p><b>WK3:</b> What is a Pilgrimage?</p> <p><b>WK4:</b> What is Spirituality?</p> <p><b>WK5-6:</b> Our Spiritual Place</p>
<p>Computing</p>	<p>Understand computer networks, including the internet, and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciating how results are selected and ranked, and be discerning when evaluating digital content.</p> <p>Select, use and combine a variety of software to design and create a range of content that presents data and information.</p>	<p>To know that Scratch is a programming language and some of its basic functions.</p> <p>To understand how to use loops to improve programming.</p> <p>To understand how decomposition is used in programming.</p> <p>To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem.</p> <p>To understand that pattern recognition means identifying patterns to help them work out how the code works.</p> <p>To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.</p>	<p><b>WK1:</b> Can I choose which keys to use for actions and identify a way to improve a program?</p> <p><b>WK2:</b> Can I design a game?</p> <p><b>WK3:</b> Can I develop my program by adding features?</p> <p><b>WK4:</b> Can I write and debug a game?</p> <p><b>WK5:</b> Can I present a game?</p> <p><b>WK6:</b> Can I evaluate my project?</p>

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<p>Music</p>	<p>Listen to Rock, Pop, Blues. Sing for performance. Develop understanding of pitch.</p>	<p>All children will be exposed to a range of music and encouraged to join in singing for performance. Children will be introduced the traditions of Rock, Pop and Blues and compare to other known music. Develop voice warm-up using the concept of pitch. Musicianship – to understand accelerando and rallentando. Work in small groups within classes to create and perform short compositions using tempo change.</p>	<p><b>WK1:</b> Warm-up. Introduce musical for performance to all. Listen to Blues music contrast with Carnival of the Animals. <b>WK2:</b> Warm-up. Practice songs from the performance. Listen to Rock music. <b>WK3:</b> As week 2. Introduce accelerando and rallentando. Compare rock/blues with reference to rhythm and beat. <b>WK4:</b> Warm-up. Practice for performance. Intro pop. Reinforce tempo change understanding. <b>WK5:</b> Performance <b>WK6:</b> Composition activities. Include tempo change.</p>
<p>Spanish</p>	<p>Listen to and recognise specific words. Memorise words using actions to support this. Read and understand some simple phrases. Listen to sounds, rhyme and rhythm.</p> <p>Ask simple questions in Spanish. Write words and phrases in Spanish.</p>	<p><b>Most children will:</b> say some sports that contribute to a healthy lifestyle; make a weekly record of sporting activities; understand related written information; know the names of some food and drinks</p> <p><b>Some children will not have made so much progress and will:</b> respond with an action to prompts about sporting activities; listen and respond to the names of food and drinks; copy or label single words or short phrases</p> <p><b>Some children will have progressed further and will:</b> express spontaneous opinions about sporting activities, food and drinks; make a weekly record of sporting activities from memory; research new vocabulary using a bilingual dictionary and apply it accurately in their writing</p>	<p><b>WK1:</b> Begin to talk about sport using actions to reinforce vocab. Song Champions. <b>WK2:</b> Revise food and discuss healthy eating. Practice sports vocab. <b>WK3:</b> As week 2 with choices of healthy and unhealthy food. Salud! <b>WK4:</b> Weekly diary of physical activity – revise days of the week. Song – La Semana <b>WK5:</b> Use activity diary to read and practice phrases about sporting activity through the week. <b>WK6:</b> Create posters about healthy lifestyles using what has been learned.</p>

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PE	<p>Swimming and water safety</p> <p>Sprint over a short distance</p> <p>Long distance running</p> <p>Vortex howler throw Long jump</p>	<p>Use a range of strokes effectively. - Swim competently, confidently and proficiently over a distance of 25 meters.</p> <p>Understand the difference between sprinting and distant running</p> <p>Run at fast, medium and slow speeds Concentrate on developing good basic running techniques</p> <p>Jump and throw with consistency, demonstrating accuracy and technique in throwing and jumping actions</p>	<p><b>WK1-6:</b> Swimming</p> <p><b>WK1-7:</b> Quad kids Sports day practise</p>
PSHE/RSE	<p>Understand that everyone is unique and special.</p> <p>Be able to express how they feel when change happens.</p> <p>Understand and respect the changes that they see in other people.</p> <p>Know who to ask for help if they are worried about change.</p>	<p>To appreciate that I am a truly unique human being</p> <p>To be confident enough to try to make changes when I think they will benefit me</p> <p>To be able to express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>To be able to reflect on the changes I would like to make next year and describe how to go about these</p>	<p><b>WK1:</b> Can I understand that some of my personal characteristics have come from my birth parents?</p> <p><b>WK2:</b> Can I understand what responsibilities there are in parenthood and the joy it can bring?</p> <p><b>WK3:</b> Can I consider what has influenced my life and what might influence the lives of other people?</p> <p><b>WK4:</b> Can I understand how the circle of change works and apply it to changes I want to make in my life?</p> <p><b>WK5:</b> Can I identify changes that have been and may continue to be outside of my control that I learnt to accept?</p> <p><b>WK6:</b> Can I identify what I am looking forward to when I move to a new class?</p>
Enrichment	<p>Learn Taekwondo (an energetic martial art with respect, perseverance and indomitable spirit) and achieve the first Taekwondo belt at an examination run by an external examiner at the end of the summer term.</p>		