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

Autumn 1: Home & Away

Subject area	Key Skills Covered	Milestones Covered	Lesson Outline/Continuous Provision
Geography	Investigate places Investigate patterns Communicate geographically	To identify similarities and differences through the study of human and physical geography of the three cities. To identify types of settlement, land use and economic activity of the three cities. To identify the three cities' positions and the significance of latitude, longitude and time zones on a world map. To create a map using a compass, symbols and keys and describe studied features. To name some of the parts of a volcano. To explain how volcanoes are formed. To explain what happens when a volcano erupts.	**WK1:** Knowledge Harvest. What do I know about the three cities? What do I want to know about the three cities? **WK2:** Can I use longitude and latitude to find places on maps, atlases and globes? **WK3:** Can I identify the physical geographical characteristics of León and identify the similarities and differences between the three cities? **WK4:** Can I identify the human geographical characteristics of León and identify the similarities and differences between the three cities? **WK5:** Can I explain and organise my learning in a city guide of León/Oxford/Wrocław? **WK6:** Can I learn about and explain a volcano including its formation? Make, observe and explain your own volcano. **WK7:** What did I learn about the three cities?
Science	Asking Questions and Carrying Out Fair and Comparative Tests Identifying, Classifying, Recording and Presenting Data Making predictions and test them out Drawing Conclusions, Noticing Patterns and Presenting Findings Using Scientific Evidence and Secondary Sources of Information	To explore a variety of electrical items and begin to ask questions, look for similarities and differences and form ideas and theories. To learn some basic scientific facts and vocabulary about electricity as an energy source. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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.	**WK1:** Knowledge Harvest. Can I share what I know/what I want to know about electricity? **WK2:** I can use exploration to help answer scientific questions and ask further questions of my own. **WK3:** I can make predictions and record my findings in a table. **WK4:** I can investigate which materials are electrical conductors or insulators. **WK5:** I can make an electric robot by applying my knowledge about electricity. **WK6:** I can research the history of electricity. **WK7:** What did I learn about electricity?

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Art	Sketch and colour	Use hatching and cross hatching to show tone and texture. Make marks and lines with different drawing implements e.g. charcoal, pastels, various pens etc to produce shape textures and line	**WK1:** Observe and create an image native bird
	DT COOKERY	Explore the history of 'The Oxford Tea Party' Design and label cupcakes fit for an' Oxford Tea Party Understand food hygiene and safety Follow a simple all- in- one recipe for sponge cupcakes Evaluate	**WK2:** History and food origin **WK3:** Design and label a cupcake **WK4:** Bake cupcakes **WK5:** Evaluate
	Design and make an opening and closing mechanism	Explore how levers and linkages work. Understand and use mechanical systems with levers and linkages.	**WK5-7:** Design and make an open and closing mechanism
RE	Beliefs & Questions Community & Identity Reality & Truth	Who do Christians believe Jesus is? Exploration of incarnation and Jesus as the son of God. Look at various names for Jesus and explore concept of The Messiah.	**WK1:** What do we know? **WK2**: Jesus in the Bible **WK3**: Jesus in Islam **WK4**: Jesus in Hinduism **WK5**: Jesus in Humanism **WK6**: Jesus in us
Computing	Use sequence, selection, and repetition in program. Understand computer networks including the internet. Select, use and combine a variety of software to design and create a range of programs, systems and content. Recognising safe and unsafe online behaviour	Introduce the fundamental concepts of all digital devices: input, process, and output. Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence in programs; work with variables and various forms of output. Use logical reasoning to detect and correct errors in algorithms and programs. Explain how to stay safe online, know what to do if something worries them	**WK1:** Online safety **WK2:** Programming - Scratch: creating, debugging and editing programs **WK3:** Online safety **WK4:** Programming - Scratch: creating, debugging and editing programs **WK5:** Online safety **WK6:** Programming - Scratch: creating, debugging and editing programs

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Music - Whole school	Listen – music from local musicians. Sing a range of songs being mindful of introductions. Understand the words pitch, dynamics and tempo. Perform – songs/canons with other classes.	Children will: Listen to English/Polish/Nicaraguan music. Compare and contrast music from different cultures. Live music provided by Radley College musicians (Musical Flood Radley College) Sing English/Spanish/Polish songs Musicianship – keep time – use body percussion and develop understanding of musical notes and rests. Respond to non-standard rhythm notation including time signatures. Listen for entry of sung pieces. Perform – rounds and songs/Musical Flood and body percussion.	Wk1: voice warm up. ● Body percussion – intro crotchet and crotchet rest. ● Polish song/Spanish 1-10 song ● Months round Wk2: As Wk 1 + quaver and quaver rest Wk3: As Wk 2 + Números a 20 Wk4: As Wk 3 + Mi Caballo Blanco Wk5: As Wk 4 + rehearse for Wk 5 Wk6: Perform to parents
Music - Brass instrument	Build instrument safely (mouthpieces, slides etc) Holding instrument correctly, including spacing within the room Play and identify simple rhythmic patterns	Produce a basic sound - including mouthpiece buzzing Play and identify notes C-G from staff notation (treble clef) Play one note pieces, aurally and perform these as part of a group Change pitch by tightening/loosening lips and/or by adding/removing tube Play pieces with more than one note, both aurally and reading from the stave (treble clef)	**WK1 - WK7:** Oxfordshire Music Hub WCET Mixed Brass
Spanish	Respond with one or more-word answers Look at words and begin to 'read' song lyrics Identify and pronounce accurately names of some countries and towns. Use short phrases for asking and answering questions, using mainly memorised language	Learn to name some Spanish-speaking countries and some towns in Spain Learn days of the week/compass points N, S, E, O/some phrases about the weather. Label world map with names of some countries in Spanish Copy accurately key words and phrases from the unit Add to their repertoire of songs and rhymes to help them remember new language.	Wk1: Intro vocab. Revise number songs 20. Intro N ,S, E, O. Ask/answer questions re how they get to school. Wk2: Learn 'La Semana' Where in the world is Spanish spoken? Intro - School in Nicaragua. Wk3: Sing *¿Qué tiempo hace hoy?* Look at towns in Spain and Nicaragua. Learn correct pronunciation use phrases from song to describe the weather. Wk4: Learn phrases to discuss how to travel. Revise weather, compass points.

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	Understand punctuation related to questions and exclamations.		Wk5: Revise days of the week – sing La Semana (intro gender use/proper nouns). Translate and write sentences about journeys on different days. Wk6: Recall vocab games and quiz
PE	Cross Country Tag rugby	To run a cross country distance and record a time. To develop and maintain a consistent running pace Move with a ball in hand using correct position Tog another player Pass a ball backwards and forwards	**WK 1 - 7**
PSHE/RSE	Feeling/thoughts. Personal identity/qualities. Self-respect. Strategies to improve or support courteous, respectful relationships. Communication: expressing feelings. Responding to the need for positive affirmation for self and others.	To know how individual attitudes and actions make a difference to a class To know about the different roles in the school community To know their place in the school community To know what democracy is (applied to pupil voice in school) To know that their own actions affect themselves and others To know how groups work together to reach a consensus To know that having a voice and democracy benefits the school community	**WK1:** I can identify the feelings associated with being included or excluded. **WK2:** I can make others feel valued and included. **WK3:** I can take on a role in a group discussion/task and contribute to the overall outcome. **WK4:** I recognise the feelings of being motivated or unmotivated. **WK5:** I understand why the school community benefits from a Learning Charter. **WK6:** I can help friends make positive choices. **WK7:** I know how to regulate my emotions.

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Autumn 1 ¡A bordo! (All aboard) RTF (357 KB)			Label a world map with names of countries in Spanish	Look at words and begin to 'read' song lyrics	Use memorized language accurately in responses	Understand punctuation related to questions and exclamations.
Autumn 2 ¿Qué tiempo hace? (What's the weather like?) RTF (336 KB)	Listen to songs about the weather and days of the week	Pronounce numbers to twenty accurately Begin to say some forms of weather Respond to questions about clothing and weather.	Write simple sentences about the weather	Read vocabulary for the unit. Read song lyrics	Understand numbers to twenty. Link description of weather to symbols	Understand sentence formation particularly related to placement of adjectives.