

Year 3 Medium Term Planning

Term:	Autumn 1
Topic Title:	Islands
Big Question:	How could you survive on an island?
Entry Point:	Tropical island party – the boat has left without us! How will they survive? Different tasks for either forest school or classroom. Message in a bottle – what would you say to the people you’ve left behind?
Exit Point:	Presenting art and learning to parents. Island museum.
Art Part:	Batik fish picture (crayons and paint)
Link Texts:	Treasure Island, The Green Ship

History: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> The Roman Empire and its effect on Britain A local history study 	<p style="color: red;">Roman Empire in UK – timeline and main events</p> <p style="color: red;">The Wantsum Channel – 1500s (when Thanet was an island)</p> <p style="color: red;">Children to use different sources of evidence to understand that Thanet was an island during Roman times.</p>	<p>I am learning to gather information from simple sources</p> <p>I am learning to give reasons for particular events and changes</p> <p>I am learning to put eras and events in chronological order</p>
Geography: National Curriculum	Learning journey	Key Skills
<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Physical Geography</p> <ul style="list-style-type: none"> climate zones, biomes and vegetation belts, rivers, mountains Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate 	<p style="color: red;">Identify and label countries of the UK on a map of the UK – identify key topographical features including hills, mountains, coasts and rivers. Use maps and atlases. Use compass, grid references to explore maps of UK</p> <p style="color: red;">How the local coast has changed over time – link to above learning about the Wantsum channel (when Thanet was an island)</p> <p style="color: red;">Using real maps at a range of scales</p> <p style="color: red;">Locate islands around the world using atlases and digital/computer mapping – describe features studied</p> <p style="color: red;">Creating maps of own imaginary island – using 4 and 6 figure grid references, 8 points of compass, map symbols and a key</p>	<p>I am learning to use geographical terms and describe features</p> <p>I am learning to make simple maps and plans of familiar locations using symbols</p> <p>I am learning to express views on the features of an environment and the way it is being harmed or improved</p> <p>I am learning to use maps at a variety of scales to locate the position and geographical features of particular localities</p>

<p>countries and describe features studied</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world 	Rivers – parts of a river diagram and label	
Science: National Curriculum	Learning journey	Key Skills
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Art: National Curriculum	Learning journey	Key Skills
<p>Sculpture 1 – observations, technique and control</p> <p>Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.</p>	Easter island head sculptures – studying and then replicating and analysing	<p>I am learning to choose materials and techniques which are appropriate for my task</p> <p>I am learning to explain my own work in terms of what I have done and why</p> <p>I am learning to talk about works of art, giving reasons for my opinion.</p>
D & T: National Curriculum	Learning journey	Key Skills
Cultural Capital	Learning journey	Key Skills
	Exploring different island cultures	

Term:	Autumn 2
Topic Title:	How my body works
Big Question:	What makes our bodies work?
Entry Point:	How does our body work? What is inside? Drawing round bodies adding in as much detail as possible. Keep fit session. Healthy eating name and taste tests of veggies
Exit Point:	Inviting parents for body conference (teaching different elements of learning)
Art Part:	
Link Texts:	

History: National Curriculum	Learning journey	Key Skills
Geography: National Curriculum	Learning journey	Key Skills
Science: National Curriculum	Learning journey	Key Skills
<p>Animals</p> <ul style="list-style-type: none"> 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Light</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes 	<p>Balanced diet – carbohydrates, protein, dairy etc – how much is needed of each for a balanced meal. What each part of the diet is needed for e.g. carbs for energy, protein for growth etc.</p> <p>Digestive system – how we get our nutrition into our bodies. Label parts of the digestive system on a diagram. Crackers and tights investigation – real life enactment of digestion.</p> <p>Skeleton is for support, movement and protection – highlight parts of skeleton that do these jobs. E.g. spine for support, skull for protections etc. Identify and label main skeleton bones. Identify and label some common muscles such as bicep and tricep.</p> <p>The eye and how we see, reflection – diagrams, investigations Drawing round shadows at different points of the day with chalk on playground.</p>	<p>I am learning to carry out scientific experiments. I am learning to pose simple scientific questions. I am learning prepare a simple fair test investigation I am learning use scientific equipment. I am learning to identify different ways of finding out about scientific issues. I am learning to gather and record data to help answer questions. I am learning to classify information. I am learning to use scientific language. I am learning to represent scientific information in bar graphs and/or tables. I am learning to make predictions. I am learning to make conclusions using scientific evidence.</p>

<ul style="list-style-type: none"> Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. 	<p>Making shadows of objects with torches. Eye health – sunglasses etc.</p>	
Art: National Curriculum	Learning journey	Key Skills
D & T: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Children to use knowledge of a balanced diet (see science above) to plan, make and evaluate a healthy dish. Look at which ingredients are available at different times of the year – seasonality. Look at how the food used in the dish is grown/reared/processed etc.</p>	<p>I am learning to make then follow useable plans and make products for specific needs</p> <p>I am learning to use simple tools and equipment with some accuracy</p> <p>I am learning to identify and implement improvements to my designs and products</p>
Cultural Capital	Learning journey	Key Skills
	<p>Health problems around the world – malaria – mosquito nets Link to charity</p>	

Term:	Spring 1
Topic Title:	From Stone Age to Iron Age
Big Question:	Using picture of evolution (from ape to man in suit or similar) See think wonder style open question!
Entry Point:	Making shelters
Exit Point:	Prehistoric Day – dress up and eat prehistoric foods (humus, honey and pitta)
Art Part:	Cave paintings
Link Texts:	The Stone Age Boy

History: National Curriculum	Learning journey	Key Skills
Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel, Iron Age hill forts: tribal kingdoms, farming, art and culture 	Exploring the Stone Age, Bronze Age and Iron Age periods. We will look at what made these periods in history special exploring the discoveries and inventions. We will look at what cave people were really like and discover what it would have been like to live in those times. We will examine the types of homes people used to live in, what they ate, their clothes and how they farmed.	I am learning to give reasons for particular events and changes I am learning to put eras and events in chronological order I am learning to gather information from simple sources I am learning to identify differences between my own life and those of people who have lived in the past

Geography: National Curriculum	Learning journey	Key Skills
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Science: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter 	Make a storyboard showing how fossils are made. Create own fossil using plaster of paris and plasticine (press real fossil into plasticine to make an indent, then fill with plaster of paris). When learning that fossils are only made in sedimentary rocks, teach children about igneous and metamorphic rocs also. How is each type of rock made. Explore how soil is formed.	I am learning to carry out scientific experiments. I am learning to pose simple scientific questions. I am learning prepare a simple fair test investigation I am learning use scientific equipment. I am learning to identify different ways of finding out about scientific issues. I am learning to gather and record data to help answer questions. I am learning to classify information. I am learning to use scientific language. I am learning to represent scientific information in bar graphs and/or tables. I am learning to make predictions.

		I am learning to make conclusions using scientific evidence.
Art: National Curriculum	Learning journey	Key Skills
Drawing pencil, charcoal Develop drawing skills charcoal, pencils and sketching. Incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space	Cave paintings building on Art Part at start of lesson Recreating an artist's impression of prehistory – Zednuk Burian	I am learning to choose materials and techniques which are appropriate for my task I am learning to explain my own work in terms of what I have done and why I am learning to talk about works of art, giving reasons for my opinion.
D & T: National Curriculum	Learning journey	Key Skills
Cultural Capital	Learning journey	Key Skills

Term:	Spring 2
Topic Title:	May the FORCE be with you
Big Question:	Could you slide forever?
Entry Point:	Star Wars dress up day
Exit Point:	
Art Part:	Using forces in art (marble art)
Link Texts:	

History: National Curriculum	Learning journey	Key Skills
Geography: National Curriculum	Learning journey	Key Skills
Science: National Curriculum	Learning journey	Key Skills
Forces and Magnets <ul style="list-style-type: none"> Notice that some forces need contact between two objects, but magnetic forces can act at a distance compare how things move on different surfaces Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Gravity experiment: Balls of different weights, which one will hit the ground first. Make prediction record results and evaluate prediction after and make conclusion.</p> <p>Friction experiment: Two surfaces, smooth and rough. Drop car from slide on both surfaces, which travels further? Make predictions first, how can we make this a fair test?</p> <p>Discuss magnetic forces and the difference between them and other forces. Why don't they need physical contact? Why do they attract and repel? How are these forces used in everyday life?</p> <p>Which materials are attracted by magnetic forces? Which metals and why?</p>	I am learning to carry out scientific experiments. I am learning to pose simple scientific questions. I am learning prepare a simple fair test investigation I am learning use scientific equipment. I am learning to identify different ways of finding out about scientific issues. I am learning to gather and record data to help answer questions. I am learning to classify information. I am learning to use scientific language. I am learning to represent scientific information in bar graphs and/or tables. I am learning to make predictions. I am learning to make conclusions using scientific evidence.
Art: National Curriculum	Learning journey	Key Skills

D & T: National Curriculum	Learning journey	Key Skills
<p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Designing and making balloon space buggies</p>	<p>I am learning to make then follow useable plans and make products for specific needs</p> <p>I am learning to use simple tools and equipment with some accuracy</p> <p>I am learning to identify and implement improvements to my designs and products</p>
Cultural Capital	Learning journey	Key Skills
	Extreme and dangerous forces around the world	

Term:	Summer 1
Topic Title:	From Bean to Bar
Big Question:	Where does our food come from?
Entry Point:	Chocolate testing! Blind taste test and rating. Chocolate maths, chocolate English – chocolate themed day!
Exit Point:	
Art Part:	
Link Texts:	

History: National Curriculum	Learning journey	Key Skills
<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	<p>Mayan and Aztec civilizations Discovery of chocolate – chocolate Who took chocolate to Europe?</p>	<p>I am learning to give reasons for particular events and changes</p> <p>I am learning to put eras and events in chronological order</p> <p>I am learning to gather information from simple sources</p> <p>I am learning to identify differences between my own life and those of people who have lived in the past</p>

Geography: National Curriculum	Learning journey	Key Skills
<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries looking at environmental regions, key physical and human characteristics <p>Human geography</p> <ul style="list-style-type: none"> including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Physical Geography</p> <ul style="list-style-type: none"> climate zones, biomes and vegetation belts, rivers, mountains 	<p>Locate countries of world where cocoa beans are grown and exported, locate countries that import chocolate, use atlases and label on world maps. Trade links.</p> <p>Factors affecting growth of cocoa beans – climate etc</p>	<p>I am learning to make simple maps and plans of familiar locations using symbols</p> <p>I am learning to express views on the features of an environment and the way it is being harmed or improved</p> <p>I am learning to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>I am learning to describe the main geographical features of the area immediately surrounding the school</p>

Science: National Curriculum	Learning journey	Key Skills
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<p>Animals</p> <ul style="list-style-type: none"> 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>About the ingredients in chocolate, nutrition, burning fat and sugars, presenting data in bar chart Chocolate and tooth decay</p>	
Art: National Curriculum	Learning journey	Key Skills
<p>Painting: acrylic</p> <ul style="list-style-type: none"> Review and revisit ideas Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic. 	<p>Design own chocolate wrappers Look at classic chocolate adverts</p>	<p>I am learning to use art as a means of self expression</p> <p>I am learning to choose materials and techniques which are appropriate for my task</p> <p>I am learning to explain my own work in terms of what I have done and why</p> <p>I am learning to talk about works of art, giving reasons for my opinion.</p>
D & T: National Curriculum	Learning journey	Key Skills
<p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and 	<p>Designing and making chocolate wrappers</p> <p>Making our own chocolate bars</p>	<p>I am learning to make then follow useable plans and make products for specific needs</p> <p>I am learning to use simple tools and equipment with some accuracy</p> <p>I am learning to identify and implement improvements to my designs and products</p>

<p>consider the views of others to improve their work</p> <ul style="list-style-type: none"> • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
Cultural Capital	Learning journey	Key Skills
	Fair trade	

Term:	Summer 2
Topic Title:	Flower Power
Big Question:	Are plants important?
Entry Point:	Planting flowers! Make small herb gardens. Class project on playground?
Exit Point:	
Art Part:	Make paper flowers (different craft techniques)
Link Texts:	

History: National Curriculum	Learning journey	Key Skills
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Geography: National Curriculum	Learning journey	Key Skills
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Geographical skills and fieldwork	Learning journey	Key Skills
<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Use knowledge from Islands topic to use map for trip to local area (park, meadow?) to discover various points.</p> <p>Look at maps of major forests, conservational areas (lake district, New Forest?). Find features using key and symbols.</p> <p>Create own map of area around the school. Walk around the local area to take note of local features for creation of maps.</p>	<p>I am learning to use geographical terms and describe features</p> <p>I am learning to make simple maps and plans of familiar locations using symbols</p> <p>I am learning to express views on the features of an environment and the way it is being harmed or improved</p> <p>I am learning to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>I am learning to describe the main geographical features of the area immediately surrounding the school</p>

Science: National Curriculum	Learning journey	Key Skills
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Plants	Learning journey	Key Skills
<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to 	<p>Study parts of a plant and their purpose. Use real flower/plant for pupils to study. Draw and label plant. Explain purpose and function of different parts.</p> <p>Use plants from entry point to show plants requirements. Do all plants need the same things or grow in the same environment? Can class predict which</p>	<p>I am learning to carry out scientific experiments.</p> <p>I am learning to pose simple scientific questions.</p> <p>I am learning prepare a simple fair test investigation</p> <p>I am learning use scientific equipment.</p> <p>I am learning to identify different ways of finding out about scientific issues.</p>

<p>grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>plants need which environment to grow eg. Banana tree, cactus, fern tree.</p> <p>Classify types of plants. Their environments, how they pollinate.</p>	<p>I am learning to gather and record data to help answer questions.</p> <p>I am learning to classify information.</p> <p>I am learning to use scientific language.</p> <p>I am learning to represent scientific information in bar graphs and/or tables.</p> <p>I am learning to make predictions.</p> <p>I am learning to make conclusions using scientific evidence.</p>
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Art: National Curriculum	Learning journey	Key Skills
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<p>Sculpture 2</p> <ul style="list-style-type: none"> Experimenting, form Plan, create and evaluate a sculpture. Recap sculpture 1 and incorporate some of what has been covered. 	<p>Creating vases</p>	<p>I am learning to use art as a means of self expression</p> <p>I am learning to choose materials and techniques which are appropriate for my task</p> <p>I am learning to explain my own work in terms of what I have done and why</p> <p>I am learning to talk about works of art, giving reasons for my opinion.</p>
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D & T: National Curriculum	Learning journey	Key Skills
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Cultural Capital	Learning journey	Key Skills
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	Save the bees	
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Weekly Learning Journey	Insert brief description of learning journey through the week	
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		