


Lowe's Wong Anglican/ Methodist Junior School

MEDIUM TERM TOPIC PLAN – Year 3

	Autumn 1 Objectives	Vocabulary
Topic	Tribal Tales	
Values	Thankfulness	
Enrichment (Visits and visitors)	Creswell Crags	
English Quality text	Gorilla & The Tunnel by Anthony Browne Stone Age Boy by Satoshi Kitamura The Street Beneath our Feet by Charlotte Guillain & Yuval Zommer	
English Writing genres	Adventure stories Recounts List poems	See English Progression document.
Maths	Place Value	See Southwell Schools vocab List & Maths No Problem Maths Vocabulary List
Science	Rocks and Fossils <ul style="list-style-type: none"> <input type="checkbox"/> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <input type="checkbox"/> describe in simple terms how fossils are formed when things that have lived are trapped within rock Working Scientifically <ul style="list-style-type: none"> <input type="checkbox"/> making systematic and careful observations <input type="checkbox"/> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <input type="checkbox"/> using straightforward scientific evidence to answer questions or to support their findings <input type="checkbox"/> setting up simple practical enquiries, comparative and fair tests <input type="checkbox"/> making systematic and careful observations <input type="checkbox"/> recording findings using simple scientific language, drawings, labelled diagrams and tables 	Rocks Fossils Igneous Sedimentary Metamorphic Human/ man-made Magma Lava Permeable/ Impermeable Hard Soft Properties Crust Limestone, Granite, Basalt, Sandstone, Chalk, Obsidian, Slate, Marble Mould/ cast/ trace fossils

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		Palaeontology Erosion
History	<u>Changes in Britain from the Stone Age to the Bronze Age</u> What does prehistory mean? Where in the world was the Stone Age? How can we find out about it? What can we learn from Stone Age Cave Art? What archaeological evidence has been found at Creswell? What was it like at Creswell Crag in the Stone Age? What kind of sources tell us about the Stone Age? What did we learn about Hunter-gatherers our visit? How did farming change Stone Age life? What tools and weapons did they use? Where did they get food from? What was life like in the Stone Age? What changed and what stayed the same? Would I want to live in the Stone Age? What can monuments tell us about the Prehistoric Age? How did life change in the Bronze Age? How did people make bronze?	BC/AD; BCE/CE Archaeologist agriculture artefact Bronze Age chronology civilisation druid excavation farming flint harpoon hunter-gatherer Mesolithic Monument Neolithic Palaeolithic prehistoric settlement primary and secondary sources Stone Age tools tribe
Geography	<u>Settlements</u> Why did people visit/ live at Creswell? What physical geography made Creswell Crag a good place to visit in the Stone Age? How has land use changed over time? Why and where did people migrate? What are the physical and human features of Southwell? Where are Southwell, Creswell Crag and Castleton on an OS map? How can I use an 8 point compass? How can I represent Castleton and its surrounding area using a field sketch?	Human and physical features migration settlement tourism
Art and Design	<u>Cave Art</u>	Blending

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(artist)	<p>Investigate - Stone Age Art around the world</p> <p>Explore – Line drawing and Techniques using pastels</p> <p>Create – Cave art representing animals</p> <p>Reflect – Evaluate effectiveness of techniques, materials and final piece</p>	<p>Charcoal</p> <p>Cross-hatching</p> <p>Feathering</p> <p>Hatching</p> <p>Natural</p> <p>Ochre</p> <p>Pastel</p> <p>Shading</p> <p>Side strokes</p> <p>Strokes</p> <p>Texture</p>
Design Technology	(Not taught in this topic)	
Computing	<p><u>LWJ desktop computer and server skills</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Rules of the computing suite <input type="checkbox"/> Turning computers on <input type="checkbox"/> Logging on <input type="checkbox"/> Using the mouse – left & right click <input type="checkbox"/> Using the keyboard <input type="checkbox"/> Develop typing skills <input type="checkbox"/> Creating, saving, retrieving files in 'Word' <input type="checkbox"/> Using spellcheck <input type="checkbox"/> Safe use of the internet to search for suitable images: words spelt correctly when searching, using 'KS2', 'children', 'year 3', 'kids' as search terms <input type="checkbox"/> Inserting images using screenshot from 'Word' <input type="checkbox"/> Logging off <input type="checkbox"/> Closing computers down safely <p>Rising Stars – 'Switched on Online Safety' - Lesson 3.1: We are Year 3 rule writers</p>	
RE	<p><u>Creation and the Fall</u></p> <p>To think about the importance of things beginning.</p> <p>To understand Christian beliefs about Creation.</p>	<p>Creation</p> <p>Creator</p> <p>Genesis</p>

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	<p>To reflect on God's creation.</p> <p>To think about how we can care for God's creation.</p> <p>To consider who was to blame for the Fall.</p> <p>To reflect on the meaning of the story of Creation.</p>	<p>God</p> <p>The Fall</p> <p>Christian</p> <p>The Bible timeline</p> <p>Big Frieze (UC)</p> <p>Beliefs</p> <p>image</p> <p>Responsibility</p> <p>Care</p> <p>Free will</p> <p>opinion</p> <p>blame</p> <p>forgiveness</p>
RSHE/PSHE	<p><u>Being me in my world</u> (Jigsaw Year 3, Piece 1)</p> <p>Getting to know each other</p> <p>Nightmare school</p> <p>Dream school</p> <p>Rewards and consequences</p> <p>Our Learning Charter</p> <p>Owning our Learning Charter</p>	<p>Co-operate</p> <p>Emotions</p> <p>Feelings</p> <p>Fears</p> <p>Worries</p> <p>Solutions</p> <p>Support</p> <p>Rights</p> <p>Responsibilities</p> <p>Learning</p> <p>Charter</p> <p>Behaviour</p> <p>Rewards</p> <p>Consequences</p> <p>Actions</p> <p>Fairness</p> <p>Choices</p> <p>Team work</p> <p>Welcome</p> <p>Valued</p> <p>Achievements</p>

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		Personal goal Praise Acknowledge Affirm
PE	Football Gymnastics	
MFL Spanish	Numbers to 10 Commands	
Music	<u>Ballads</u> To use musical vocabulary to explain the stylistic features of a ballad. To explore how actions can impact performance. To plan a musical structure inspired by a story.	Ballad Ensemble compose

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