

## Medium Term Plan – Year 3 Autumn 1

<b>Art</b>	<p>Famous Buildings</p> <ol style="list-style-type: none"> <li>1. To explore and examine buildings in a range of architectural styles.</li> <li>2. To explore the architecture of Sir Christopher Wren.</li> <li>3. To explore colour and pattern in the design of St Basil's Cathedral.</li> <li>4. To explore the work of Marz Jr.</li> <li>5. To create art work inspired by the New York skyline and Marz Jr.</li> </ol>
<b>Computing</b>	<p><b>Coding:</b> Code Studio</p> <ol style="list-style-type: none"> <li>1. Use precision when creating instructions</li> <li>2. Translate movements into a series of commands</li> <li>3. Modify an existing program to solve errors</li> <li>4. Order movement commands as sequential steps in a program</li> </ol> <p><b>Digital Citizenship and E-safety:</b>          Putting a Stop to Online Meanness          Password Power Up          Kara and Winston 1 and 2</p>
<b>Geography</b>	<p><b>Local Area</b></p> <ol style="list-style-type: none"> <li>1. I can ask and answer questions about the physical and human characteristics of a location</li> <li>2. I can use fieldwork to observe and record the human and physical features in the local area</li> <li>3. I can describe how the locality of the school has changed over time</li> <li>4. I can use the eight points of a compass, four-figure references, symbols and a key to communicate knowledge.</li> </ol>
<b>History</b>	<p><b>Local Area</b></p> <ol style="list-style-type: none"> <li>1. I can use evidence to ask questions and find answers about Port Sunlight</li> <li>2. I can describe the changes that have happened in the locality of the school throughout history</li> <li>3. I can compare some factories in the past to present day</li> <li>4. I can compare houses in the early 1900s to now</li> <li>5. I can compare and contrast the role of men, women and children from the early 1900s</li> </ol>
<b>PE</b>	<p><b>Health Related Exercise (HRE)</b></p> <ol style="list-style-type: none"> <li>1. I can find my pulse and identify changes in my pulse</li> <li>2. I can identify my strengths and acknowledge what I need to improve</li> <li>3. I can work towards improving my fitness</li> <li>4. I can continue to work towards improving my fitness</li> <li>5. I can identify different muscle groups in the body and know when I am using them during exercise</li> <li>6. I can begin to understand energy balance</li> </ol> <p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>1. I can modify actions independently using different pathways, directions and shapes</li> <li>2. I can consolidate and improve quality of movements and gymnastics actions</li> <li>3. I can use basic ideas to improve sequence work - unison</li> </ol>
<b>PSHE</b>	<p><b>Being Me in My World</b></p> <ol style="list-style-type: none"> <li>1. I recognise my worth and can identify positive things about myself and my achievements.</li> <li>2. I can face new challenges positively, make responsible choices and ask for help when I need it.</li> <li>3. I understand why rules are needed and how they relate to rights and responsibilities.</li> <li>4. I understand that my actions affect myself and others and I care about other people's feelings.</li> <li>5. I can make responsible choices and take action.</li> <li>6. I understand my actions affect others and try to see things from their points of view.</li> </ol>
<b>RE</b>	<p><b>Community, Culture and Power: Hinduism- Diwali</b></p> <p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ol style="list-style-type: none"> <li>1. I can create a group with a special identity.</li> <li>2. I can understand what happens during Diwali and why.</li> <li>3. I can explain why Diwali would give a feeling of belonging to a Hindu child.</li> </ol>
<b>Science</b>	<p><b>Forces</b></p> <ol style="list-style-type: none"> <li>1. I can explore how a force is required to make something start to move</li> <li>2. I can explore how air can make things move</li> <li>3. I can explore how objects move on different materials</li> <li>4. I can explore which materials are magnetic</li> <li>5. I can measure the strength of a magnet in different ways</li> <li>6. I can carry out an investigation comparing the strength of different magnets</li> <li>7. I can identify the two poles of a magnet and investigate how magnets attract or repel each other</li> </ol>

<b>A Sense of Enterprise</b>	<b>Homework Project</b>	<b>Ideas for Display</b>
	Lever Posters/Project	
<b>Learning outside the classroom</b>	<b>RRSA</b>	<b>Local cultural links including trips and visits</b>
Our Changing World (Snap Science) Local Area visit	Wants and Needs cards Class Charter Photo homework UNICEF Outright Campaign	Port Sunlight

