



## Y3 Medium Term Plan Autumn 1

	Science	Humanities	RE	Computing
<b>Theme</b>	<p>Rocks</p> <p>Key skills:</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Key Knowledge:</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Theme: Britain from Stone Age to Iron Age</p> <p>Key skills:</p> <p>-Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p>-They should note connections, contrasts and trends over time</p> <p>-Develop the appropriate use of historical terms</p> <p>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>TOPIC - Hinduism Theme: Diwali</p> <p>Enquiry question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Key skills</p> <p>- I can talk about what concepts like belonging mean and start to relate it to the people I am studying</p> <p>- I can tell you important actions I could take to support a group I belong to</p> <p>Empathy Investigation Discernment Evaluation Reflection</p> <p>Key knowledge</p> <ul style="list-style-type: none"> <li>I know some of the ways Hindus celebrate Diwali</li> <li>I know how Hindu children might feel at Diwali (Know story of Rama / Sita - Good/Evil, Goddess</li> </ul>	<p>Theme: 2code Unit 3.1</p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>To create an algorithm for an animated scene in the form of a storyboard</li> <li>To write a program in 2code to create an animation</li> <li>To design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</li> <li>To be able to sequence ... in programs; work with variables and various forms of input and output and repetition.</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>To know how to use logical reasoning to detect and correct errors in algorithms and programs.e.g. Follow instructions in order step by step to see what happens and where it goes wrong .</li> <li>To understand what 'algorithm' is in a more complex form e.g. use a repeat loop</li> </ul>

		<p>-They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key knowledge</p> <p>Changes in Britain from the Stone Age to the Iron Age;</p>	<p>Lakshmi, Hindus celebrate - Rangoli patterns, diva lamps, making sweets, music, puja tray)</p>	
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# Week 1

L.O: To be able to name six common rocks.

## Key skills

- i. asking relevant questions and using different types of scientific enquiries to answer them
- ii. making systematic and careful observations
- iii. recording findings using simple scientific language, drawings, labelled diagrams

## Key knowledge:

- To observe rocks closely and discover that they have different qualities and features.
- To be able to name 6 common rocks
- -To understand how rocks are formed.

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn>

**Key Vocabulary:** rock, sandstone, limestone, chalk, granite, slate, marble, classification, observation

LO: To understand what humans needed for survival in the Stone Age.

## Key skills

-Construct informed responses that involve thoughtful selection and organisation of relevant historical information

## Key knowledge

Children should know how early man survived in the Stone Age

-The earliest humans managed to survive by using sharp stone tools to kill animals

-animals' bones were useful materials for making tools, such as needles

-Good tools were the difference between living and dying in the Stone Age.

-Weapons changed; spears, axes, bows and arrows were developed to make hunting quicker and better.

## Engagement lesson -

**LO : to understand what it means to belong to a group**

### Key skills

- Appreciation and empathy - I can appreciate that different people may choose to belong to a different group to me

### Key knowledge

- Know you can have a sense of belonging if you have a similar/same:

- identity
- belief
- image (badge or logo)
- idea of what is important
- mission
- ideas of right and wrong
- celebration

Create a new group and decide on:

- the three most important things
- what is right and wrong?
- How would they celebrate together?

Would you feel a sense of belonging? Do children gain a sense of belonging because they are united in a mission?

LO: To know and use variables such as object, action, control and event.

## Key skills

- To review coding vocabulary that relates to Object, Action, Output, Control and Event.
- To use 2Chart to represent a sequential program design.
- To use the design to write the code for the program

## Key knowledge

- Children know how to create a design that represents a sequential algorithm.
- Children know how to use a flowchart design to create the code.
- Children understand what Object, Action, Output, Control and Event are in computer programming.

<h2 style="text-align: center;">Week 2</h2>	<p>L.O: To investigate different types of rock.</p> <p>Key skills</p> <ul style="list-style-type: none"> <li>- i. setting up simple practical enquiries, comparative and fair tests</li> <li>- ii. making systematic and careful observations,</li> <li>- iii. using results to draw simple conclusions, make predictions for new values, suggest improvements</li> <li>- and raise further questions</li> <li>-</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>- To understand that rocks are formed in 3 different ways.</li> <li>- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> </ul> <p><b>Key Vocabulary:</b> petrologist, man-made rocks, brick, tile, concrete, Igneous, sedimentary, metamorphic, permeable, impermeable, acid, erosion, marble, chalk, limestone, slate, granite, sandstone, identification key</p>	<p>LO: To understand what was found at Skara Brae and why it is important.</p> <p>Key skills</p> <p>-Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age</p> <p>Key knowledge</p> <p>-children should know about Skara Brae and understand its significance in knowing more about the Stone Age</p> <p>-Skara Brae is a well preserved Stone Age village built in the Neolithic period, around 3000 BC.</p> <p>-Skara Brae provides evidence that <b>Stone Age people were beginning to settle down in one place</b></p> <p>-The people who lived there had started growing their own food and looking after livestock.</p> <p>-The earlier houses had more of a circular shape. There was one main room with a fire pit in the middle, and beds built into the walls at the sides.</p>	<p><b>Investigation lesson -</b></p> <p><b>LO: To be able to recall the story of Rama and Sita and why it is important to Hindus</b></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>● Investigation - think about how the story relates to the theme good vs evil</li> </ul> <p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>● Know the key events in the story of Rama and Sita</li> </ul> <p>- Story connected to Divali (festival of light)</p> <p>- Theme of Good vs Evil</p> <p>- Rama and Sita married</p> <p>- Evil Ravanda tricked Rama and took Sita</p> <p>- Rama and the monkey king (Hanuman) gets his army</p> <p>- After a great battle, Ravanda is killed and Sita rescues her</p> <p>Theme illustrates the triumph of good over evil because Hindus believe that they should try to bring as much good to the world as possible.</p>	<p>LO: • To design and write a program that simulates a physical system.</p> <p>Key skills</p> <ul style="list-style-type: none"> <li>● Children can explain how their program simulates a physical system, i.e. my vehicles move at different speeds and angles.</li> <li>● Children can describe what they did to make their vehicle change angle.</li> <li>● Children can show that their vehicles move at different speeds</li> </ul> <p>Key knowledge</p> <ul style="list-style-type: none"> <li>● To know and understand what simulation means (It means creating a program where the objects behave as they would in the real world.)</li> </ul>
<h2 style="text-align: center;">Week 3</h2>	<p>L.O- To be able to collect evidence of local rocks and its purposes.</p> <p>Key skills</p> <ul style="list-style-type: none"> <li>● i. making systematic and careful observations and, where appropriate, taking</li> </ul>	<p>LO: To understand what copper mining meant to the people of the Bronze Age.</p> <p>Key skills</p> <p>-Continue to develop a</p>	<p><b>Investigation lesson -</b></p> <p><b>LO: To know who Lakshmi is and why she is important to Hindus</b></p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>● Investigation - Why is Lakshmi important to</li> </ul>	<p>LO: To be able to use IF commands in a program.</p> <p>Key skills</p> <ul style="list-style-type: none"> <li>● To look at the grid that underlies the design and relate this to X and Y</li> </ul>

	<p>accurate measurements using standard units, using a range of equipment</p> <ul style="list-style-type: none"> <li>ii. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul> <p>Key knowledge:</p> <ul style="list-style-type: none"> <li>To collect evidence of the local bedrock and other rocks in the local area by doing a rock survey.</li> <li>To use knowledge of the properties of rocks to determine why particular rocks were selected for different tasks - permeability, hardness, etc</li> </ul> <p>Key Vocabulary survey, petrologist, data, database</p>	<p>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age,</p> <p>Key knowledge</p> <ul style="list-style-type: none"> <li>- looking at how copper mining was crucial to the people of this time. •</li> <li>-the Bronze Age:the humans started making tools from bronze</li> <li>-tools were made of bronze as it was a harder material than copper or stone.</li> </ul>	<p>Hindus?</p> <p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To know who Lakshmi is and what she represents</li> </ul> <ul style="list-style-type: none"> <li>- Lakshmi is a goddess</li> <li>- Celebrated as part of Divali</li> <li>- Symbol of good luck</li> <li>- Goddess of wealth and well-being</li> <li>- Lakshmi is worshipped to bring prosperity and an abundant harvest</li> </ul>	<p>properties.</p> <ul style="list-style-type: none"> <li>To introduce selection in their programming by using the if command.</li> <li>To combine a timer in a program with selection.</li> </ul> <p>Key knowledge</p> <ul style="list-style-type: none"> <li>Children understand how to make use of the X and Y properties of objects in their coding.</li> <li>Children know how to create an if statement in their program.</li> <li>Children know how to use a timer and if statement to introduce selection in their program.</li> </ul>
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# Week 4

L.O- To be able to explain how fossils were formed.

**Key skills**

- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

**Key knowledge:**

- To discover the contribution to science of the great 19 th century fossil hunter Mary Anning
- To understand the process of fossil formation and be able to describe it in simple terms.

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z2ym2p3>

**Key Vocabulary:** fossil, ichthyosaur, plesiosaur, ammonite, sediment, minerals, mould, cast

LO: To understand how evidence about Stonehenge can give us different answers about the past.

**Key skills**

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist,

**Key knowledge**

-to know the different theories for the building of Stonehenge.

-Stonehenge:prehistoric monument .

-The different theories about the purpose of Stonehenge:

- a)ancient astronomy,
- b)music and dance,
- c)religious ceremonies,
- d)place of healing,

-Historians find it difficult to answer questions about the prehistoric past because:

the people who lived then have died,there is no written evidence about people's lives (only marks and paintings), they must rely on finding objects instead.

## Investigation lesson -

**LO: To be aware of how Divali is celebrated by Hindus**

**Key skills:**

- Investigation - I can understand why Hindus come together to take part in Divali

**Key knowledge:**

- Hindus celebrate Divali by taking part in the following:

- Rangoli patterns on body
- Diva lamps
- Making sweets
- Puja tray
- Fireworks

How do they feel when they are involved in these preparations/ celebrations? Discuss how during this time there is a strong sense of belonging both to their families and the Hindu community.

LO: To be know how to use variables.

**Key skills**

- To understand what a variable is in programming.
- To use a variable to create a timer

**Key knowledge**

- Children know what a variable is in programming (Variables are like boxes in which the computer can store information.)
- Children know why variables need to be named (to not get mixed up with others and to know what the variable is for)
- Children know and understand how to create a variable in a program.
- Children know how to set/change the variable values appropriately to create a timer

# Week 5

L.O- To investigate, discover and classify the different components of soil.

### Key skills

- making systematic and careful observations and, where appropriate, taking accurate measurements
- using standard units, using a range of equipment
- ii. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- iii. identifying differences, similarities or changes related to simple scientific ideas and processes
- iv. using straightforward scientific evidence to answer questions or to support their findings
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### Key knowledge:

- recognise that soils are made from rocks and organic matter.

<https://www.bbc.co.uk/bitesize/topics/zjty4wx/articles/ztvbk2p>

**Key Vocabulary:** soil, micro-organisms, organic matter, particles, sand, silt, fair test, compare, sort, predict

LO: To understand how and why hillforts were developed in the Iron Age

### Key skills

Note connections, contrasts and trends over time and develop the appropriate use of historical terms

### Key knowledge

Children should know how and why hillforts developed as popular places to live in the Iron Age.

- Iron Age houses were gathered in communities on hills called 'hillforts'.

-The Iron Age followed the Bronze Age. The Iron Age took its name from the iron that was being used for tools, weapons and technology at the time. The people living in Britain during the Iron Age were called Celts.

The Celts were made up of many tribes, such as the Britons and the Picts.

-The Iron Age refers to the period of time in Britain (from around 800 BC until the Roman conquest in 43 AD) when iron and steel began to be used to make tools and weapons instead of bronze. Iron was a stronger, harder metal than the bronze previously used. It was worked into shape by hammering it against an anvil – a process known as smithing – and was used to make objects such as ploughs, armour and coins (which were used for the first time in the Iron Age around 100 BC).

## Evaluation lesson -

**LO: To know how Divali brings a feeling of belonging**

### Key skills

- Evaluation / discernment - To judge what belonging at home and in the community feels like to Hindus

### Key knowledge

- Know Divali brings a feeling of belonging because:

- involved in the preparations together (food)
- involved in shared activities (rangoli patterns)
- same belief (visiting the temple, all working together to bring as much good in to the world (story of Rama and Sita))

Why do Hindus celebrate Divali? Did they enjoy taking part in the activities? How do they feel? What are their thoughts and feelings during Divali?

LO: To be able to use repetition in a program.

### Key skills

- To create a program with an object that repeats actions indefinitely.
- To use a timer to make characters repeat actions.
- To explore the use of the repeat command and how this differs from the timer

### Key knowledge

- Children know how to show how their character repeats an action and explain how they caused it to do so.
- Children are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code.
- Children can explain how they made objects repeat actions.

# Week 6

L.O- To report on findings from an investigation.

Key skills:

- i. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- ii. describe in simple terms how fossils are formed when things that have lived are trapped within rock
- iii. recognise that soils are made from rocks and organic matter

Key knowledge:

- Recapping from previous lessons

Session 1 – Rock Stars: we learnt to name 6 different rocks and made detailed, labelled drawings of them  
Session 2 – Rock Detectives: we learnt there are 3 different types of rock and we tested our 6 rocks for clues on which they are

Session 3 – Rock Quest: we did a rock survey of our local area and found what type of rock was used for different buildings

Session 4 – Fantastic Fossils: we learnt all about Mary Anning and discovered how fossils are made

Session 5 – Soil Detectives: we learnt about the amazing world of soil

Key Vocabulary All vocabulary previously learnt on this block

LO: To understand how evidence about Druids can give us different answers about the past.

Key skills

-Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist,

Key knowledge

Children should know why some of our knowledge about Iron Age Druids could be unreliable

-Druids: the priests of the Celts.

-The Celts: the most powerful tribes in Europe during the Iron Age.

-The Celts believed in over 400 gods and goddesses that lived in rivers, cliffs, springs, lakes, bushes and other natural places. The only people who could communicate with the gods were the Druids.

-The main religious festivals for the Celts were based around important times in the farming year. **Imbolc:** 1<sup>st</sup> February, **Beltane:**1<sup>st</sup> May, the beginning of warm weather, **Lughnasadh:** 1<sup>st</sup> August, the time for harvesting, **Samhain:** 1<sup>st</sup> November

-The Druids sacrificed food, precious objects and even humans to the gods, to keep them happy.

-The early Celts did not read or write. We only know about Druids from the writings of people who had met them. Some of the Romans met the Druids. Information provided by the Romans has been useful for understanding who the Druids were and what they did.

**Expression lesson -**

**LO -** To be able to identify what it means to belong

**Key skills:**

- Expression and reflection - To reflect on their own sense of belonging and identity

**Key knowledge:**

- Recap learning and respond to the enquiry question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

Discuss their sense of belonging and identity, sharing what they have in common, their goals for the year, etc.

LO: To be able to debug a simple program

Key skills

- To know what debugging means.
- To understand the need to test and debug a program repeatedly.
- To debug simple programs.
- To understand the importance of saving periodically as part of the code development process.

Key knowledge

- Children can explain what debug (debugging) means.
- Children have a clear idea of how to use a design document to start debugging a program.
- Children can debug simple programs.
- Children can explain why it is important to save their work after each functioning iteration of the program they are making.



		<p>-However, Roman information only gives us some idea about this group of religious people who were considered as scary and strange. Archaeologists suggest that Roman descriptions of Druids didn't quite tell the whole truth about these men.</p>		
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