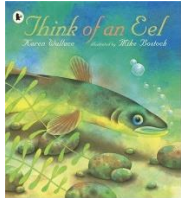


MEDIUM TERM PLANNING

KS2

YEAR GROUP: 3


TERM: Spring Term 1 2020-21

CENTRAL TEXT:	LEARNING JOURNEY TITLE:	SUPER START:	FANTASTIC FINISH :
	Wonderful Water	Making a human river.	Creating a river using water travelling from a given point to an end point

	COMPUTING SoW: We are Presenters	PSHE SoW: Mental Wellbeing,	SCIENCE	HISTORY	GEOGRAPHY	ART/DT	PE SoW: Gymnastics	MUSIC SoW: Three Little Birds	RE SoW: Teaching Stories and Authority (The Christian Bible)	Languages SoW: Playground Games
1	Use technology safely, respectfully and responsibly.	Wellbeing Understand what wellbeing is and what it is to be kind to ourselves.	Compare and group together different kinds of rock based on their appearance and physical properties		What is a river? Is a river like the sea? Ask and respond to geographical questions.	Experiment with different materials to create an effect	Create and perform a sequence showing contrasting shapes and actions	Listen with direction to a range of high quality music.	Understand why the Bible is important to Christians	When listening to stories, rhymes or songs, join in with repeated sections
2	Understand the qualities of an effective video (narrative, film angles).	Wellbeing Understand how to support our wellbeing with behaviours and strategies.	Make systematic and careful observations by examining different types of rocks.		How and why are rivers formed? Explain the course of a river.	Experiment with different materials to create an effect	Perform contrasting actions and fluency	Use musical words to describe a piece of music and compositions.	Ask and respond to questions about the Bible	When listening to stories, rhymes or songs identify phonemes and rhyming words.
3	Use a digital device (camera) to design and create a program. Focus on stability, focus and basic	Physical Health and Fitness Understand the importance of exercise.	Describe how fossils are formed when things that have lived are trapped within rock		How does each course of a river differ? Know and label the main features of a river.	Know about some of the great artists and describe their work	Improve technique and control of basic rolling actions	Use musical words to describe what he/she likes and does not like about a piece of music.	Understand the history of the Bible and some of it features	Have a basic understanding of the usual order to words in sentences in the target language.

	functioning of the camera.									
4	Use a digital device (camera) to design and create a program. Focus on creating different 'shots' using different angles and zoom.	Physical Health and Fitness Understand what a healthy balance diet includes.	Identifying changes related to simple scientific ideas in the context of theories about fossils.		How do rivers benefit our environment and industry? Understand and use a widening range of geographical terms <i>(eg. Specific topic vocabulary: meander, flood plane, location, industry, transport, settlement).</i>	Understand complementary colours and tone	Use jumping in combination and isolation	Find the pulse within the context of different songs/music with ease.	Investigate the contents of the Bible	Read some familiar words aloud using mostly accurate pronunciation.
5	Edit program including adding narration.	Health Prevention Understand why a bad diet can lead to bad health.	Recognise that soils are made from rocks and organic matter by explaining how soil is formed.		Why is the Nile so important to Egyptian industry and trade? Name and locate many of the world's famous rivers including the world's longest rivers.	Experiment with techniques	To work collaboratively with others to create and perform in unison	Sing songs with multiple parts with increasing confidence.	Explain how different translations of the Bible inform what it means for Christians today	Give a response using a short phrase.
6	Present program and evaluate the quality of the program	Health Prevention Evaluate and advise on facts learnt in the topic.	Making systematic and careful observations		What differences and similarities are there between the River Thames and the River Rother? Know, name and locate the main rivers in the UK. Explain why many cities are situated on or close to rivers.	Experiment with techniques Evaluate	Starting and finishing patterns as a group	Play and perform in solo or ensemble contexts with confidence	Understand the difference between literal and symbolic truth and to reflect on personal emotions	
END GOAL	Children to have recorded a short video about eels. Children to have	Children to understand what personal wellbeing is and	Children to understand what different materials make		Children to understand how and why rivers are formed.	Children to understand that different materials can	Children to create a series of gymnastic movements and	Children to Perform 'Three Little Birds' confidently in	Children to explain the key stories in the bible which	Children can respond to questions asking how they are

edited the video by adding in narrative and present it to the class.	strategies to look after their wellbeing. Children to know what a healthy lifestyle entails including foods to eat and examples of exercise.	rock. Children can identify different rocks in their environment. Children understand the process of fossilisation.		Children also understand why they are important to people and animals.	create different effects. They will be able to notice this is their own work and work of other artists.	perform and evaluate their own and other performances.	unison and in parts combining harmonies for a final performance.	shape the Christian calendar. Children to understand that the Bible is translated in to many language however how it is used in churches in universal.	and how old they are. Children can identify similar sounding words in songs and rhymes.
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BRITISH VALUES:					
TOLERANCE :	INDIVIDUAL LIBERTY:	DEMOCRACY:	MUTUAL RESPECT:	RULE OF LAW:	
Tolerance of different religions and different points of view.		Understanding that everyone has the right to an opinion.	Listening to others opinions.	Tolerance of different religions and different points of view.	

CODES:		
CROSS CURRICULAR WRITING: In foundation subjects, please highlight the square yellow if the outcomes link to your genre focus in English. You need to ensure that each week you have at least one piece of cross curricular writing in your topic sessions.		SCIENTIFIC ENQUIRY: Each term you need to plan for at least one investigation.