



Y3 Medium Term Plan Autumn 2


	Science	Humanities	RE	Computing
Theme	<p>Theme: Plants</p> <p>Key skills: 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>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple</p>	<p>Theme: United Kingdom</p> <p>Key skills: •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>•Use the eight points of a compass, four-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</p> <p>•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> <p>•Describe and understand key words and ideas including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water</p> <p>Key knowledge: •Name and locate counties and cities of the United Kingdom, geographical</p>	<p>Theme: Christianity</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Key skills</p> <p>Interpretation Empathy Investigation Application Analysis Evaluation Expression Reflection</p> <p>Key knowledge</p> <p>To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation)</p> <p>Reinforce the significance of shepherds= king David was a shepherd too. He once was a dangerous outsider which shows that the child is not coming just to make friends but to bring change. wise men= gold- kin. Linked to being a king.</p>	<p>Theme: Unit 3.9 - presenting (using powerpoint or google slides)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils can change the design of the slides. • Pupils can insert a new slide. • • Pupils can insert pictures. • • Pupils can edit pictures. • • Pupils can insert video and audio. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Pupils will know what PowerPoint is. • • Pupils will know how to open PowerPoint. • • Pupils will know how to add text and format it. • Pupils will know how to add shapes to a page.

	<p>conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Key knowledge:</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>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>	<p>frankincense= a symbol of deity. Linked to a god Myrrh- a symbol of death. Linked to one who is mortal Star= the star leads the wise men to Jesus' home where they can worship him and give him gifts.</p> <p>Christian meaning of Christmas is that that Jesus is the incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.</p> <p>To know the difference between religious and non-religious words and objects at Christmas (Santa, Advent Calendar, birth of Jesus, decorations, service, nativity story, presents)</p>	
<p>Week 1</p>	<p>**fieldwork lesson to engage children in new topic.**</p> <p>Children go out with a flower hunt in the playground/local area. Pictures of flowers that they need to find (add some they won't find too due to climate etc such as palm trees. Children to then keep a tally of the amount of each flower/tree/plant they find to come back and record as a bar chart or tally in their books Use as a time to discuss why you didn't see certain types of plants and</p>	<p>L.O: To locate countries, capital cities and seas within the UK</p> <p>Key skills:</p> <ul style="list-style-type: none"> •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied <p>Key knowledge:</p>	<p>**Engagement lesson**</p> <p>L.O. To share and reflect upon my Christmas experience</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Qu to ask: What does Christmas mean to you? What does 'true' mean to you?</p> <p>Key skills</p> <p>Empathy- to appreciate that some</p>	<p>LO: To create a page in a presentation</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify 'add page' and create a new page in ppt or google slides. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Pupils will know what PowerPoint is AND what its use is in real life etc teachers in lesson, government etc. • Pupils will know how to

	<p>trees in England; discuss similarities and differences between different plants too and to think of questions that the children will want to find out during the topic.</p> <p>S.K.L.O: To identify different types of plants in the local area</p> <p>W.S.L.O: record findings in a chart</p> <p>Key skills: asking relevant questions and using different types of scientific enquiries to answer them</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Key knowledge: explore the requirements of plants for life and growth and how they vary from plant to plant</p>	<p>•Name and locate counties and cities of the United Kingdom</p>	<p>children may not experience Christmas the same as them, or at all if they do not celebrate it</p> <p>Expression- to express their Christmas experiences</p> <p>Reflection- to reflect upon their own Christmas experiences and share these with others.</p> <p>Key knowledge</p> <p>To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation)</p>	<p>open PowerPoint.</p> <ul style="list-style-type: none"> • Pupils will know how to add text and format it. • Pupils will know how to add shapes to a page.
<p>Week 2</p>	<p>S.K.L.O: To identify and describe the function of parts of a flower</p> <p>W.S.L.O: To use scientific language and labelled diagrams</p> <p>Key skills: asking relevant questions and using different types of scientific enquiries to answer them</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Key knowledge: identify and describe the functions of different parts of flowering plants</p> <p>Roots- anchor the plant in place and absorb nutrients from the soil</p>	<p>LO: To name and locate counties in the United Kingdom</p> <p>Key skills: •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Key knowledge: •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>	<p>**Investigation lesson**</p> <p>L.O. To explore what Christmas means the Christians</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Qu to ask: What is the true meaning of Christmas for Christians? Does everyone celebrate Christmas? If not, do you know why?</p> <p>Key skills</p> <p>Interpretation- interpreting the different items and their link to Christmas</p> <p>Key knowledge</p>	<p>LO: To add media to a presentation.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils can change the design of the slides. • Pupils can insert a new slide. • Pupils can insert pictures. • Pupils can edit pictures <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Know what icons are used for specific actions • To know what icon means (image that represents an application)

	<p>stem/trunk- help to keep the plant upright and transports the nutrients to the different parts of the plant</p> <p>Leaves- helps to make food for the plant from the sun. The greener the leaves, the more photosynthesis takes place as there is more chlorophyll in them. (plants that grow in shaded areas are normally a darker green)</p> <p>Flowers- bright colours to attract insects to them to help pollination occur.</p> <p>Stamen- male part of the flower, produces pollen that the bees then take. Made up of a filament and an anther. **if you use a lily for this lesson, you can see every part very clearly- each group could have one each to dissect and examine the different parts of a plant**</p>		<p>To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation)</p>	
<p>Week 3</p>	<p>S.K.L.O: To explore the requirements of plants for life and growth</p> <p>W.S.L.O: To set up a practical enquiry and observe results over time</p> <p>**experiment set up today, but then will be watched over a couple weeks, and results documented every 2-3 days in their books. EXPERIMENT OVER TIME**</p> <p>Each table has three different plant seeds- a fern, a bean plant and a flowering plant of some sort. As a class, decide on which variable to change. e.g amount of water, everything else stays the same for ALL TABLES (same temperature, same amount and type of soil, same</p>	<p>LO: To use OS symbols to identify key topographical features within the UK</p> <p>Potential topographic features they could find include:</p> <p>There are 10 National Parks in England, 3 in Wales and 2 in Scotland, they are: England - Broads, Dartmoor, Exmoor, Lake District, New Forest, Northumberland, North York Moors, Peak District, Yorkshire Dales, and South Downs. Wales - Brecon Beacons, Pembrokeshire Coast, and Snowdonia</p> <p>Some mountain ranges they could find are: Scotland= Ben Nevis.</p>	<p>L.O: To understand the meaning of the Christmas story.</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Key skills</p> <p>Investigation- investigating the different aspects of the christmas story and what they mean to Christians.</p> <p>Key knowledge</p> <p>Reinforce the significance of shepherds= king David was a shepherd too. He once was a dangerous outsider which shows that the child is not coming just to make</p>	<p>LO: To add animations into a presentation</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● Pupils can use animations in a presentation. ● Pupils can use transitions in a presentation. <p>Key Knowledge:</p> <ul style="list-style-type: none"> ● To know what transition means (change) ● To know what animation means (to move)

	<p>amount of sunlight etc) See how that affects the plant.</p> <p>Key skills: 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>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Key knowledge: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p>Wales=Snowdon England=Scafell Pike. Scafell. Symonds Knott. Ireland= Carrauntoohil. Beenkeragh</p> <p>Other physical features places they could find and use symbols for are: Forest of Dean Durdle Door Cheddar gorge</p> <p>Coastlines: The White Cliffs of Dover. Hallsands, Devon. Polzeath, Cornwall. Gower Coast, Wales. North Antrim, Northern Ireland. The Duddon Estuary, Cumbria. Western Scotland. Scapa Flow, Orkney.</p> <p>Key skills: •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>•Use the eight points of a compass, four-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</p> <p>Key knowledge: •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</p>	<p>friends but to bring change. wise men= gold- kin. Linked to being a king. frankincense= a symbol of deity. Linked to a god Myrrh- a symbol of death. Linked to one who is mortal Star= the star leads the wise men to Jesus' home where they can worship him and give him gifts.</p>	
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		<p>understand how some of these aspects have changed over time.</p> <p>To know that a topographical feature is the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys.</p>		
<p>Week 4</p>	<p>S.K.L.O: investigate the way in which water is transported within plants</p> <p>W.S.L.O: To make careful observations</p> <p>**try to get a food dye is NOT made from natural colourings Set these up in the morning or a couple days before to show the results use celery to show how water is transported up the stem. Use a white-petalled flower to show it going up the stem and into the petals. If you put a flower made out of paper into water it will show how water transports around the petals too**</p>  <p>Key skills:</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers</p>	<p>LO: To use four-figure grid references and the eight-points of a compass</p> <p>**children to have 2 places to find on a map using grid references. Then using roads, rivers etc, have to create instructions on how to get from A to B. In their instructions they are to use 8-point compass references too**</p> <p>E.g. London - the angle of the North</p> <p>Key skills:</p> <ul style="list-style-type: none"> •Use the eight points of a compass, four-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 <p>Key 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>To know that to get a 4 point grid reference you get the first number, you go along the corridor (horizontal,</p>	<p>**Investigation lesson**</p> <p>L.O: To investigate different aspects of Christmas</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Key skills</p> <p>Analysis- analyzing the information and determining whether it is religious or non-religious symbol</p> <p>reflect - To reflect upon their own celebrations- is it a religious or non-religious aspect?</p> <p>Key knowledge</p> <p>Christian meaning of Christmas is that that Jesus is the incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.</p> <p>To know that Non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc.</p> <p>To know that Christmas is meaningful to Christians by using things such as birthday cards for Jesus, thank yous to Jesus for saving/helping the world, star, gold, frankincense etc.</p>	<p>LO: To add timings to a presentation.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils can add timings to a presentation • Pupils can present using a PowerPoint slideshow. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To understand why timings may be used in a presentation • To know how to present and how to do it well e.g. voice projection,

	<p>and data loggers</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Key knowledge:</p> <p>investigate the way in which water is transported within plants</p> <p>To know that the water is absorbed through the roots-stem-leaves-petals.</p> <p>Every part of the flower uses and needs the water, therefore it is transported to every parts of the plant</p>	<p>x axis, eastings) and then up the stairs (vertical, y axis, northings). For example, the number 2 in the diagram below is square 19 across and square 45 up and therefore, the four-figure grid reference is '1945'.</p>		
<p>Week 5</p>	<p>S.K.L.O: To explore the life cycle of a broad bean plant</p> <p>W.S.L.O: To record findings in drawings</p> <p>Key skills:</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Key knowledge:</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation</p>	<p>LO: To observe how places in the UK have changed over time</p> <p>**children to have images (or maps from digi maps) and they can compare them from 100 years ago and now to see how they have changed over time**</p> <p>Key skills:</p> <ul style="list-style-type: none"> •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied •Describe and understand key words and ideas including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water <p>Key knowledge:</p>	<p>**Evaluation lesson**</p> <p>L.O. To know the difference between religious and non-religious aspects of Christmas</p> <p>Qu to ask: Christians believe that God gave Jesus to the world, what gift would you give to the world to make it a better place and why?</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Key skills</p> <p>Analysis- analyzing the information and determining whether it is religious or non-religious symbol</p> <p>Evaluation- evaluating whether the symbol is a religious or non-religious</p>	<p>Lesson 5 and 6</p> <p>LO: To create a presentation</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Pupils can change the design of the slides. • Pupils can insert a new slide. • • Pupils can insert pictures. • • Pupils can edit pictures. • • Pupils can insert video and audio. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Pupils will know what PowerPoint is. • • Pupils will know how to open PowerPoint. • • Pupils will know how to add text and format it. • Pupils will know how to add shapes to a page.

	<p>and seed dispersal.</p> <p>Include pollination, seed formation and seed dispersal within the life cycle.</p> <p>To know pollination means the transfer of pollen from one plant to another</p> <p>To know seed formation means that a seed fully grows AFTER pollination</p> <p>To know that seed dispersal is the movement of seeds away from the parent plant after they have fully grown.</p>	<p>•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> <p>Understand that some of these changes would have been caused by humans, and some of the changes caused by physical phenomena.</p>	<p>symbol</p> <p>Key knowledge</p> <p>To know the difference between religious and non-religious words and objects at Christmas (Santa, Advent Calendar, birth of Jesus, decorations, service, nativity story, presents)</p>	
<p>Week 6</p>	<p>S.K.L.O: To explain the different types of seed dispersal</p> <p>W.S.L.O: To use a table to classify</p> <p>Key skills:</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Key knowledge:</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>To know there are 4 ways seeds can be dispersed- through wind, through animals, through bursting and through water</p> <p>http://www.bbc.co.uk/education/clips/znvfb9g</p> <p>^^ clip shows the different types of dispersal^^</p>	<p>LO: To research countries in the UK</p> <p>**children to have different countries from the UK to research and create a factfile for to deepen their knowledge of different parts of the UK**</p> <p>Key skills:</p> <p>•Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>•Describe and understand key words and ideas including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water</p> <p>Key knowledge:</p> <p>•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>	<p>**Expression lesson**</p> <p>L.O. To reflect upon the key question</p> <p>**Key Question- has Christmas lost its true meaning?*</p> <p>Key skills</p> <p>Evaluation- evaluating the information gathered</p> <p>Expression- expressing their own thoughts linked to the key question</p> <p>Reflection- reflecting their own thoughts and using the information gathered to reflect upon the key question</p> <p>Key knowledge - to think about ALL key knowledge learnt and use this to make their own evaluation</p> <p>**if there is time, you could then end with this:</p>	

	<p>**children could have pictures of different types of plants that they then classify into which type of seed dispersal is used by them**</p>	<p>To know populations, flags and key geographical and human features of different parts of the UK.</p>	<p>If you could give the world one gift at Christmas to make it a better place, what would it be?</p> <p>OR COULD MAKE this one of the questions within the reflection of the key question. **</p>	