



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Year 3 Medium Term Plan Autumn 2

Session	Science	History	Geography	RE	Art/DT
1	<p>Develop L3 – Muscles.</p> <ul style="list-style-type: none"> Describe how humans need the skeleton and muscles for support, protection and movement. Muscles are soft tissue made up of many stretchy fibres. Muscles allow us to move, breathe and digest food. The three main types of muscle in the human body are skeletal, cardiac and smooth. 	<p>Develop 1 L3 – Everyday Life in the Bronze Age.</p> <ul style="list-style-type: none"> Know the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. 	<p>Develop 2 L2 – UK counties.</p> <ul style="list-style-type: none"> Name, locate and describe some major counties and cities in the UK. Counties in the UK include Yorkshire, Suffolk, Pembrokeshire, Invernesshire and County Armagh. 	<p>What is the Trinity?</p> <ul style="list-style-type: none"> To know what this text means to Christians: The Baptism of Jesus by John The Baptist: Matthew 3:11-17. To also understand The Holy Trinity. 	<p>Engage – Bell Beaker pottery.</p> <ul style="list-style-type: none"> Use and combine a range of visual elements in artwork. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Artists can focus on one or more visual elements as they create their artwork, however, not all artworks need to emphasise every element every time. Artists often annotate their sketches to record information about important visual elements.
2	<p>Develop L4 – Skeleton Types.</p> <ul style="list-style-type: none"> Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton). 	<p>Develop 1 L4 – Metalworking.</p> <ul style="list-style-type: none"> Learn about human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the 	<p>Develop 2 L3 – UK cities.</p> <ul style="list-style-type: none"> Name, locate and describe some major counties and cities in the UK. Describe the type and characteristics of settlement or land use in an area or region. 	<p>What is the Trinity?</p> <ul style="list-style-type: none"> To understand what baptism is and why Christians are baptised. 	<p>Develop L1 – Exploring clay.</p> <ul style="list-style-type: none"> Create a 3-D form using malleable or rigid materials, or a combination of materials. A coil is made by rolling clay to make long rolls



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	<ul style="list-style-type: none"> • Vertebrates are animals with a spine. • Invertebrates are animals without a spine. • All vertebrates have an endoskeleton meaning their skeleton is found inside their body. • Invertebrates have an exoskeleton or no skeleton. 	<p>development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <ul style="list-style-type: none"> • Describe ways in which human invention and ingenuity have changed how people live. 	<ul style="list-style-type: none"> • Cities in the UK include Edinburgh in Scotland, Belfast in Northern Ireland, St Davids in Wales and Birmingham, Manchester and London in England. • Cities are characterised by factors such as size, population, location and their physical and human features. 		<p>which are placed one on top of another.</p> <ul style="list-style-type: none"> • Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay.
3	<p>Innovate – Asking and answering questions.</p> <ul style="list-style-type: none"> • Ask questions about the world around them and explain that they can be answered in different ways. • Set up and carry out some simple, comparative and fair tests, making predictions for what might happen. • Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. 	<p>Develop 1 L7 – End of the Bronze Age.</p> <ul style="list-style-type: none"> • Explain the cause and effect of a significant historical event. • Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich. 	<p>Develop 1 L4 – Climate zones.</p> <ul style="list-style-type: none"> • Identify the five major climate zones on Earth. • The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. 	<p>What is the Trinity?</p> <ul style="list-style-type: none"> • To understand what the Holy Trinity is. 	<p>Develop L2 – Styles and patterns.</p> <ul style="list-style-type: none"> • Use nature and natural forms as a starting point for artwork. • Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines.



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	<ul style="list-style-type: none">• Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.• Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.				
4		Develop 2 L1 – Iron Age chronology. <ul style="list-style-type: none">• Sequence dates and information from several historical periods on a timeline.• The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.• The Iron Age ended after the Roman invasion in AD 43.	Develop 2 L4 – Carbon footprint. <ul style="list-style-type: none">• Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.• People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.	What is the Trinity? <ul style="list-style-type: none">• To explain the Holy Trinity through poetry.	Innovate – Making Bell Beaker-style pots. <ul style="list-style-type: none">• Create a 3-D form using malleable or rigid materials, or a combination of materials.• A coil is made by rolling clay to make long rolls which are placed one on top of another.• Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay.



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					<ul style="list-style-type: none"> • A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger.
5		<p>Develop 2 L2 – Cause and effect.</p> <ul style="list-style-type: none"> • Describe how a significant event or person in British history changed or influenced how people live today. • The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes. • Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time. 	<p>Innovate – Local land use enquiry.</p> <ul style="list-style-type: none"> • Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. • Describe the type and characteristics of settlement or land use in an area or region. • There are five main types of land use including agricultural, commercial, recreational, residential and transportation. 	<p>What is the Trinity?</p> <ul style="list-style-type: none"> • To make links between the bible and God. 	<p>Express – Evaluating our work.</p> <ul style="list-style-type: none"> • Make suggestions for ways to adapt and improve a piece of artwork.
6		<p>Develop 2 L3 – Farming boom.</p> <ul style="list-style-type: none"> • Describe how a significant event or person in British history changed or influenced how people live today. • Efficient farming practices in the Iron Age meant that the 	<p>Develop 1 L1 – Earth + Develop 1 – L2 – Plate Tectonics.</p> <ul style="list-style-type: none"> • Learn that the Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the 	<p>What is the Trinity?</p> <ul style="list-style-type: none"> • To make links between texts studied and the idea of God in Christianity. Express ideas about what the God of Christianity is like. 	



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		<p>Celts became wealthy and powerful by trading their surplus crops.</p>	<p>outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <ul style="list-style-type: none">• Name and describe properties of the Earth's four layers• Learn the crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.• Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).		
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7		Develop 2 L6 – Hill forts and homes. <ul style="list-style-type: none">• Describe the everyday lives of people from past historical periods.• Iron Age hillforts were protected settlements containing roundhouses built on hilltops.			
8		Develop 2 L7 – Celtic Warriors. <ul style="list-style-type: none">• Make deductions and draw conclusions about the reliability of a historical source or artefact.• Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs.			
9		Develop 2 L9 – End of the Iron Age. <ul style="list-style-type: none">• Describe the everyday lives of people from past historical periods.• The Iron Age in Britain ended after the Roman invasion in AD 43.			