



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

*BECOMING **I**NDEPENDENT **S**UCCESSFUL **H**ONEST **O**PEN-MINDED **P**EOPLE*

YEAR 3 MEDIUM TERM PLAN

Week	PE	Music	PSHE	Computing
Week 1	<p>Dance: Weather.</p> <ul style="list-style-type: none">The focus of the learning is to respond to different stimuli being able to add drama and emotion to the dance.	<p>Charanga: Glockenspiel Stage 1.</p> <p>Step 1:</p> <p>1. Musical Activities - this piece uses the note E</p> <ul style="list-style-type: none">Easy E: All play the group 2 part with note names only.Easy E: All play the group 1 part then try part 2 from memory.Easy E: Try to play the piece with note names and notes. Try group 1 then try group 2 parts.Easy E Theory - The Language of Music: Find out how E is written down. This piece uses the note DStrictly D: Listen then play it through a few times with note names. When you can play it well, play from memory.Strictly D: Perhaps play it again with note names and notes.Strictly D Theory - The Language of Music: Find out how D is written down.Copy Back Stage 1. <p>2. Perform</p> <ul style="list-style-type: none">Perform and share what has taken place in today's lesson.	<p>Relationships</p> <p>R24 how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>	<p>Staying Safe Online</p> <p>I can explain what bullying is and can describe how people may bully others.</p> <ul style="list-style-type: none">I can say what bullying behaviour isI can describe methods people may use to bully others including online and offline methodsI can provide simple examples of where online bullying can take place and what it might look like



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Week 2	Dance: Weather. <ul style="list-style-type: none">The focus of the learning is to continue to respond to different stimuli being able to add drama and emotion to the dance.	Charanga: Glockenspiel Stage 1. <p>Step 2:</p> <ol style="list-style-type: none">Musical Activities - these pieces use notes D and E<ul style="list-style-type: none">Play Your Music: Listen then play it through with note names.Play Your Music: Perhaps play it again with note names and notes.Play Your Music Theory - The Language of Music: Find out how D and E are written down.Drive: Listen rst then play it through with note names and notes, then try to play from memory.Drive Theory - The Language of Music: Remember how notes are written down.Perform<ul style="list-style-type: none">Perform and share what has taken place in today's lesson.	Relationships <p>R30 that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	Staying Safe Online <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p> <ul style="list-style-type: none">I can explain what is meant by the term 'identity'.I can explain how I can represent myself in different ways online.I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).
Week 3	Dance: Weather. <ul style="list-style-type: none">The focus of the learning is to build on the thematic work in a different context creating motifs.	Charanga: Glockenspiel Stage 1. <p>Step 3:</p> <ol style="list-style-type: none">Musical Activities Playing and Improvising with DeeCee's Blues - This piece uses the notes C and D<ul style="list-style-type: none">DeeCee's Blues: Listen to the piece	Relationships <p>R31 to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or</p>	Staying Safe Online <p>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p>



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		<ul style="list-style-type: none"> • DeeCee's Blues (note-names): listen and play from memory you can • DeeCee's Blues : play with notes or note-names • DeeCee's Blues Theory - The Language of Music • DeeCee's Blues: play from the notation if you can • Improvising to DeeCee's Blues • DeeCee's Blues and Your Improvisation: improvise using C and D • Copy Back 2 <p>Use the notes C and D</p> <ul style="list-style-type: none"> • What's Up?: You will play long notes in the piece • What's Up? (note-names): listen then play • What's Up?: play with notes-names, notes or from memory • What's up? Theory - The Language of Music • What's Up?: play from notation. <p>2. Perform</p> <ul style="list-style-type: none"> • Perform/share the learning from this step. 	<p>support courteous, respectful relationships.</p>	<ul style="list-style-type: none"> • I can explain the importance of giving permission before sharing things online; • I can explain the importance of gaining permission before sharing things online; • I understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos.
<p>Week 4</p>	<p>Dance: Weather.</p> <ul style="list-style-type: none"> • The focus of the learning is to execute a wider variety of movements in 	<p>Charanga: Glockenspiel Stage 1.</p> <p>Step 4:</p> <p>1. Musical Activities - uses the notes D, E and F</p>		<p>Staying Safe Online</p> <p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p>



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	<p>extended sequences, with a partner.</p>	<ul style="list-style-type: none"> • D-E-F-initely: listen to this piece • D-E-F-initely (note-names): now play the piece • D-E-F-initely: now play the piece with notes or note-names • D-E-F-initely Theory - The Language of Music • D-E-F-initely: play with notation. <p>2. Perform</p> <ul style="list-style-type: none"> • Perform/share the learning from this step. 		<ul style="list-style-type: none"> • I can describe how it might feel if I/someone else has their feelings hurt by something someone says online • I understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online • I understand that sometimes people say or write things online which are not meant as it seems
Week 5	<p>Dance: Weather.</p> <ul style="list-style-type: none"> • The focus of the learning is to extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences. 	<p>Charanga: Glockenspiel Stage 1.</p> <p>Step 5:</p> <p>1. Musical Activities - use the notes C, D and E</p> <ul style="list-style-type: none"> • Roundabout improvise using C,D and E. Experiment and have fun! • March Of The Golden Guards: play and then improvise • March Of The Golden Guards: play using note-names • March Of The Golden Guards: play using note-names or notes • March Of The Golden Guards Theory - The Language of Music • March Of The Golden Guards: play with notation 		<p>Staying Safe Online</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <ul style="list-style-type: none"> • I understand the term risk and can explain the difference between risk and harm • I can name some risks of communicating online with someone I don't know well • I can describe strategies to avoid online risks and prevent online harm



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		<p>Use the notes D, E and F</p> <ul style="list-style-type: none"> • Portsmouth: listen and then play using note-names or notes. <p>2. Perform</p> <ul style="list-style-type: none"> • Perform/share the learning from this step 		
Week 6	<p>Dance: Weather.</p> <ul style="list-style-type: none"> • The focus of the learning is to bring the entire dance together and perform it. • Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character. 	<p>Charanga: Glockenspiel Stage 1.</p> <p>Step 6:</p> <p>1. Musical Activities - Making Up Music. Create your own compositions using the on-screen resource.</p> <ul style="list-style-type: none"> • Create your composition on Bongo Beach • Create your composition at Gluttonberry Festival • End of Stage 1 - Practise for a Performance: Decide which pieces you are going to perform and practise them. <p>2. Perform</p> <ul style="list-style-type: none"> • Perform and share to an audience. 		<p>Staying Safe Online</p> <p>I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.</p> <ul style="list-style-type: none"> • I can explain what is meant by trusting someone online • I can give examples of what 'liking' someone online means and how it can be done • I understand and can explain the difference between trusting and liking someone online.
Week 7				<p>Staying Safe Online</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <ul style="list-style-type: none"> • I can explain what it means to 'know' someone.



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				<ul style="list-style-type: none">• I can give different examples of how well I know people eg friends, family, teachers.• I can explain the differences between 'knowing' someone online compared to offline/real life.
Week 8				<p>Staying Safe Online I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <ul style="list-style-type: none">• I understand and can explain what trust means and why it is so important, including online.• I understand that I should be careful when sharing some information about myself and about other people online.• I understand that trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online.