



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

Year 3 Medium Term Plan Autumn 1

Session	Science	History	Geography	RE	Art/DT
1	<p>Introduction to unit and unit pre-assessment. Complete mind map and introduce vocabulary.</p>	<p>Introductory Knowledge.</p> <ul style="list-style-type: none"> • Know historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. • Use historical terms to describe different periods of time. 	<p>Engage L1 – Locating Countries on Maps.</p> <ul style="list-style-type: none"> • Know maps, globes and digital mapping tools can help to locate and describe significant geographical features. • Countries are located within continents. Countries have capital cities and geographical features. • Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. 	<p>What do different people believe about God? What does faith mean? Discuss trust. What do we put our trust in? Discuss everyday things: teachers / zebra crossings / doctors / police. How do we know about the existence of things which we have never seen or experienced ourselves? <i>e.g. the Antarctic? We have proof. We wouldn't believe in a country which no-one has ever seen.</i> So why do some people believe in God and some do not? Discuss how some require real proof and others have faith. Activity; Draw and label the people whom they have faith in. Write an answer to the question 'what does faith mean to a religious believer?'</p>	<p>Engage – Healthy Balanced Diets.</p> <ul style="list-style-type: none"> • Children learn there are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. • Children identify the main food groups • Children describe how key events in design and technology have shaped the world. View progression • Children explain the importance and characteristics of a healthy, balanced diet.



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2	<p>Engage L1 – Asking Questions.</p> <ul style="list-style-type: none"> • Know animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. • Compare and contrast the diets of different animals. • Ask questions about the world around them and explain that they can be answered in different ways. 	<p>Engage L2 – Everyday Life in the Stone Age.</p> <ul style="list-style-type: none"> • Describe the everyday lives of people from past historical periods. 	<p>Engage L2 – Human and Physical Features.</p> <ul style="list-style-type: none"> • Know geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations. • Classify, compare and contrast different types of geographical feature. 	<p>What do different people believe about God?</p> <p>What does faith mean? What do we put our trust in? Children look at a picture of people praying and discuss who they think it is and why. In pairs, the pupils discuss what they think Muslims believe in. What name do they give to their God? Children discuss their key principle belief, the main 6 beliefs and the 5 pillars of Islam.</p> <p>Children answer questions on the 99 names of Allah</p>	<p>Develop 1 – Using Cooking Appliances.</p> <ul style="list-style-type: none"> • Learn preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning. • Learn electrical appliances must only be used under the supervision of an adult. Safety rules must also be followed when using electricity: fingers and other objects must not be put into electrical outlets, anything with a cord or plug should never be used around water and a plug should never be pulled out by its cord. • Prepare and cook a simple savoury dish. • Use appliances safely with adult supervision.
3	<p>Engage L4 – Animal Diets.</p> <ul style="list-style-type: none"> • Know In the UK, wild animals' diets change during the year. What they eat depends on the season because certain foods become 	<p>Engage L3 – Stone Age Tools.</p> <ul style="list-style-type: none"> • Know human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the 	<p>Engage L3 – Using Four-Figure Grid References.</p> <ul style="list-style-type: none"> • Know a four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom 	<p>Children explore stories which help Muslims understand the nature of God.</p> <p>Key Question.</p>	<p>Develop 2 – Making a Ratatouille.</p> <ul style="list-style-type: none"> • Children learn preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.



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	<p>available and unavailable in different seasons. Usually, food becomes available in the spring and abundant in summer, when many animals eat a lot to prepare for the lack of food in autumn and winter. Animals can hibernate, use their fat reserves, store and hide food, or migrate to warmer climates to find food to survive winter.</p> <ul style="list-style-type: none"> • Compare and contrast the diets of different animals. 	<p>world. Examples include the 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. 	<p>of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <ul style="list-style-type: none"> • Use four-figure grid references to describe the location of objects and places on a simple map. 	<p>What do different people believe about God?</p> <p>Children are introduced to the Prophet Muhammad who is known as the last prophet. Children are introduced to the Qu'ran. Where can we find the words of God today?</p> <p>Children order statements of the Qu'ran in the order in which they happened.</p>	<ul style="list-style-type: none"> • Children learn that slow cookers cook food on a low heat over several hours. • Children learn Ratatouille is a vegetarian dish made from onions, aubergines, courgettes, peppers and tomatoes. • Children prepare and cook a simple savoury dish.
4	<p>Engage L2 – Balance and Nutritious.</p> <p>Explain the importance and characteristics of a healthy, balanced diet.</p>	<p>Engage L4 – Stone Age Settlements.</p> <ul style="list-style-type: none"> • Know interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. • Make deductions and draw conclusions about the reliability of a historical source or artefact. 	<p>Engage L4 – Analysing Data.</p> <ul style="list-style-type: none"> • Know primary data includes information gathered by observation and investigation. • Know geographical data might relate to human activity in a place, such as how many people visit the local shop in a day, or physical, for example, measuring how deep or 	<p>Children learn to understand why Harvest is celebrated by Christians.</p> <p>Children discuss– what is Harvest Festival and what might we do? What have you done before to celebrate Harvest?</p> <p>Children write a prayer thanking God for this year's Harvest.</p>	<p>Innovate 1 – Planning a Taco Filling.</p> <ul style="list-style-type: none"> • Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user. • Children learn the types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type. For example, many crops, such as



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			<p>fast a river flows at different points.</p> <ul style="list-style-type: none"> Analyse primary data, identifying any patterns observed. 		<p>potatoes and sugar beet, are grown in the south-east of England. Wheat, barley and vegetables grow well in the east of England.</p> <ul style="list-style-type: none"> Children learn Tacos are a traditional Mexican street food made from wheat or corn tortillas, filled with a meat or vegetarian filling and topped with salsa, lettuce or cheese. Develop design criteria to inform a design. View progression Identify and name foods that are produced in different places.
5	<p>Engage L3 – Investigating Fatty Foods.</p> <ul style="list-style-type: none"> Know that tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge. 	<p>Engage L6 – Cheddar Man.</p> <ul style="list-style-type: none"> Learn that Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about Cheddar Man. He lived over 10,000 years ago, was in his 20s when he died, 	<p>Engage L5 – Compass Points.</p> <ul style="list-style-type: none"> Learn the eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. Use the eight points of a compass to locate a geographical feature or place on a map. 	<p>Children explore some of the ways in which Hindus name and describe attributes to God.</p> <p>What do different people believe about God?</p> <p>Children learn that Hindus believe that Brahman is the one God. The word 'trimurti' means 'three forms' which represents</p>	<p>Innovate 2 – Making a Taco Filling.</p> <ul style="list-style-type: none"> Children learn preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning. Prepare and cook a simple savoury dish.



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	<ul style="list-style-type: none"> Set up and carry out some simple, comparative and fair tests, making predictions for what might happen. 	<p>had blue or green eyes, dark wavy hair and black skin.</p> <ul style="list-style-type: none"> Make deductions and draw conclusions about the reliability of a historical source or artefact. 		<p>the three key aspects of the God Brahman.</p> <p>Children draw the Trimurti Gods. To explain what each Trimurti God represents.</p>	
6		<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 1 L1 - Earth</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 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. Name and describe properties of the Earth's four layers 	<p>Children learn about Hindu texts which describe the indescribable.</p> <p>What do different people believe about God? The indescribable.</p> <p>Children describe why Hindus believe Brahman is 'indescribable'.</p>	<p>Express – Evaluation.</p> <ul style="list-style-type: none"> Children learn that asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model. Children suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.
7		<p>Develop 1 L4 – Metalworking.</p>	<p>Develop 1 – L2 – Plate Tectonics.</p>	<p>Children learn to examine similarities and differences</p>	



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		<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 development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.• Describe ways in which human invention and ingenuity have changed how people live.	<ul style="list-style-type: none">• 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).	<p>between these views of Gods.</p> <p>To explore the fact that many people do not believe in God.</p> <p>To reflect on pupils' own questions and ideas about God in light of their learning.</p> <p>To express their own ideas about God through Art.</p> <p>Children order each statement to the beliefs of Muslims and Hindus.</p> <p>Children draw how you see and view God.</p>	
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