




## Castercliff Primary Academy – Medium Term Plan.



<b>Year Group: 3</b>	<b>Overarching Question:</b> How are we able to move?		
<b>Term: Autumn 2</b>	<b>Topic Driver: Science</b>		
	<h1 style="color: green;">Celebrate</h1>		<b>Enrichment</b>
			<b>World Museum Liverpool</b>
<b>Class Novel</b>	<b>English</b>		
<b>Stig of the Dump</b>	<b>Text – Three Little Pharaohs</b>	<b>Narrative – fiction</b> <b>Information Poster – Skeleton – Non-Fiction</b>	

<b>Week: 1</b>	<b>Subsidiary question:</b>		
<p><b>Topic Driver knowledge &amp; skills</b></p> <p><b>Science- Why do we have a skeleton?</b></p> <ul style="list-style-type: none"> <li>To identify that humans and some other animals have a skeleton and muscles for support, protection and movement.</li> <li>Can name some bones that make up their skeleton, giving examples that support, help them move or provide protection.</li> <li>Ask questions relevant to the topic of humans.</li> </ul>	<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>History - To explore where and when the first civilisations began.</b></p> <ul style="list-style-type: none"> <li>I know what the word ‘civilisation’ means?</li> <li>I know the approximate dates of some of the earliest civilisations?</li> <li>I know the locations of some of the earliest civilisations?</li> </ul> <p><b>D.T - To explain why food from different places around the world</b></p> <ul style="list-style-type: none"> <li>I can identify some fruits and vegetables that cannot be grown in the UK.</li> <li>I can label countries where different fruits and vegetables grow.</li> </ul> <p><b>R.E - To discuss how good role models can have an impact on individuals, communities and societies.</b></p>		



## Castercliff Primary Academy – Medium Term Plan.



	<p><b>P.S.H.E- To know the difference between appropriate and in appropriate touch. - baseline</b></p> <p><b>Music- To tell a story from a piece of music through movement</b></p> <ul style="list-style-type: none"><li>• I can picture a story from a piece of music</li><li>• I can use musical vocabulary to describe music</li><li>• I can express my opinion about music</li><li>• I can recognise and describe changes in music</li></ul> <p><b>Computing- To recognise how social media platforms are used to interact</b></p> <ul style="list-style-type: none"><li>• To know that not everything on the internet is true: people share facts, beliefs and opinions online</li><li>• To know that the internet can affect people’s moods and feelings</li></ul>
<p><b>Vocabulary- Science</b></p> <p>Skeleton, bones, muscles, tendons, support, movement</p>	<ul style="list-style-type: none"><li>• <b>History</b> – Civilisation, location, society, culture, settlements, villages, towns, Ancient Sumer, The Indus Valley, Ancient Egypt, The Minoan, The Ancient Greeks, Shang Dynasty, Phoenicians, Ancient Romans</li><li>• <b>DT</b> – arid, climate, country, Mediterranean, mountain, polar, temperate, tropical, weather</li><li>• <b>RE</b> – role model, qualities, characteristics, influence, inspire, encourage</li><li>• <b>Computing</b> – Fact, Opinion, Belief, Internet, Search Engine, Accuracy, Reliability</li></ul>



## Castercliff Primary Academy – Medium Term Plan.



- **Music** – Influence, Listen, Dynamics, Timbre, Pitch
- **PHSE** – non required for baseline

**Week: 2**

**Subsidiary question: What are the similarities between animal skeletons?**

**Topic Driver knowledge & skills**

**Science-**

- Can give similarities (example they all have joints to help the animal move) and differences between skeletons.
- Can describe how muscles and joints help them to move.
- To compare and contrast skeletons.

**Secondary Subject knowledge & skills**

**History – To find out about the first writing systems**

- I know when people first started using a writing system
- I can suggest reasons why writing systems were necessary
- I know that writing systems developed over time

**D.T - To explain the benefits of seasonal foods**

- I know that importing food has an impact on the environment.
- I can match fruits and vegetables with the season in which they grow in the UK.
- I can find recipes containing seasonal foods.

**R.E - Describe how a Muslim might try to follow the teachings and examples of the Prophet Muhammed (pbuh)**

- Know the importance of founders and leaders of religious communities.

**P.S.H.E- To know why it is important to care about other people's feelings.**

**Music - To create a soundscape using percussion instruments**

- I can create layers within my composition
- I can play in time with my group
- I can play a repeated rhythm
- I can play a melodic pattern from simple notation with letter names

	<p><b>Computing- To recognise that different information is shared online, including facts, beliefs and opinions</b></p> <ul style="list-style-type: none"> <li>• To know that not everything on the internet is true: people share facts, beliefs and opinions online</li> <li>• To know that the internet can affect people’s moods and feelings</li> </ul>
<p><b>Vocabulary- Science</b></p> <p>-muscles, bones, joints, knees, shoulders, legs, feet compare, similar different</p>	<p><b>Vocabulary -</b></p> <ul style="list-style-type: none"> <li>• <b>History</b> - Civilisation, location, society, culture, settlements, villages, towns, Ancient Sumer, The Indus Valley, Ancient Egypt, The Minoan, The Ancient Greeks, Shang Dynasty, Phoenicians, Ancient Romans, Prehistory, Writing system, cuneiform, symbols, hieroglyphics, characters, alphabet,</li> <li>• <b>DT</b> – climate, export, import, seasonal, seasons</li> <li>• <b>RE</b> – Prophet, founder, leader, community, Islam, Muslim, values, teachings</li> <li>• <b>Music</b> – Influence, Listen, Dynamics, Timbre, Pitch, Repeated rhythm, Pattern, Notation, Ensemble, Compose</li> <li>• <b>PHSE</b> – relationship, mean, boundary, love, disagree, situation, appropriate, security, inappropriate, communicate, nervous, stability</li> </ul>

<b>Week: 3</b>	<b>Subsidiary question: How do bones help us move?</b>
<b>Topic Driver knowledge &amp; skills</b> <b>Science-</b>	<b>Secondary Subject knowledge &amp; skills</b> <b>History</b> - To explore trade in early civilisations.

## Castercliff Primary Academy – Medium Term Plan.

- Humans and animals have skeletons to move.
- To identify that humans and some other animals have a skeleton and muscles for support, protection and movement.
- Can describe how muscles and joints help them to move.

- I know why people starting trading?
- I know why people started using tokens for trading?
- I know when money was first used?

### **D.T - To develop cutting and peeling skills**

- I can identify equipment used for preparing food.
- I can explain why food would or would not need to be prepared.
- I can describe the safety rules for preparation techniques.

### **R.E- Suggest why charity might be important to a Muslim – and the different ways a Muslim might be charitable.**

- I can describe and give reasons for the Islamic practice of Zakat
- I can suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable

### **P.S.H.E- To understand personal boundaries.**

### **Music- To create a range of sounds to accompany a story**

- I can use key musical vocabulary to label my composition
- I can adjust the dynamics of my piece
- I can create a composition based on a story

### **Computing- To learn how to identify reliable information then searching online**

- To know that privacy settings limit who can access important personal information, such as names, ages, gender etc.
- To know what social media is and that age restrictions apply



## Castercliff Primary Academy – Medium Term Plan.



### Vocabulary- Science

Muscles, joints, move, movement, push, pull, work, contract, expand pairs,

### Vocabulary

- **History** - civilisation, location, society, culture, settlements, Ancient Sumer, The Indus Valley, Ancient Egypt, The Minoan, The Ancient Greeks, Shang Dynasty, Phoenicians, Ancient Romans, trade, communities, bartering, tokens, seals, merchant,
- **DT** – cut, grate, peel, snip
- **RE** – Five Pillars of Islam, Muslim, Shahadah, Salaat, Zakat, Sawm, Hajj, Charity, Charitable
- **Music** - Influence, Listen, Dynamics, Timbre, Pitch, Repeated rhythm, Pattern, Notation, Ensemble, Compose

**Week: 4**

**Subsidiary question: How does food help our bodies?**

### Topic Driver knowledge & skills

#### Science –

- Identify the right types of nutrition.
- Can name the nutrients found in food.
- Can talk about the nutrient content of their daily plan.

### Secondary Subject knowledge & skills

**History** - To find out about mathematical understanding in early civilisations.

- I understand why writing and number systems developed?
- I know that number systems varied between early civilisations?
- I know that early civilisations developed other areas of mathematics, e.g. weights and measures.

#### **DT - To evaluate seasonal ingredients**

- I can identify current seasonal foods.
- I can taste various fruits and vegetables and describe their flavours.
- I can contribute to a class taste wheel.

**R.E - Ask questions and suggest answers to how to make the world a better place.**

- I can reflect on my own aspirations for myself and others



## Castercliff Primary Academy – Medium Term Plan.



	<ul style="list-style-type: none"><li>• I can ask questions and suggest answers about how I can try to make the word a better place</li></ul> <p><b>P.S.H.E- To know who and how to ask for help.</b></p> <p><b>Music - To compose and perform a rhythm to accompany a story</b></p> <ul style="list-style-type: none"><li>• I can create rhythms to tell a story</li><li>• I can use key musical vocabulary to explain my composition</li></ul> <p><b>Computing- To learn how to stay safe on social media</b></p> <ul style="list-style-type: none"><li>• To know that privacy settings limit who can access important personal information, such as names, ages, gender etc.</li><li>• To know what social media is and that age restrictions apply</li></ul>
<p><b>Vocabulary-</b> <b>Science</b> – protein, carbohydrate, fruit, vegetables, fibre, vitamins minerals, balanced diet, fats, dairy, sugar</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• <b>History</b> - civilisation, location, society, culture, settlements, Ancient Sumer, The Indus Valley, Ancient Egypt, The Minoan, The Ancient Greeks, Shang Dynasty, Phoenicians, Ancient Romans</li><li>• <b>DT</b> – fruit, ingredients, seasonal, taste, texture, vegetable</li><li>• <b>RE</b> – Advice, Guidance, Aspiration</li><li>• <b>Music</b> - Influence, Listen, Dynamics, Timbre, Pitch, Repeated rhythm, Pattern, Notation, Ensemble, Compose</li><li>• <b>PHSE</b> – trusted adult, community, school home, safe, unsafe, boundaries, appropriate, inappropriate.</li></ul>



## Castercliff Primary Academy – Medium Term Plan.



Week: 5	Subsidiary question: How healthy is our food?
<p><b>Topic Driver knowledge &amp; skills</b></p> <p><b>Science –</b></p> <ul style="list-style-type: none"><li>• Can classify food into those that are high or low in particular nutrients.</li><li>• To research the impact of different nutrients.</li><li>• Can answer questions about nutrients in food based on their gathered evidence.</li><li>• Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients.</li></ul>	<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>History -</b> To explore the technology and inventions of early civilisations.</p> <ul style="list-style-type: none"><li>• I can make predictions about the dates of inventions based on their historical knowledge?</li><li>• I can use a variety of sources of information to help them answer questions?</li><li>• I can evaluate what they have found out and use this to describe the inventions of early civilisations.</li></ul> <p><b>DT – To design a mock-up using criteria</b></p> <ul style="list-style-type: none"><li>• I can design a puff pastry tart using seasonal vegetables and fruits.</li><li>• I can use colours to identify nutritional benefits.</li><li>• I can describe my puff pastry tart and the benefits of its ingredients.</li></ul> <p><b>P.S.H.E- To be able to name human body parts.</b></p> <p><b>Music- To compose and notate a short melody to accompany a story</b></p> <ul style="list-style-type: none"><li>• I can create rhythms to tell a story</li><li>• I can use key musical vocabulary to explain my composition</li></ul> <p><b>Computing- To consider the impact technology can have on mood</b></p> <ul style="list-style-type: none"><li>• To know that not everything on the internet is true: people share facts, beliefs and opinions online</li><li>• To know that the internet can affect people’s moods and feelings</li></ul>
<b>Vocabulary-</b>	<b>Vocabulary</b>



## Castercliff Primary Academy – Medium Term Plan.



<p><b>Science</b> – protein, carbohydrate, fruit, vegetables, fibre, vitamins minerals, balanced diet, fats, dairy, sugar, data, nutritional content, healthy, unhealthy</p>	<p><b>History</b> - civilisation, culture, settlements, Ancient Sumer, The Indus Valley, Ancient Egypt, The Minoan, The Ancient Greeks, Shang Dynasty, Phoenicians, Ancient Romans, technology, invented, invention</p> <p><b>DT</b> – complementary, design, mock-up</p> <p><b>Music</b> - Influence, Listen, Dynamics, Timbre, Pitch, Repeated rhythm, Pattern, Notation, Ensemble, Compose</p> <p><b>PHSE</b> –vulva, penis, vagina, bullying, anti- bullying, threatening, anus, teasing, imagining, testicles, private parts.</p>
--	--

<b>Week: 6</b>	<b>Subsidiary question:</b>	
<b>Topic Driver knowledge &amp; skills</b>		<p><b>Secondary Subject knowledge &amp; skills</b></p> <p><b>History</b> - To explore the buildings and architecture of early civilisations.</p> <ul style="list-style-type: none"> <li>• I know how buildings developed over time?</li> <li>• I can identify buildings of the earliest civilisations?</li> <li>• I can describe or suggest how early</li> </ul> <p><b>DT –To evaluate a dish</b></p> <ul style="list-style-type: none"> <li>• I can use the skills I have learnt to make my own seasonal tart</li> <li>• I can taste tarts and provide feedback.</li> <li>• I can consider taste, texture, appearance and use of seasonal ingredients.</li> <li>• I can receive feedback on my tart and identify strengths.</li> </ul>
<b>Vocabulary-</b>		<b>Vocabulary</b>



## Castercliff Primary Academy – Medium Term Plan.



**History** - civilisation, culture, settlements, Ancient Sumer, The Indus Valley, Ancient Egypt, The Minoan, The Ancient Greeks, Shang Dynasty, Phoenicians, Ancient Romans, monuments, temples, pyramids, ziggurats, tombs, structure, citadel

**DT** – appearance, evaluate, taste, texture