




Castercliff Primary Academy – Medium Term Plan.



Year Group: 3	Overarching Question: Why is the Lake District important?		
Term: Summer 1	Topic Driver: Geography		
Geography – Investigating the UK (Lake District – Agriculture and Tourism)			
Science- Forces and Magnets	RE- Sikhism (Why are the Gurus important to the Sikhs?)		
Art – Clarice Cliff	Computing- Computing Systems and Networks 3		
PSHE- myhappymind / PSHE –Grief – one decision		Music-Jazz	
	Relate		Enrichment
Class Novel	English		
Cosmic	A Place Called Perfect	Mystery Narrative Limericks	

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Week: 1	Subsidiary question: Where are different counties and cities in the UK?
<p>Topic Driver knowledge & skills</p> <p>Geography – To know and locate different cities and counties within the UK</p> <ul style="list-style-type: none"> • Know the names of and locate at least eight counties (Lancashire, Cumbria, Cheshire, North Yorkshire, West Yorkshire, South Yorkshire, Merseyside, Greater Manchester) and at least six cities in England (Manchester, Liverpool, York, Lancaster, Leeds, Chester) • Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. • Use the eight compass points 	<p>Secondary Subject knowledge & skills</p> <p>Music - To sing and clap a syncopated rhythm for a ragtime style song.</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • play and perform in solo and ensemble contexts, using their voices and playing musical • instruments with increasing accuracy, fluency, control and expression' <p>RE – To know what commitment is and how people might show it</p> <ul style="list-style-type: none"> • Identify people and ideas that inspire commitment • Discuss the different ways that people might show that they are committed <p>Computing - To recognise basic inputs and outputs.</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Art -Clarice Cliff</p>

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	<ul style="list-style-type: none"> • Generating Ideas _ Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Science- LO: To compare how different things move.</p> <ul style="list-style-type: none"> • I can identify the forces acting on an object. • I can identify the forces I need to use to make an object move.
<p>Vocabulary- United Kingdom, England, Northern Ireland, Scotland, Wales, Country, County, Lancashire, Cumbria, Cheshire, North Yorkshire, West Yorkshire, South Yorkshire, Merseyside, Greater Manchester, Cities, Towns, Manchester, Liverpool, York, Lancaster, Leeds, Chester, Atlas, Map, Compass, North, South, East, West</p>	<p>Music – Rhythm, Syncopation, jazz RE – leader, community, dedication, commitment, perseverance, determination, resilience, role models, influence Computing – computer, data, computer program, input, keyboard, monitor, mouse, output Art – Clarice Cliff, Art Deco, colours, multi media, pottery, plates, jugs, artist. Science: force, magnet, contact, non-contact, attract, repel, magnetic, non-magnetic, iron, resistance, friction</p>

<p>Week: 2</p>	<p>Subsidiary question: What are the topographical features of the Lake District?</p>
<p>Topic Driver knowledge & skills Geography LO: To describe the geographical features of the Lake District</p>	<p>Secondary Subject knowledge & skills: Music - To improvise a call and response</p>

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- To identify human and physical characteristics of the Lake District including key topographical features and land use patterns
- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.
- Use the eight compass points and recognise some Ordnance Survey symbols on maps.

- improvise and compose music for a range of purposes using the inter-related
- dimensions of music
- use and understand staff and other musical notations'

RE – To know the importance of Guru Nanak to Sikhs

- Develop an understanding of the importance of founders and leaders for religious communities
- Identify Sikh beliefs and values contained within the stories of the lives of the Gurus

Computing- To identify the components inside a laptop.

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Art – To use colour mixing and painting skills.

- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task

Science- To plan and conduct a fair test to compare how objects move on different surfaces.

- I know how to conduct a fair test.
- I know what to vary and keep the same to make the test fair.
- I can identify the surfaces which offer the most and least resistance.



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Vocabulary- Topographical features, Physical features, Manmade features, valleys, mountains, rivers, lakes, roads, cities, settlements, elevation, contour lines, slopes, maps, National Park, Lake District

Vocabulary -
Music – Rhythm, Call and response, Jazz, Traditional jazz
RE- Guru, wisdom, Sikhs, Sikhism, Guru Nanak, scripture, sacred, Guru Granth Sahib
Computing – CPU, GPU, input, output, RAM, ROM
Art – paintbrush, paint, media, mix. pallet, water, light, dark, tones.
Science: force, magnet, contact, non-contact, attract, repel, magnetic, non-magnetic, iron, resistance, friction

Week: 3

Subsidiary question: What is the land in the Lake District used for?

Topic Driver knowledge & skills

Geography

LO: To describe and explain land use within the Lake District

- To identify human and physical characteristics of the Lake District including key topographical features and land use patterns
- To describe and understand key aspects of land use and economic activity within the Lake District.
- Ask and answer more searching geographical questions when investigating different places and environments.
- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information

Secondary Subject knowledge & skills

Music - To be able to scat sing using the call and response format

- appreciate and understand a wide range of high-quality live and recorded music drawn
- from different traditions and from great composers and musicians
- play and perform in solo and ensemble contexts, using their voices and playing musical
- instruments with increasing accuracy, fluency, control and expression''

RE – To describe how Sikhs show respect to the Guru Granth Sahib

- Describe how and why the Guru Granth Sahib is treated with great respect

Computing- To understand the purpose of computer parts.

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.



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	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p>Art – To create a collage in the style of Clarice Cliff</p> <ul style="list-style-type: none"> • Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. • In sketchbooks, use collage as a means of collecting ideas. <p>Science- To describe magnets as having two poles and predict if they attract or repel based on their poles.</p> <ul style="list-style-type: none"> • I can say where the poles are located on a magnet and name them. • I know which poles on a magnet attract and repel one another. • I can carry out simple investigations.
<p>Vocabulary- Lake District, National Park, Land Use, Industrial, Tourism, Agricultural, Residential, Commercial, Economy</p>	<p>Vocabulary Music – Rhythm, Call and response, Jazz RE – Guru Granth Sahib, Sacred, Scripture, Commitment, Sikh, Sikhism, respect, Gurdwara Computing- algorithm, CPU, GPU, infinite loop Art - cutting, tearing, re-sizing or overlapping, creating, glueing, paper, materials, image. Science: force, magnet, contact, non-contact, attract, repel, magnetic, non-magnetic, iron, resistance, friction</p>

<p>Week: 4</p>	<p>Subsidiary question: How do Nelson and the Lake District compare?</p>
<p>Topic Driver knowledge & skills Geography</p>	<p>Secondary Subject knowledge & skills: Music - To create a jazz motif.</p>



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LO: To describe and understand how tourism can impact the Lake District

- To describe and understand key aspects of land use and economic activity within the Lake District.
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn
- from different traditions and from great composers and musicians
- develop an understanding of the history of music

RE – To know of the Baisakhi and the commitments involved in Sikhs

- Suggest how and why Sikhs might show commitment to their faith

Computing- To understand the purpose of computer parts.

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Art – To decorate a plate in the style of Clarice Cliff.

- To use either the painting or collage skills used in the unit to produce an end of unit piece of work.

Science- To compare and group various everyday materials based on whether they are attracted to a magnet.

- I can identify materials which are attracted to a magnet.
- I can identify materials which are not attracted to a magnet.
- I can carry out an investigation.



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<p>Vocabulary- Lake District, National Park, Land Use, Industrial, Tourism, Agricultural, Residential, Commercial, Nelson, Economy</p>	<p>Vocabulary Music – Rhythm, Straight quaver, Strung quaver, Jazz, Motif RE – Baisakhi, commitment, celebration, Sikhs, Sikhism, equality Computing – components, disassemble, hard drive, QR code, ROM, RAM Art- primary and secondary colours, creating, making, final, mixing, imagination, composition, arrange, shapes, lines, outlines, pattern. <u>Science:</u> force, magnet, contact, non-contact, attract, repel, magnetic, non-magnetic, iron, resistance, friction</p>

Week: 5	Subsidiary question: How have tourists affected the Lake District?	
<p>Topic Driver knowledge & skills Geography LO: To identify the similarities and differences between the Lake District and our local area</p> <ul style="list-style-type: none"> To identify human and physical characteristics of the Lake District including key topographical features and land use patterns To describe and understand key aspects of land use and economic activity within the Lake District. To understand geographical similarities and differences of the Lake District and the local area. Identify similarities, differences and patterns when comparing places and features. 	<p>Secondary Subject knowledge & skills Music - To adapt a familiar tune using jazz rhythms.</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music <p>RE – To reflect on my own commitments and values</p> <ul style="list-style-type: none"> Reflect on their own commitments and the impact that these have on their lives Ask questions about the value of having commitments <p>Computing - To decompose a tablet computer.</p>	



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	<ul style="list-style-type: none">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p>Science: - To notice that some forces need contact between two objects, but magnetic forces act at a distance.</p> <ul style="list-style-type: none">• I can understand that general forces need contact between two objects, but magnets do not.• I can carry out an investigation.
<p>Vocabulary- Lake District, National Park, Tourism, Economy, Pollution, Environment, Congestion, Erosion</p>	<p>Vocabulary Music – Rhythm, Straight, Swung, quaver, Jazz. RE – Commitment, expression, faith, values Computing – components, CPU, disassemble, GPU, hard drive, RAM, ROM Science: force, magnet, contact, non-contact, attract, repel, magnetic, non-magnetic, iron, resistance, friction</p>