**Year 3 MTP: Autumn 1**

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **RE**  Islam  **Enquiry Question**  Does praying at regular intervals help Muslims in their everyday lives?    **Key Vocabulary**  Allah, Makkah,  Ka’bah, Pilgrimage,  Hajj, exercise, commitment, prayer (Salat/ Salah), Allah, Muslims, thankfulness, self-discipline, respect, Qur’an, mosque, Dome, Minaret, washroom, important, forgotten, remembering | **Pre-assessment:** What do you already know about the religion of Islam?  LO: I can consider how making a regular commitment to something can increase its effectiveness  STS:  I can say what exercise I like doing.  I can make a regular commitment to exercise through the lesson.  I can say how it made me feel being interrupted throughout the day to complete my exercise.  Task: Look at pictures of exercise and say what they like and don’t like. Children to stop learning and do exercise 5 times during the day. Children to draw a picture of their favourite exercise and teacher to keep interrupting them.  Ask questions:  How did you feel?  Did it interrupt your lesson/learning?  Did you find it easier to learn afterwards?  Would you choose to do 5 exercises every day?  Children to record answers | LO: I can discuss some reasons why Muslims might pray  STS  I can act out the Muslim prayer routine.  I can choose five reasons why Muslims pray.  I can say how Muslims praying 5 times a day might help them with self-discipline.  I can apply this knowledge to the enquiry question.  Task: Children to act out Muslim prayer routines. Why do religious people pray? Complete activity sheet with a partner- Why do Muslims pray? and What would you ask a Muslim about prayer? And how does praying help Muslims with self-discipline? | **Mid-point Assessment:** Low stakes quiz-Muslim prayer routines and reasons  LO: I can explain what parts of Muslim’s life might be helped by regular prayer  STS:  I can say how important Allah is to Muslims.  I can say how Muslims prepare for prayer.  I can say what Muslims need to pray.  I can say why Muslims think prayer is so important.  I can apply this knowledge to the enquiry question.  Task: Activity sheet: How could praying 5 times a day help Muslims do these things? Choose 10 things and list any that won’t help prayer. Children to give reasons for their answer. | LO: I can explain why Muslims might want to pray in a Mosque  STS:  I can talk about the uses of a mosque.  I can talk about the features of a mosque.  I can talk about why prayer is so important.  I can say why Muslims think it is important to pray in a mosque.  Task: Complete activity sheet- Does praying in a mosque give a Muslim a sense of belonging? Share answers with the group at the end. | LO:  To explain how commitment can be hard and can describe how it would feel to reach a goal  STS:  I can describe the Muslim prayer routine and where they might choose to pray and say why I can explain how Muslims might be helped in their everyday lives by regular prayer I can explain how commitment can be hard and can describe how it would feel to reach a goal  Task: Activity sheet: Does praying at regular intervals help Muslims in their everyday lives? Children can use their spider diagrams to help them complete it. Class to be given activity sheets and complete them independently.  Revisit key question and children share their thoughts | **Final Assessment:** Reflect on enquiry question-mind mapping  LO: To consider what regular actions are important to me and how I can remember them  Complete Did we all… as a class.  Assessment: Does praying at regular intervals help Muslims in their everyday lives? |
| **SCIENCE**  Rocks and Soils  **Enquiry Question**  **Key Vocabulary**  rocks, igneous, metamorphic, sedimentary, anthropic, permeable, impermeable, chemical fossil, body fossil, trace fossil, Mary Anning, cast fossil, mould fossil, replacement fossil, extinct, organic matter, top soil, sub soil, base rock, palaeontology | **Pre-assessment**: List hard & soft materials recognised  LO: To compare different types of rocks and group them based on their properties.  STS: I can recognise rock as a material.  I can observe and compare properties of rocks.  I can recognise human -made rocks and describe some of the characteristics.  I can recognise natural rocks and describe some of the characteristics.  I can describe rocks according to their physical properties.  I can identify hard and soft rocks.  I can identify rocks that are permeable and impermeable.  Task 1: Sorting rocks between natural and human-made.  Task 2: Testing the different properties and record results. | LO: To explain how fossils are formed  STS: I can compare fossils to the animals they belonged to.  I can explain the difference between a bone and a fossil.  I can order the steps of how a fossil is formed.  Task: Children to study photographs and actual fossil artefacts. Order the fossilisation process | **Mid-point Assessment:** What are rocks? -Mind map  LO: To explain Mary Anning’s contribution to Palaeontology  STS: I can explain what a palaeontologist does.  I can understand why Mary Anning’s fossil findings were important.  I can describe how palaeontology has changed our understanding of pre-historic animals.  Task: Create diary entry/film of the day of Mary’s famous ichthyosaur find. | LO: To explain how soil is formed  STS:  I explain that soil is formed of different things.  I can explain the layers that form soil.  I know what compost is and why people choose to compost.  Task: Create a mini compost bin | LO: To investigate how permeable different rocks are through fair testing.  STS: I can identify how to make careful observations.  I can observe how much water has filtered through different types of soil.  I can use the same equipment and length of time for each observation.  I can use simple scientific language to explain my findings.  Task: To test the permeability of soil, observe, record and present our findings | **End of Unit Assessment:** What have we learnt about rocks?  Poster/mind map sharing knowledge from unit |
| **HISTORY**  Stone Age to Iron Age  **Key Vocabulary**  Prehistoric, archaeologist,  artefact, evidence, migration, hunter-gatherer, settlement, nomadic, henge, tribe  **\*Visit to Creswell Crags next half-term\*** | **Pre-assessment:** What do you know about life in the past in Britain?-Brain dump  LO: To explain how people survived during the Stone Age.  STS: I can discuss how archaeologists use  evidence to learn about the Stone Age.  I can identify and justify what people  needed to survive in the Stone Age.  I can describe what life was like for people  who lived during the Stone Age.  Task: Study a picture and explain the uses of natural materials and resources available to a Stone Age hunter-gatherer, based on research. What would they need and use in the area? Extension: Write a conversation between two Stone Age people, explaining the resources available and how they will be used to survive during the time period |  | LO: To identify how life changed for people  during the Stone Age.  STS: I can describe the changes and  developments that were made during the  Stone Age.  I can compare and contrast the different  homes and settlements from the Stone Age.  I can say how changes and developments  during the Stone Age affected the lives of  New Stone Age people.  Task: Order the development of Stone Age technology. Compare and contrast different homes and settlements within the Stone Age period. What necessities would be needed for ‘hunter-gatherers’ and ‘permanent settlers’? How do they differ? Identify changes and elements that remained the same over time. |  | **Mid-point assessment:** Low stakes quiz-Hunter-gathers facts  LO: To explore how we know about life in the  Stone Age.  STS: I can discuss how archaeologists and  scientists worked together to draw  conclusions about Cheddar Man.  I can think like an archaeologist and discuss  how historical evidence found at Skara Brae  might suggest about what life was like there.  I can discuss what conclusions  archaeologists have made based on historical evidence found at Skara Brae.  Task: Use archaeological evidence to explain what life was like at Skara Brae. How did they live in a community? What evidence suggests this? Use information available to conclude findings. |  |
| **ART**  Drawing  **Artist**  Vincent Van Gogh  **Key Vocabulary**  Composition – space, relationships, viewpoint, (depicting) texture, creative adaptation, sources, hatch, cross-hatch  Visual elements – identical, reflective, rotate, translation, repeat, motif, related or contrasting colours, spectrum | **Pre-assessment:** Show me-What drawing techniques can we remember from Y2?  LO: To learn about an artist and respond to their work  STS:  I know Vincent Van Gogh is an artist and can recall facts about him.  I recognise the media used by Van Gogh in his artwork.  I can share my first impression and opinion about the artwork.  I can use drawing techniques, shading, hatch and cross-hatching, to imitate and respond to parts of his artwork.  Task: Create a mind map of ideas about Van Gogh’s shoes. Practise sketching of small sections of interest. Annotate and imitate techniques used-shade, tone, line, hatching, shadow. |  | LO: To apply techniques within drawing to create shape and tone.  STS: I can observe from different angles and recognise what can and cannot be seen.  I can sketch lines and shapes observed to form 3D object.  I can observe areas of light and dark.  I can observe shadows produced and how they change when the light or object moves.  Task 1: Observe shadow produced by light on real object and how this changes if object moved and seen from different angles.  Task 2: Sketch (**outline only)** a picture of everyday object (eg crockery or cutlery) and shape/position of the shadows observed from different angles (x3). Emphasis on only drawing what can be seen from each angle.  **\*Photocopy 3 sketches in preparation for lesson 4 next half-term.\*** |  | **Mid-point Assessment:** When you look at an object from a different position, what changes?-Discussion  LO: To apply techniques within drawing to create shape and tone  STS: I can observe from an interesting viewpoint and recognise what can and cannot be seen.  I can sketch lines and shapes observed to form a 3D object.  I can observe areas of light and dark, including shadows.  I can use different grades of pencils to show tones and textures through hatching & cross hatching.  I can use shading to show light & dark.  I can make an object look 3D by using line, tone and shade.  Task: Sketch a picture of a different everyday object (eg crockery or cutlery) choosing an interesting angle. Sketch what can be seen from each angle of the object and shadows. Add chosen technique to show light and dark-shading, hatching, cross-hatching. |  |
| **GEOGRAPHY**  Earthquakes and Volcanoes  **Key Vocabulary**  volcano, tectonic plates, magma, main vent, ash cloud, eruption, lava, core, mantle, crust, aftershock, conduit, crate, dormant, active, extinct, magnitude |  | **Pre-assessment:** How is the Earth made up?-Mind map of parts known (Y2 continents, oceans, equator, hot and cold regions).  LO: To know about the structure of the Earth  STS: I know the surface of the Earth is the crust.  I know the mantle is below the Earth’s crust.  I know the core is the centre of the Earth below the crust.  I know the Earth is structured from these 3 layers.  Task: Following study of video and diagrams, label the structure of the Earth. |  | LO: Describe what happens at the boundaries between the Earth’s plates  STS: I can explain the Earth’s crust, consists of large slabs of rock, called tectonic plates.  I know the plates move as the hot mantle flows beneath them.  I know the movements of the plates cause earthquakes and leads to volcanoes erupting.  I can label a map of the Earth’s plates and what happens at the boundaries.  Task: Model movement of tectonic plates on mantle using chocolate pieces on custard. Show direction of these movements using this model/video/diagram. Complete a map containing the Earth’s plate boundaries |  | **Mid-point Assessment:** What else do we know the Earth is made up of now?-Peer teach  LO: To describe and explain the key features of a volcano  STS: I can identify the key features of a volcano.  I can explain what happens during a volcanic eruption.  Task 1: Label a diagram of a volcano following teacher input.  Task 2: Create a chatterbox volcano (using instructions in scheme) to see physical process of volcanic eruption and children explain process using key vocabulary. |
| **PSHE**  Being Me in My World  **Key Vocabulary**  welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, dream, fears, worries, solutions, support, rights, responsibilities, learning charter, behaviour, rewards, consequences, actions, fairness, choices, co-operate, challenge, group dynamics, teamwork, viewpoint, ideal school, belong | **Pre-assessment:** What makes you special?-Discussion  LO: To recognise my worth and identify positive things about myself and my achievements  STS: I can recognise that everyone is different and unique.  I can share a personal achievement.  I can recognise how I feel proud when I achieve a goal.  I can set a personal goal that I would be proud to achieve.  Task: Complete a medal for a personal goal they want to achieve. | LO: To face new challenges positively, make responsible choices and ask for help when I need it  STS:  I can recognise how it feels to be happy, sad or scared.  I can identify if other people are feeling these emotions.  I know some reasons and situations why myself and others may feel these emotions.  Task: Draw and write words of what a nightmare school would look like. | **Mid-point Assessment:** Why might someone be sad or scared at school?-Mind mapping  LO: To understand why rules are needed and how they relate to rights and responsibilities  STS:  I can recognise feelings of happiness, sadness, worry and fear in myself and others.  I know some reasons and situations why myself and others may feel these emotions.  I know why rules are needed and how these relate to  choices and consequences  Task: Draw and write words around what a dream school would look like. | LO: To understand that my actions affect myself and others and I care about other people’s feelings  STS:  I know the difference between rewards and consequences.  I understand that my behaviour brings rewards/consequences.  Task: Discuss scenarios and how the children could have reacted to the situation, what would the rewards and consequences be for each scenario? | LO: To make responsible choices and to take action  STS:  I can suggest some things that make people feel happy at school.  I can suggest some things that make people feel unhappy at school.  I know that others may hold different views.  I can recall the school rules and values.  I can recognise what will make someone feel welcome in our class and to feel that they belong.    Task: To begin to create their learning charter. | **End of Unit Assessment:** What is important to include in a Learning Charter?  LO: To understand my actions affect others and try to see things from their points of view  STS:  I can evaluate my learning charter so far.  I can understand what can be perceived in a picture and how it may be interpreted differently.  I known that people may have a different viewpoint/vision.  I know a learning charter needs to be clear for all.  I can work as a group to ensure that the learning charter is clear for all.  Task: To complete their learning charter |
| **MFL**  J’Apprendes Le Francais  (I’m learning French)  **Key Vocabulary**  **French** English  **Bonjour!** Hello!/Good morning! **Salut!** Hi! **Ça va ?** How are you? **Ça va bien.** I am fine. **Ça va mal.** I am not great. **Comme ci, comme ça**. So-so. **Au revoir!** Goodbye! **À plus tard!** See you later! **Comment t’appelles-tu ?** What is your name? **Je m'appelle**… My name is…  **un** one **deux** two **trois** three **quatre** four **cinq** five **six** six **sept** seven **huit** eight n**euf** nine **dix** ten  **rouge** red **bleu** blue **jaune** yellow **vert** green **noir** black **blanc** white **gris** grey **orange** orange **violet** purple **marron** brown | LO: To learn about France and the Francophone world and learn key French vocabulary  STS: I will have a better understanding of France  I will learn how to say some basic phrases in French e.g., greetings, how they are feeling, what their name is, numbers 1-10 and colours.  Task: Look at the French flag and find France in the world. Match 4 different French speaking countries to their flags. Learn three key French snacks- croissant,  croque-monsieur, and brioche. Learn about famous people from France, French inventions and customs and traditions. | LO: To learn how to say basic greetings and how to ask somebody how they are feeling as well as  responses to the question in French  STS: I can say a French greeting.  I know how to say a greeting and how to reply in French.  Task: Pupils learn the 2 greetings- Bonjour and Salut. Children learn how to say How are you and how to respond. Children to practise saying how they are. Children are to then work in partners and have a conversation about how they are. | LO: To consolidate language from last week and to learn how to ask and answer the question ‘Comment t’appelles-tu ?’ (What is your name?) in French  STS: I can say all of the language I have learned.  I can say What is your name in French?  Task: Children are introduced to ‘What is your name?’ Watch the characters answer the question in French. Pupils to reorder words on screen to help work out what the characters are called. | LO: To learn numbers 1-10 in French.  STS: I can say the numbers 1-10 in French.  I can count objects in French.  I can spell numbers 1-10 in French  Task: Children to listen to introduction of numbers 1-10 with audio. Count the number of objects on the screen in French. Children write down numbers in French in jotter. Match the numbers on screen and then spell the numbers. | LO: To learn 10 key colours in French.  STS: I can say 10 key colours in French.  I can see how the colours are written.  I can spell 10 key colours in French.  Task: Children to look at the coloured splats and hear the colour said in French. Match the colour to the French words. Look at how to spell each colour and children to write and spell the ten colours. | LO: To consolidate all knowledge from the unit and complete the end of unit assessment.  Complete pupil self-assessment and then end of unit assessment, answering the questions on the PowerPoint. |
| **MUSIC**  Writing down music  **Social Question**  How does music bring is closer together?  **Key Vocabulary**  Structure, intro/introduction, verse, chorus, improvise, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae | | | | | | |
| **PE**  iMove-Agility & Fitness  (jogging, running, jumping and landing)  precision, dodge, kick, roll, slide, hop, speed, pace, technique, invade, attack, defend, pass, receive  &  Football  receiver, footwork, rebound, tracking, interception, mark, travelling, rules, dodge | | | | | | |
| **COMPUTING**  Computer Systems and Networks- Connecting Computers  **Key Vocabulary**  Digital device, input, process, output, network, streaming service, connection, network switch, server, message carrier, wireless access point | **Pre-assessment:** What information technology do we have around school?-List  LO: To explain how digital devices function.  STS: I can explain that digital devices accept inputs.  I can explain that digital devices produce outputs.  I can follow a process.  I can explain what makes a secure password.  Task: ‘Input, process, output’ machine worksheet. Allow children to use computers and Microsoft Word to see how by pressing keys (input), the computer processes this (process) and gives the output of letters on the screen. | LO: To identify input and output devices.  STS: I can classify input and output devices.  I can describe a simple process.  I can design a digital device.  Task: Match the input device and output – allow time for continuing activity from previous lesson to create concrete understanding of input, processes and outputs. | **Mid-point Assessment:** What have we learnt about devices?-Peer teach  LO: To recognise how digital devices can change the way that we work  STS: I can explain how I use digital devices for different activities.  I can recognise similarities between using digital devices and using non-digital tools.  I can suggest differences between using digital devices and using non-digital tools.  Task: Understand how programs aide or make more difficult for humans to complete jobs. | LO: To explain how a computer network can be used to share information  STS: I can recognise different connections.  I can explain how messages are passed through multiple connections.  I can discuss why we need a network switch.  Task: Children to create a network, writing notes from one person to another and connecting them the quickest and fastest way possible to create a human computer network. | LO: To explore how digital devices can be connected  STS: I can recognise that a computer network is made up of a number of devices.  I can demonstrate how information can be passed between devices.  I can explain the role of a switch, server, and wireless access point in a network.  school. It will be connected to the network via a physical cable.  Task: Explain to learners that, like in Lesson 4, some class members will now role-play to recreate the school network, but this time, the roles will include a number of new types of network devices. The network will start out with a small number of devices, but more devices will join and the network will grow. See rest of activities on planning – lots in this lesson. | **End of Unit Assessment:** What is a network?  LO: To recognise the physical components of a network  STS: I can identify how devices in a network are connected together.  I can identify networked devices around me.  I can identify the benefits of computer networks.  Task: Scavenger hunt and mapping out of a network |
| **DESIGN & TECHNOLOGY**  Textiles  **Key Vocabulary:**  fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces | **Pre-assessment:** Children practice joining fabric and mark it out using templates  LO: Investigate a range of 3-D textile products relevant to the project.  STS: Investigate a product  Identify the techniques used to create the product.  Task: Give children the opportunity to disassemble appropriate textiles products to gain an understanding of 3-D shape, patterns and seam allowances., selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate  Children complete a table with the product and what they have found linked to STS |  | LO: To know how to securely join two pieces of fabric together.  STS: Apply a stitching technique to join the fabrics  Task: Children practice joining two pieces of fabric using the stitching technique modelled  LO: To know how to strengthen, stiffen and reinforce existing fabrics.  STS: How can you stiffen your fabric?  Task: Children practice strengthening fabrics |  | **Mid-point assessment**  Children provided with an image of a fabric produce. Children to discuss what techniques were used to join the fabric and reinforce it.  LO: Generate ideas through discussion and design criteria  STS: Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings? Which one is most suited to the purpose and user?  Task: Produce annotated sketches, prototypes, final product sketches and pattern pieces. |  |
| **ONLINE SAFETY**  \*Two lesson to be taught at the start of the half term  Online relationships  **Vocabulary:**  online, offline, information, trust | LO: I can explain how knowing someone online is different to knowing someone offline  STS: I can explain what it means to ‘know’ someone.  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 | LO: I can explain what is meant by trusting someone online  STS: 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. |  |  |  |  |