



Year 3 - Autumn MTP

Subject	Geography Au1: Europe	History Au2: Stone Age to Roman Britain	RE What can we learn from the story of St Cuthbert?	PSHCE Au1: How can we be a good friend? Au2: What keeps us safe?	Science Au1: Rocks Au2: Forces and magnets
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe <input type="checkbox"/> Locate the world's countries, using maps to focus on Europe <input type="checkbox"/> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country <input type="checkbox"/> Describe and understand key aspect of human geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <input type="checkbox"/> Use the eight points of a compass, 4 and 6 figure grid references, symbols and key to build knowledge of the wider world 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative <input type="checkbox"/> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind <input type="checkbox"/> Changes in Britain from Stone Age to Iron Age <input type="checkbox"/> The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> <input type="checkbox"/> The significance of Durham Cathedral (and other important Christian places in the North East) as a place of worship, pilgrimage and understanding of Christian heritage <input type="checkbox"/> Commitment shown through life in a monastic community/ religious order <input type="checkbox"/> How Christian faith impacted on the lives of the northern saints and the significance of their lives then and now 	<ul style="list-style-type: none"> <input type="checkbox"/> How important friendships are in making us feel happy <input type="checkbox"/> The characteristics of friendship <input type="checkbox"/> That most friendships have ups and downs, and that these can often be worked through <input type="checkbox"/> How to recognise who to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others <input type="checkbox"/> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact <input type="checkbox"/> How to respond safely and appropriately to adults <input type="checkbox"/> How to recognise and report feelings of being unsafe or feeling bad about any adult <input type="checkbox"/> How to ask for advice or help for themselves and others <input type="checkbox"/> How to report concerns or abuse <input type="checkbox"/> How to make a clear and efficient call to emergency services <input type="checkbox"/> Concepts of basic first aid 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <input type="checkbox"/> Describe how fossils are formed when things that have lives are trapped within rock <input type="checkbox"/> Recognise that soils are made from rocks and organic matter <input type="checkbox"/> Compare how things move on different surfaces <input type="checkbox"/> Notice that some forces need contact between two objects, but magnetic forces can act at a distance <input type="checkbox"/> Observe how magnets attract or repel each other and attract some materials and not others <input type="checkbox"/> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials <input type="checkbox"/> Describe magnets as having two poles <input type="checkbox"/> Predict whether two magnets will attract or repel each other
Intent	Produce and trade connections between us and Europe—link to climate	Start of journey through the history of the British Isles (introduce BC)	Life story of St Cuthbert and his local significance	Au1: Effect of friendship Au2: Recognise hazards and the importance of hygiene routines	Au1: Group rocks, describe fossils and soil Au2: Forces of movement and magnets
Proposed sequence - not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> General recap of continents, seas and oceans. Explore Europe on a map, look at mainland Europe and the islands – where do we fit in? <input type="checkbox"/> General definition of trade, history of trade, import, export, etc. <input type="checkbox"/> Where does our food come from? (map various common imports from Europe). <input type="checkbox"/> Look at the climate in these places and discuss why food is grown there. <input type="checkbox"/> Impact of joining and leaving the EU <input type="checkbox"/> What is Fairtrade? 	<ul style="list-style-type: none"> <input type="checkbox"/> General pre-history timeline with an overview of what life was like in the Stone Age (Link to Stone Age Boy picture book) <input type="checkbox"/> Key differences in different parts of the Stone Age. Look at how these changes affected what they ate (Stone Age poo) <input type="checkbox"/> Survival and threats <input type="checkbox"/> Key changes within the Bronze and Iron Ages <input type="checkbox"/> Roman's arrival in Britain (look at both invasions) <input type="checkbox"/> Key features of Roman civilisation that made them so successful (e.g. military) <input type="checkbox"/> How the Romans changed Britain <input type="checkbox"/> How the people of Britain fought back (Boudicca's revolt) 	<ul style="list-style-type: none"> <input type="checkbox"/> The requirements and characteristics for becoming a saint <input type="checkbox"/> Introduce St Cuthbert and his life <input type="checkbox"/> Look in detail at the later life of Cuthbert <input type="checkbox"/> Cuthbert's death and raids by the Vikings (briefly link forward to the Vikings here) <input type="checkbox"/> Why is St Cuthbert important in our local area? <input type="checkbox"/> Durham Cathedral as a place of pilgrimage <input type="checkbox"/> Charities related to St Cuthbert <input type="checkbox"/> What is advent? When is it celebrated? Focus on symbolism within the wreath. <input type="checkbox"/> Possibly create a reverse advent calendar (e.g. donating to a food bank) or kindness calendar 	<ul style="list-style-type: none"> <input type="checkbox"/> How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded <input type="checkbox"/> How to recognise if others are feeling lonely <input type="checkbox"/> How to build good friendships <input type="checkbox"/> That friendships sometimes have difficulties <input type="checkbox"/> How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe <input type="checkbox"/> How to recognise hazards and how to reduce risk <input type="checkbox"/> How to help keep their body protected and safe <input type="checkbox"/> That their body belongs to them and should not be hurt or touched without permission <input type="checkbox"/> How to recognise and respond to pressure <input type="checkbox"/> How everyday health and hygiene rules and routines help people stay safe and healthy <input type="checkbox"/> How to react and respond if there is an accident <input type="checkbox"/> What to do in an emergency, including calling for help and speaking to the emergency services 	<ul style="list-style-type: none"> <input type="checkbox"/> What is a rock and a mineral? Drawing scientifically, grouping <input type="checkbox"/> How different types of rocks are formed- igneous, sedimentary, metamorphic <input type="checkbox"/> Uses of different rocks <input type="checkbox"/> Fossil formation- Learn process and retell each stage of fossilisation <input type="checkbox"/> What is soil? Explore soil to find out what it is made from <input type="checkbox"/> Explore sandy, clay and chalk soil- compare characteristics e.g. PH scale <input type="checkbox"/> What is a force? Look at different push and pull examples. <input type="checkbox"/> What is friction? Plan and carry out a friction based investigation (likely at least 2 lessons) <input type="checkbox"/> Explore times when more/ less friction is needed in the real world (e.g. snow tyres, skis) <input type="checkbox"/> When do magnets attract or repel each other? <input type="checkbox"/> Investigate which materials magnets attract <input type="checkbox"/> Real world uses of magnets



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Subject	Computing 1: online safety, 2: coding, 3: spreadsheets, 4: touch-typing	D.T. Shell structures	Art	Spanish	Music How does music bring us closer together? What stories does music tell us about the past?	PE Athletics (Starting Gymnastics and Dance— See Spring)
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Design, write and debug programs to accomplish specific goals <input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output <input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors) <input type="checkbox"/> Understand computer networks, including the internet <input type="checkbox"/> Use search technologies effectively <input type="checkbox"/> Select, use and combine a variety of software on a range of devices <input type="checkbox"/> Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> <input type="checkbox"/> Use research and develop criteria <input type="checkbox"/> Design innovative, functional and appealing products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a wider range of tools, materials and components <input type="checkbox"/> Investigate and analyse a range of existing products <input type="checkbox"/> Consider how to improve work <input type="checkbox"/> Strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Using observational drawing as a starting point, fed by imagination, design typography, <input type="checkbox"/> Practice observational drawing, exploring careful looking, intention, drawing with gesture, and quick sketching 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and show understanding by joining in and responding <input type="checkbox"/> Link the spelling, sound and meaning of words <input type="checkbox"/> Engage in conversations <input type="checkbox"/> Speak in sentences <input type="checkbox"/> Accurate pronunciation and intonation <input type="checkbox"/> Present orally <input type="checkbox"/> Read carefully <input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> Broaden vocabulary, including through using a dictionary <input type="checkbox"/> Write and adapt phrases from memory <input type="checkbox"/> Describe people, places, things and actions orally and in writing <input type="checkbox"/> Understand basic grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Steady beat metre of 4/4 and 2/4 <input type="checkbox"/> Creating and copying rhythmic and melodic patterns using minims, crotchets, quavers and their rests, dotted crotchets <input type="checkbox"/> The notes C D E F G B within the key of C major: listening, copying, improvising and composing <input type="checkbox"/> Playing and improvising notes in G major G A B C D E <input type="checkbox"/> Tempo, allegro, Adagio, Staccato, legato <input type="checkbox"/> Melodic Shape: intervals and steps <input type="checkbox"/> Dynamics, forte, piano, Solo / lead singer, backing vocals <input type="checkbox"/> The notes F G A C D E within the key of F major: listening, copying, improvising and composing 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> Develop flexibility, strength, technique, control and balance
Intent	Apply skills to a range of software products within Purple Mash	Make an appropriately strong shell structure	Exploring link between text and picture, refining drawing of the face.	Spanish building blocks	Developing notation skills Enjoying improvisation	To begin to pace self and strive for personal best
Proposed sequence - not necessarily one bullet point per lesson (Lesson context/activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> importance of a strong and secure password <input type="checkbox"/> Understand that not all information online is accurate <input type="checkbox"/> Appropriate content and ratings—strategies for dealing with online bullying <input type="checkbox"/> Use a flowchart to create a computer program <input type="checkbox"/> Create a program that uses different timers <input type="checkbox"/> Create a program that uses the repeat command <input type="checkbox"/> Run, test and debug their programs <input type="checkbox"/> Make several different things happen in a program <input type="checkbox"/> Use a table of data to create charts and graphs <input type="checkbox"/> Use more than and spin button tools <input type="checkbox"/> Letter and number cell location <input type="checkbox"/> Home, top and bottom row keys <input type="checkbox"/> Left keys/Right keys 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate a range of different shell structures (looking at the shapes and materials used) and understand their purpose and user (understand that 3D shapes are made up from 2D nets) <input type="checkbox"/> Investigate different ways to stiffen or strengthen a shell structure (test these) <input type="checkbox"/> Create a simple design brief (including aesthetics and function) <input type="checkbox"/> How to use annotated sketches and instructions to give clear information <input type="checkbox"/> Select and use appropriate tools and materials to make the shell structure <input type="checkbox"/> Evaluate their product against the original design criteria 	Typography <ul style="list-style-type: none"> <input type="checkbox"/> Explore artists who use typography in their work <input type="checkbox"/> Refine observational drawing skills, adding appropriate detail <input type="checkbox"/> Explore the links between images and text, creating fonts to match a theme Portrait <ul style="list-style-type: none"> <input type="checkbox"/> Explore portrait artists in different styles - abstract, modern, classic <input type="checkbox"/> Explore sketching different facial features with appropriate levels of details <input type="checkbox"/> Explore the composition of the face 	<ul style="list-style-type: none"> <input type="checkbox"/> Numbers 1-10 <input type="checkbox"/> Greetings (notice punctuation e.g. upside down question mark, participate in a short exchange) <input type="checkbox"/> Classroom instructions (listen to and follow simple commands) <input type="checkbox"/> Ask for and give name. <input type="checkbox"/> Pronunciation of ll, perform a simple communicative task. <input type="checkbox"/> Numbers 10-20. Ask for and state age. <input type="checkbox"/> Understand a respond to a question (pronunciation of ñ) <input type="checkbox"/> Colours. <input type="checkbox"/> Produce a short sentence using verb and adjective. <input type="checkbox"/> Fruit <input type="checkbox"/> Use me gusta and no me gusta. 	How does music bring us closer together? (Developing notation skills) <ul style="list-style-type: none"> <input type="checkbox"/> Home is where the heart is (part 1 and 2) <input type="checkbox"/> Working it out together (part 1 and 2) <input type="checkbox"/> Please be kind What stories does music tell us about the past? (Enjoying Improvisation) <ul style="list-style-type: none"> <input type="checkbox"/> Love what we do (part 1 and 2) <input type="checkbox"/> When the Saints come marching in (part 1 and 2) <input type="checkbox"/> My Bonnie lies over the ocean 	<ul style="list-style-type: none"> <input type="checkbox"/> Javelin <input type="checkbox"/> Shot putt <input type="checkbox"/> Discus <input type="checkbox"/> Long jump <input type="checkbox"/> Triple jump <input type="checkbox"/> Throwing accuracy <input type="checkbox"/> Sprinting <input type="checkbox"/> Hurdles <input type="checkbox"/> Relay <input type="checkbox"/> Long distance running