



Year 3 - Spring MTP

Subject	Geography Rivers	History Ancient Egypt	RE How do Hindus worship?	PSHCE Sp1: What are families like? Sp2: What makes a community?	Science Light
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Locate the world's countries, using maps, concentrating on their environmental regions and key physical and human characteristics <input type="checkbox"/> Describe and understand key aspects of physical geography, including: river, mountains and the water cycle <input type="checkbox"/> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied <input type="checkbox"/> Use four figure grid references, symbols and key to build knowledge of the wider world 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study <input type="checkbox"/> Note connections, contrasts and trends over time and develop the appropriate use of historical terms <input type="checkbox"/> The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt 	<ul style="list-style-type: none"> <input type="checkbox"/> Belief in One God, One Supreme Being (Brahman), represented and worshipped in many forms: the Trimurti (Brahma, Vishnu, Shiva); male, female and animal deities as representations of God; the concept of avatars e.g. Rama, Krishna <input type="checkbox"/> Traditional Hindu stories with a moral and their significance for Hindus e.g. the story of Rama and Sita in the Ramayana <input type="checkbox"/> Worship at home and in the mandir to include Puja, Arti/ Arati, the role of the Murtis, imagery and symbolism, the importance of individual, family and communal worship <input type="checkbox"/> How belief and feelings are expressed through communal celebrations of Divali, Holi 	<ul style="list-style-type: none"> <input type="checkbox"/> That families are important for children growing up because they can give love, security and stability <input type="checkbox"/> The characteristics of a healthy family life, commitment to each other, including in times of difficulty, protections and care for children <input type="checkbox"/> That others' families sometimes look different from their family <input type="checkbox"/> That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <input type="checkbox"/> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <input type="checkbox"/> In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that they need light in order to see things and that dark is the absence of light <input type="checkbox"/> Notice that light is reflected from surfaces <input type="checkbox"/> Recognise that light from the sun can be dangerous and that there are ways to protect their eyes <input type="checkbox"/> Recognise that shadows are formed when the light from a light source is blocked by a solid object <input type="checkbox"/> Find patterns in the way that the size of shadows change
Intent	Key features of rivers, how they are formed and their significance to human geography	First ancient civilisation (comparison to what was happening here)	How Hindus worship and the impact of Hinduism on their lives	Sp1: range of families Sp2: features of a diverse community	How light enables us to see and basics of shadows/ reflection
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"/> What is a river? Difference between a river, lake, sea, ocean. Explore rivers around the world- including the River Ganges to link to RE <input type="checkbox"/> How a river is formed <input type="checkbox"/> The stages of the water cycle <input type="checkbox"/> Find and plot the river Nile on a map, plot countries it flows through to emphasise how big it is <input type="checkbox"/> Plot key settlements that the Ancient Egyptians built around the Nile and find how they used it - crops, transport, washing, drinking <input type="checkbox"/> Compare the Nile to the River Wear- River walk in Durham 	<ul style="list-style-type: none"> <input type="checkbox"/> General overview- Who, what, where, when, key discoveries - understand that this civilisations was same time as Stone Age <input type="checkbox"/> How and why Pyramids were built- Valley of the kings <input type="checkbox"/> How we know what we know today after discovering King Tuts Tomb <input type="checkbox"/> After life and mummification process <input type="checkbox"/> Mummify a tomato <input type="checkbox"/> Cleopatra- Link to Roman empire <input type="checkbox"/> Oriental Museum visit 	<ul style="list-style-type: none"> <input type="checkbox"/> General overview on Hinduism- Who, what, where and main beliefs e.g reincarnation and karma <input type="checkbox"/> Understanding Trimurti: Bhrama, Vishnu and shiva <input type="checkbox"/> Key elements of a shrine and what each aspect stands for- link to senses <input type="checkbox"/> Home worship- bought a kit <input type="checkbox"/> How Hindus practice their faith in the Mandir <input type="checkbox"/> Diwali- Retell story of Rama and Sita <input type="checkbox"/> What it takes to be a Hindu- bring all of their learning together <input type="checkbox"/> Present findings <input type="checkbox"/> Easter story- focus on palm Sunday 	<ul style="list-style-type: none"> <input type="checkbox"/> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) <input type="checkbox"/> how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays <input type="checkbox"/> how people within families should care for each other and the different ways they demonstrate this <input type="checkbox"/> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups <input type="checkbox"/> what is meant by a diverse community; how different groups make up the wider/local community around the school <input type="checkbox"/> how the community helps everyone to feel included and values the different contributions that people make how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups <input type="checkbox"/> what is meant by a diverse community; how different groups make up the wider/local community around the school <input type="checkbox"/> how the community helps everyone to feel included and values the different contributions that people make 	<ul style="list-style-type: none"> <input type="checkbox"/>



Year 3 - Spring MTP

Subject	Computing 1: Email 2: Branching databases	D.T. Pneumatics	Art Smooth Sculptures Nature art	Spanish	Music Recorder	PE Dance and Gymnastics and Swimming (and Disability Sports)
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"/> Understand the impact of key events and individuals <input type="checkbox"/> Use mechanical systems in products 	<ul style="list-style-type: none"> <input type="checkbox"/> Create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [acrylic, watercolour, clay] <input type="checkbox"/> Learn about great artists, architects and designers in history 	<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"/> Learn to play and perform on the Recorder <input type="checkbox"/> Sing appropriate music from different genres of music <input type="checkbox"/> Develop understanding of Musical Language— Allegro/ Adagio/Pitch/Forte/Piano/ call and response/ melody. <input type="checkbox"/> Reading music from Staff notation - interval of 3rd. <input type="checkbox"/> Improvise rhythms and short melodies <input type="checkbox"/> Listen to a wide variety of Music from different era's. <input type="checkbox"/> Rhythms - Crotchet/ Quavers/Minims 	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <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"/> Develop flexibility, strength, technique, control and balance <input type="checkbox"/> Perform dances using a range of movement patterns <input type="checkbox"/> Swim competently, confidently and proficiently over a distance of at least 25 metres <input type="checkbox"/> Use a range of strokes effectively
Intent	Apply skills to a range of software products within Purple Mash	Understand the link between pneumatic input and output	Create smooth sculptures using carving and clay Creating texture through paint	Spanish building blocks	Develop recorder skills BACG use and understand Musical language - Rhythms.	To develop creativity in choreographing dance routines and joining together gymnastics movements and to become confident within the water.
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"/> Communication <input type="checkbox"/> Composing emails <input type="checkbox"/> Using email safely: part 1 <input type="checkbox"/> Using email safely: part 2 <input type="checkbox"/> Attachments <input type="checkbox"/> Email simulations <input type="checkbox"/> Introducing databases <input type="checkbox"/> Branching databases <input type="checkbox"/> Creating a branching database on the computer (2 sessions) 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate existing products and generate design criteria <input type="checkbox"/> Make, discuss and evaluate various mock-ups and models of pneumatics <input type="checkbox"/> Create a detailed plan, including stages of making, tools and materials <input type="checkbox"/> Build, test and modify <input type="checkbox"/> Evaluate the toy against the original design criteria, ideally with the intended user 	Sculptures <ul style="list-style-type: none"> <input type="checkbox"/> Explore work of sculptors: Moore, Hepworth, Gabo <input type="checkbox"/> Experiment with carving using soap to create smooth edgings <input type="checkbox"/> Use clay to create smooth designs using pinching, and coiling Nature Art <ul style="list-style-type: none"> <input type="checkbox"/> Nature artists - Georgia O'Keefe, Monet <input type="checkbox"/> Experiment with paints to create textures <input type="checkbox"/> Match varied paint techniques to object being drawn e.g. leave, bark, flower 	<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 & respond to question (pronounce 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing Baby One/ 3 Little Birds/ Dragons Song/Bringing us together <input type="checkbox"/> Learn Recorder Pieces - Hot and Cross/ Mamma Mia/ 3 Note Reggae/Two Way Radio <input type="checkbox"/> Listen to Night on a Bare Mountain <input type="checkbox"/> Encourage appropriate musical language in responses to listening extracts. <input type="checkbox"/> Rhythm Games, internalising rhythms. Written rhythms <input type="checkbox"/> Improvise using the recorder 	<ul style="list-style-type: none"> <input type="checkbox"/> Please see the PE progression document for specific skills taught <input type="checkbox"/> Swimming lessons weekly by the swim instructor at the local baths