



# Year 3 - Summer MTP

| Subject   | <b>Geography</b><br>Australia and New Zealand   | <b>History</b><br>Progress in equality  | <b>RE</b><br>How do religious people show care for the environment?   | <b>PSHCE</b><br>Su1: Why should we eat well and look after our teeth?<br>Su2: Why should we keep active and sleep well?   | <b>Science</b><br>Su1: Plants<br>Su2: Animals including humans   |
|---|---|---|---|---|--|
| <b>Content to cover</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics and major cities</li> <li><input type="checkbox"/> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</li> <li><input type="checkbox"/> Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts</li> <li><input type="checkbox"/> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</li> <li><input type="checkbox"/> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Know and understand the history of these islands as a coherent, chronological narrative</li> <li><input type="checkbox"/> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create own structure accounts</li> <li><input type="checkbox"/> A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> How belief in God will affect Christians</li> <li><input type="checkbox"/> How Christians today live by a moral code based on the teaching of Jesus and how this is demonstrated through their actions and attitudes</li> <li><input type="checkbox"/> How Buddhist values will affect views on moral issues e.g. environment</li> <li><input type="checkbox"/> How Hindu beliefs and values will affect views on moral issues e.g. the environment, care for others</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> What constitutes a healthy diet and the principles of planning and preparing a range of healthy meals</li> <li><input type="checkbox"/> The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours</li> <li><input type="checkbox"/> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li><input type="checkbox"/> The importance of regular exercise and the risks associated with an inactive lifestyle</li> <li><input type="checkbox"/> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers</li> <li><input type="checkbox"/> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li><input type="checkbox"/> Investigate the way in which water is transported within plants</li> <li><input type="checkbox"/> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> <li><input type="checkbox"/> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li><input type="checkbox"/> Identify that humans and some other animals have skeletons and muscles from support, protection and movement</li> </ul>   |
| <b>Intent</b>   | Contrast to the UK: culture, climate, wildlife, etc   | Appreciate the rights that we have now & be grateful. How can we keep promoting equality?   | How Christianity, Hinduism and Buddhism teaches followers to care for the environment   | Su1: balanced diet, oral hyg.<br>Su2: benefits of physical activity and sleep   | Su1: function of parts of plants<br>Su2: nutrition and types of skeleton   |
| <b>Proposed sequence-</b><br>not necessarily one bullet point per lesson<br>(Lesson context/ activity idea/ notes may be added in brackets) | <ul style="list-style-type: none"> <li><input type="checkbox"/> General map work – continent, key cities, etc.</li> <li><input type="checkbox"/> Native cultures (Australia and New Zealand)</li> <li><input type="checkbox"/> Australia's population and life in the outback</li> <li><input type="checkbox"/> Weather, seasons, opposite to here (Christmas traditions) compare Australia and New Zealand</li> <li><input type="checkbox"/> Great Barrier Reef conservation</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> General introduction to key areas (skin colour, LGBT, women's rights and child labour) What do we already know and what interests us?</li> <li><input type="checkbox"/> Child labour – different jobs that children here did in the past and current child labour now (what can we do?)</li> <li><input type="checkbox"/> Suffragette movement</li> <li><input type="checkbox"/> Black rights – civil rights movement</li> <li><input type="checkbox"/> LGBT – changes in history, historical laws, LGBT role models</li> </ul>                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion to recap key features of the three religions that have been studied</li> <li><input type="checkbox"/> How to generally look after the environment</li> <li><input type="checkbox"/> Understand that the environment was created by the divine</li> <li><input type="checkbox"/> Christianity: given the job by God to look after the world (show thanks) – creation story</li> <li><input type="checkbox"/> How Buddhists make themselves aware of how they can damage the environment – modern day issues – lead a simple life</li> <li><input type="checkbox"/> Hinduism – observing the impact on the environment while on pilgrimage, never harm a creature for your own gain</li> <li><input type="checkbox"/> Compare the ideas of different religions</li> <li><input type="checkbox"/> Environmental religious charities and the work they do</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Basics of food, balance, energy, benefits</li> <li><input type="checkbox"/> Negative impact of not having a balanced diet</li> <li><input type="checkbox"/> Teeth/ Dentist</li> <li><input type="checkbox"/> How we make choices about what we eat</li> <li><input type="checkbox"/> What influences what we eat? Food advertising</li> <li><input type="checkbox"/> Benefits of regular physical activity (body and mind) (design breaktime games or a mindfulness activity for the end of the day, etc.) home</li> <li><input type="checkbox"/> How to be active on a daily basis and balance online time (school)</li> <li><input type="checkbox"/> How do we make choices about physical activities?</li> <li><input type="checkbox"/> Negatives/ stereotypes – breaking away from the 'family sport'</li> <li><input type="checkbox"/> Sleep habits</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Human Nutrition- Explore each food group</li> <li><input type="checkbox"/> Design balanced meals and snacks</li> <li><input type="checkbox"/> Animal Nutrition- recap herbivore, omnivore, carnivore. Compare animals within each group. Eg is it only small animals that eat plants? Link to their habitat and what type of plants they eat</li> <li><input type="checkbox"/> Producer and consumers- food chains</li> <li><input type="checkbox"/> Skeletons- Human skeleton- purpose, key part</li> <li><input type="checkbox"/> Animal skeletons- vertebrates vs invertebrates- grouping/ classification</li> <li><input type="checkbox"/> Label the parts of a flowering plant, research the functions of each part (likely 2 lessons)</li> <li><input type="checkbox"/> Plant our own flowers</li> <li><input type="checkbox"/> Investigate ways in which water is transported within a plant</li> <li><input type="checkbox"/> What a plant needs to be healthy- photosynthesis</li> <li><input type="checkbox"/> Experiment- Remove water from one plant and remove sunlight from another- observe over time- produce plant diaries</li> <li><input type="checkbox"/> Plant adaptations- desert and rainforest</li> <li><input type="checkbox"/> Life cycle of a flowering plant – focus on 'save the bees'</li> </ul> |



# Year 3 - Summer MTP

| Subject   | Computing<br>1: Simulations, 2: Graphing<br>3: Presenting (version dependent)   | D.T.<br>1: 2D shape to 3D product<br>2: Healthy and varied diet  | Art<br>Foil printing<br>Architecture - Lumiere  | Spanish  | Music  | PE<br>OAA and Games   |
|---|---|--|---|--|--|---|
| <b>Content to cover</b>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Design, write and debug programs to accomplish specific goals</li> <li><input type="checkbox"/> Use sequence, selection and repetition in programs; work with variable and various forms of input and output</li> <li><input type="checkbox"/> Use logical reasoning to explain how some simple algorithms work (detect and correct errors)</li> <li><input type="checkbox"/> Understand computer networks, including the internet</li> <li><input type="checkbox"/> Use search technologies effectively</li> <li><input type="checkbox"/> Select, use and combine a variety of software on a range of devices</li> <li><input type="checkbox"/> Use technology safely, respectfully and responsibly</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use research and develop criteria</li> <li><input type="checkbox"/> Design innovative, functional and appealing products</li> <li><input type="checkbox"/> Generate, develop and communicate ideas</li> <li><input type="checkbox"/> Select from a wider range of tools, materials and components</li> <li><input type="checkbox"/> Investigate and analyse a range of existing products</li> <li><input type="checkbox"/> Consider how to improve work</li> <li><input type="checkbox"/> Understand the impact of key events and individuals</li> <li><input type="checkbox"/> Understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> Improve their mastery of art and design techniques, including drawing and sculpture with a range of materials [paint, foil, string, plasticine]</li> <li><input type="checkbox"/> Learn about great artists, designers and sculptors and sculptors</li> <li><input type="checkbox"/> Explore the relationship of line, form and colour.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen attentively and show understanding by joining in and responding</li> <li><input type="checkbox"/> Link the spelling, sound and meaning of words</li> <li><input type="checkbox"/> Engage in conversations</li> <li><input type="checkbox"/> Speak in sentences</li> <li><input type="checkbox"/> Accurate pronunciation and intonation</li> <li><input type="checkbox"/> Present orally</li> <li><input type="checkbox"/> Read carefully</li> <li><input type="checkbox"/> Appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> Broaden vocabulary, including through using a dictionary</li> <li><input type="checkbox"/> Write and adapt phrases from memory</li> <li><input type="checkbox"/> Describe people, places, things and actions orally and in writing</li> <li><input type="checkbox"/> Understand basic grammar</li> </ul> | <p>We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum.</p> <p>Planning will be added as it is released by DMS through the year.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop competence to excel in a broad range of physical activities</li> <li><input type="checkbox"/> Are physically active for sustained periods of time</li> <li><input type="checkbox"/> Engage in competitive sports and activities</li> <li><input type="checkbox"/> Lead healthy, active lives</li> <li><input type="checkbox"/> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li><input type="checkbox"/> Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> |
| <b>Intent</b>   | Apply skills to a range of software products within Purple Mash   | 1: follow a pattern to make a product<br>2: thought process behind making a sandwich   | Create foil prints and explore different effects<br>Local city architecture   | Spanish building blocks  | <input type="checkbox"/>   | To understand and follow the rules—actually play real games and communicate to solve problems   |
| <b>Proposed sequence-</b><br>not necessarily one bullet point per lesson<br>(Lesson context/ activity idea/ notes may be added in brackets) | <ul style="list-style-type: none"> <li><input type="checkbox"/> What are simulations</li> <li><input type="checkbox"/> Exploring a simulation</li> <li><input type="checkbox"/> Analysing and evaluating a simulation</li> <li><input type="checkbox"/> Introducing 2Graph</li> <li><input type="checkbox"/> Using 2Graph to solve an investigation</li> <li><input type="checkbox"/> Making a presentation from a blank page</li> <li><input type="checkbox"/> Adding media</li> <li><input type="checkbox"/> Adding animation</li> <li><input type="checkbox"/> Presenting with timings</li> <li><input type="checkbox"/> Create a presentation</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. Research changes to textiles e.g. zips and Velcro</li> <li><input type="checkbox"/> Try a range of stitching techniques to sew two small pieces of material together and decide on the best joining technique</li> <li><input type="checkbox"/> Look at and evaluate a range of fabrics to decide which will be best suited to purpose.</li> <li><input type="checkbox"/> Draw an annotated sketch of own design, with materials and stitching techniques</li> <li><input type="checkbox"/> Apply skills to create a final product and evaluate</li> <li><input type="checkbox"/> Analyse existing products using sensory evaluations</li> <li><input type="checkbox"/> Generate design criteria and annotated sketches</li> <li><input type="checkbox"/> Understand how this specific food item is designed to be eaten</li> <li><input type="checkbox"/> Peel, chop, slice, grate and spread, using the appropriate tools</li> <li><input type="checkbox"/> Plan your recipe, including order, tools, ingredients and time scale</li> <li><input type="checkbox"/> Make and evaluate final food product</li> </ul> | <p>Foil printing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore printing with different materials exploring relief and impressed prints</li> <li><input type="checkbox"/> Experiment with adding detail using foil prints and the effects of relief and impressed with the same material</li> <li><input type="checkbox"/> Create own foil prints</li> </ul> <p>Architecture</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore photographs of (or visit) Durham and photograph key buildings e.g. Cathedral</li> <li><input type="checkbox"/> Pick out detailing and significant parts of architecture - what makes building unique?</li> <li><input type="checkbox"/> Share lumiere photos and how colour is used</li> <li><input type="checkbox"/> Create prints (variety of ways) to explore architecture and colour</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers 1-10</li> <li><input type="checkbox"/> Greetings (notice punctuation e.g. upside down question mark, participate in a short exchange)</li> <li><input type="checkbox"/> Classroom instructions (listen to and follow simple commands)</li> <li><input type="checkbox"/> Ask for and give name.</li> <li><input type="checkbox"/> Pronunciation of ll, perform a simple communicative task.</li> <li><input type="checkbox"/> Numbers 10-20. Ask for and state age.</li> <li><input type="checkbox"/> Understand a respond to a question (pronunciation of ñ)</li> <li><input type="checkbox"/> Colours.</li> <li><input type="checkbox"/> Produce a short sentence using verb and adjective.</li> <li><input type="checkbox"/> Fruit</li> <li><input type="checkbox"/> Use me gusta and no me gusta.</li> </ul>  | <input type="checkbox"/>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Please refer to the PE progression document for specific skills taught</li> </ul>   |