



BRACKENWOOD JUNIOR SCHOOL

Medium Term Plan – Year 3 Autumn 2

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| Computing | Microsoft Word/Google |
| Geography | <p>Local Area</p> <ol style="list-style-type: none"> 1. I can ask and answer questions about the physical and human characteristics of a location 2. I can use fieldwork to observe and record the human and physical features in the local area 3. I can describe how the locality of the school has changed over time 4. I can use the eight points of a compass, four-figure references, symbols and a key to communicate knowledge of the United Kingdom |
| History | <p>Local Area</p> <ol style="list-style-type: none"> 1. I can use evidence to ask questions and find answers about Port Sunlight 2. I can describe the changes that have happened in the locality of the school throughout history 3. I can compare some factories in the past to present day 4. I can compare houses in the early 1900s to now 5. I can compare and contrast the role of men, women and children from the early 1900s |
| DT | <p>Local area – packaging</p> <ol style="list-style-type: none"> 1. I can investigate a range of packaging. 2. I can construct nets for 3D shaped packages 3. I can explore the use of graphics on packaging 4. I can design a packaging for a purpose. 5. I can make a soap box. 6. I can evaluate a product. |
| Music | <p>Local Area; Christmas</p> <ol style="list-style-type: none"> 1. I can take part in warm up Games – listening, following, call and response, echo, start/stop. 2. I can learn and sing/chant/actions with warm up songs 3. I can listen and reflect on a piece of orchestral music 4. I can invent my own musical motifs and structure them into a piece 5. I can perform as an individual, in pairs and as an ensemble if possible 6. I can learn musical language appropriate to the task |
| PE | <p>Dance</p> <ol style="list-style-type: none"> 1. I can repeat some simple sequences of movement 2. I can begin to create a routine 3. I can create movements in relation to a musical stimulus 4. I can repeat in a group a sequence of movements 5. I can perform a routine <p>Invasion Games</p> <ol style="list-style-type: none"> 1. I can learn and use a range of skills 2. I can follow the rules that they are given 3. I can participate in competitive games, applying basic principles suitable for attacking and defending |
| PSHE | <p>Celebrating Differences</p> <ol style="list-style-type: none"> 1. I understand that everybody's family is different and important to them 2. I understand that differences and conflicts sometimes happen among family members 3. I know what it means to be a witness to bullying 4. I know that witnesses can make the situation better or worse by what they do 5. I recognise that some words are used in hurtful ways 6. I can tell you about a time when my words affected someone's feelings and what the consequences were |
| RE | <p>Words and Beyond: Christianity and Christmas</p> <ol style="list-style-type: none"> 1. I can explore if Christmas has lost its true meaning. 2. I can record the Christmas story. 3. I can explain the true meaning of Christmas. |
| MFL | <p>Core Unit 1</p> <ol style="list-style-type: none"> 1. I can use simple greetings 2. I can ask someone how they feel and say how I feel 3. I can tell someone my name/ 4. I can tell someone how old I am 5. I can introduce my family. 6. I can enjoy a story in French |
| Science | <p>Rocks</p> <ol style="list-style-type: none"> 1. I can examine different rocks in order to describe, compare and contrast their properties 2. I can sort rocks according to their properties using a key 3. I can test and compare rocks to identify which is the hardest 4. I can find out which rocks are waterproof. 5. I can explain that soils are made partly from rock that has broken down into smaller particles and describe some of the properties of different types of soils 6. I can understand how igneous and sedimentary rocks are formed. 7. I can explore fossils to find out what they are |

| A Sense of Enterprise | Homework Project | Ideas for Display |
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| | Lever Posters/Project | |
| Learning outside the classroom | RRSA | Local cultural links including trips and visits |
| | Photo homework UNICEF Outright Campaign | |

