



Barrow Hedges Medium Term Topic Planner (Overview)

Year 3 Summer 2

Tribal Tales

Art & Design: *Cave drawings/Tribal masks*

- To learn about the work of artists, craftspeople and designers in different times and cultures.
- To use a sketch book to record ideas about how to improve my work, what I like and my thoughts about an artist's techniques.
- To use different grades of pencil to shade and to show different tones and textures.
- To create a background using a wash.
- To use a range of brushes to create different effects in painting.
- To experiment with and combine materials and processes to design and make 3D torcs.
- To learn how to use a range of brushes to create different effects in a painting.

Music: *Wider Opps*

- To know where djembe drums originate from and understand the traditions of where they are played.
- To know what djembe drums are made from.
- To know the different parts of the drum.
- To understand how to make different sounds on the drum with your hands.
- To copy rhythms.
- To find the pulse.
- To improvise and compose rhythms.
- To work together to create a whole class ensemble.
- To play to an audience.

Computing: *We are bug fixers*

- To develop a number of strategies for finding errors in programs.
- To recognise a number of common types of bug in software. – split into multiple objectives.
- To debug a simple algorithm.
- To debug a performance (repeating) algorithm.
- To debug multi-thread algorithms
- To identify and correct conceptual bugs.
- To identify and correct arithmetical bugs.
- To identify and correct resource bugs.

Science

No focus this half term

Geography:

No focus in this half term.

RE: *Judaism*

- To explore the meaning of some of the symbols within the synagogue.
- To understand the importance of Israel and Jerusalem to Jewish people.
- To know how Jewish people worship at home.
- To explore the stories from Purim.
- To know how Purim is celebrated.



PE:

Indoors: *Swimming*

- I can get myself into the water safely.
- I can get out of the water safely.
- I can talk about why and how we can stay safe around water.
- I can float on my back and my front.
- I can use my feet to kick and move me forwards through the water.
- To can use float to support me.
- I can use my arms to help move me forwards through the water.
- I can begin to swim unaided on my front using my arms and legs.
- I can begin to swim unaided on my back using my arms and legs.
- I can enter the water from the side by either jumping, sitting or diving.

Outdoor: *Athletics*

- To explore different throwing techniques.
- To decide which throwing technique is best for the vortex throw.
- To experiment with different types of one and two footed jumps.
- To explore different ways of jumping for height and distance.
- To understand the difference between sprinting and running for sustained periods.
- To apply different running techniques in a relay context.

History: *Stone Age-Bronze Age*

- To understand 'pre-history' and identify Stone Age, Bronze Age and Iron Age on a time line using terms such as BC, AD, ancient and century.
- To find out about early humans and the Palaeolithic period.
- To find out about the lives of the people who lived during the Mesolithic period.
- To explore how life developed from the Mesolithic period to the Neolithic period.
- To understand the effect bronze had on life in Britain.
- To find out about how iron was used in the Iron Age and how this changed life in Britain.

D&T: *Wattle & Daub/Wool*

- To use the visit to Butser Ancient Farm to experiment with making wattle and daub for buildings and making wool for clothing.

PHSE: *Changes*

- Be able to describe changes that have already happened to make things better.
- Be able to recognise how change makes people feel.

Safeguarding:

- To know how to be responsible use of ICT and how to stay safe on line.

Citizenship Education

- To understand people work to earn a living.

Relationships Education

- To understand the concept of keeping something confidential or secret, when they should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To learn how to judge what type of physical contact is appropriate.
- To know how bodies change as we grow up.