



Barrow Hedges Medium Term Topic Planner (Overview)

Year 3 Summer 2

Tribal Tales

Art & Design: *Traditional Tribal Artwork from around the world.*

- To learn about the work of artists, craftspeople and designers in different times and cultures.
- To develop a wide range of art and design techniques in using colour, texture, and space.
- To find out about the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- To understand how materials and processes used in art can be matched to ideas and intentions.
- To experiment with and combine processes to design a recognisable sculpture.
- To sculpt and carve a mouldable material to make a clay Torc.
- To learn how to create a background using a wash.
- To combine the elements of pattern, line, shape, form and space.
- To combine the elements of colour and pattern, when creating Indian Warli Art.
- To recognise when art is from different cultures.

Music: *Wider Opportunities Djembe Drums*

- 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.

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.

Geography:

No focus in this half term.

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.



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 throw for accuracy and distance, using different techniques.
- 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.

Science

No focus this half term

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 using ICT and how to stay safe online, including how to report concerns, the importance of protecting passwords and to know about 'trolling', how to respond and how to ask for help.

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.