



Barrow Hedges Medium Term Topic Planner (Overview)

Year 3 Spring 1

Tremors

Art & Design: *Japanese art/Volcanoes*

- To compare the work of different artists in history and recognise when art is from different cultures.
- To sketch out my ideas in a sketchbook based on the work of artists.
- To combine visual and tactile qualities of materials.
- To use a range of brushes to create different effects in painting.
- To combine visual and tactile elements, including colour, pattern and texture to make a relief of a volcanic landscape.
- To learn how to use digital images and combine them with other media in art.

Music: **Tremors**

- 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 opinion pollsters*

- To plan and design an online survey.
- To develop questions and select type for purpose.
- To create an online survey.
- To undertake data collection.
- To analyse and interpret data.
- To understand some ethical and legal aspects of online data collection.

E-safety

- To know that there are a variety of online tools that can be used to share information.

PHSE and Relationships Education: **Relationships**

- To know who is special to me.
- To talk about how people's actions, including my own, affect how others feel.
- To know that there are a variety of jobs and they are all valuable.

Safeguarding:

- To talk about the different types of crossings there are.
- To talk about how to stay safe near water.

RE: **Islam**

- To find out what Muslims believe about Allah.
- To investigate why Muslims think of Prophet Muhammad (pbuh) as the final prophet.
- To understand what Muslims can learn from Prophet Muhammad (pbuh).
- To know why the Qur'an is special to Muslims.
- To explain how the Qur'an is used and respected.
- To understand what the Qur'an teaches Muslims.



PE:

Indoors: **Dance (Charleston)**

- To be able to perform basic dance motions based on a Bollywood, Charleston and samba theme.
- To be able to improvise freely and translate ideas from a stimulus into movement.
- To be able to perform basic movements to music, and to build a simple themed dance focusing on cheer with a small group.

Outdoor: **Rugby**

- To be able to throw and catch with control, including backwards and sideways.
- To be able to use my non-dominant hand to throw and catch.
- To run, collect and change direction while carrying a ball.
- To be ready to receive a catch.
- To follow through when throwing.
- To show an awareness of space, use it to support team mates and to cause problems for the opposition.
- To be able to apply skills to a small-sided game situation.

History:

No focus this half term.

Geography: **Extreme Earth**

- To describe and understand what is under the Earth's surface.
- To understand and describe how volcanoes are formed.
- To name and locate many of the world's most famous mountain regions and volcanoes in an atlas.
- To understand how volcanoes affect people's lives.
- To explain what causes earthquakes and how they are measured.
- To explain what causes tsunamis and how they affect people.

D&T:

No focus this half term.

Science: **Rocks & Soils**

- To make careful observations on rocks and group and classify them according to different criteria.
- To research different rocks around the world and in the UK.
- To plan and carry out a survey of the different rocks in the locality.
- To know the three different types of rocks and how they are formed.
- To show where igneous rocks are formed in the world (link to volcanoes).
- To set up a simple test, record the results and present findings to see which rocks is the most permeable.
- To set up a simple test, record the results and present findings to see which rocks is the hardest.
- To describe how fossils are made and record using a flow diagram.
- To set up a test to find out the type of soil samples and use the data to set up a branching database.
- To separate the different parts that make up soils.
- To set up a simple test to find out which is the best soil for growing crops, record results and draw conclusions.
- To present findings from enquiries.