

**Year 3 Medium Term Plan – Australia**

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| **Term**  | Autumn 2  |
| **Key text** | Wombat goes walkabout |
| **Key Vocabulary** | Indigenous, hemisphere, aboriginal, temperate, tropical, arid, equator, bushfire, non-indigenous, landscape, diverse, climate, plains, highlands, lowlands, plateau |
| **Overarching objectives** | Geography - Recognise there are similarities and differences between places including varying conditions within Australia. |
| Topic curriculum coverage and content |
| **Lesson WALT**  | **Subject covered within lesson** | **Curriculum content covered within lesson** | **What will this look like when it is achieved?**Children will: |
| 1. identify where Australia is located and understand that is a continent and a country
 | Geography | * Recognise the different shapes of continents *recap naming and locating them*
* Use and interpret maps, globes, atlases and digital computer mapping to locate countries and key features.
 | * Discover where Australia is located in relation to other countries and continents.
* They learn it is unusually both a country and continent, and is located in the Southern Hemisphere.
* Learn that like the UK, it is an island and is surrounded by the Pacific and Indian Oceans.
 |
| 1. understand that the landscape of Australia is diverse
 | Geography | * Understand and use basic geographical vocabulary *cliff, ocean, valley, vegetation, soil, mountain, port, harbour, drought, bushfire, plain etc.*
 | * Explore the physical geography of Australia.
* Learn that Australia has a remarkably varied or ‘diverse’ landscape and learn the four key landform regions of Australia: Coastal plains, Eastern Highlands, Central Lowlands and Western Plateau.
* Use a range of maps that show the location of physical characteristics
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| 1. understand the different states within Australia
 | Geography | * Use and interpret maps, globes, atlases and digital computer mapping to locate countries and key features.
 | * Learn the country has man-made political boundaries that split the country into states and territories.
* Learn the capital city of each state, and also that there is a national capital of the country as a whole (Canberra).
 |
| 1. explore the varying climates within Australia
 | Geography | * Recognise there are similarities and differences between places including varying conditions within Australia.
 | * Learn that Australia’s size means that different areas of the country experience varied weather and climate conditions.
* Learn that there are three climate zones: arid, temperate, and tropical.
* Discover that proximity to the Equator can affect the climate of an are
 |
| 1. understand how the physical conditions of Australia impact on the distribution of the population
 | Geography | * Recognise there are similarities and differences between places including varying conditions within Australia.
 | * Explore the human geography of Australia, focusing upon the people and the population distribution of the country using population density maps.
 |
| 1. understand how people have been effected by changes in the environment
 | Geography | * Recognise there are similarities and differences between places including varying conditions within Australia.
 | * Learn that Australia was and is home to both indigenous and non-indigenous populations and learn that it is a multi-cultural population
 |
| 1. learn about Albert Namatijira
 | Art | * Know about some of the great artists, architects and designers in history
* Describe some of the key ideas, techniques and working practises of artists and designers they have learnt about
 | * Have knowledge about indigenous Australians
* Know who Albert Namatijira was and what he did
 |
| 1. create some aboriginal art
 | Art | * Can confidently name primary colours and mix them to make secondary colours
 | * Know what aboriginal means and has an idea about the art style
* Can name primary colours
* Can name secondary colours
* Can mix primary colours to make secondary colours
 |
| **Discrete teaching**  |
| **Lesson WALT** | **Subject covered**  | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** Children will: |
| 1. Recognise that we need light in order to see and that dark is the absence of light
 | ScienceLight | * Recognise that he/she needs light in order to see things and that dark is the absence of light.
 | * Identify light sources
* Understand that we need light to see
* Understand that dark is an absence of light
 |
| 1. Investigate which surfaces reflect light

Comparative , sorting  | * Notice that light is reflected from surfaces.
* Science investigation – group and sort
* Begin to ask relevant questions and use different types of scientific enquires to answer them
 | * Know that light travels in a straight line
* Identify reflective surfaces
 |
| 1. Explain how mirrors reflect light
 | * Notice that light is reflected from surfaces.
 | * Understand how surfaces reflect light
 |
| 1. Learn about Arthur Wilson
 | * Investigate and understand the life and work of Arthur Wilson – concave and convex mirrors
 | * Know who Arthur Wilson was
 |
| 1. Recognise that light from the sun can be dangerous
 | * Recognise that light from the sun can be dangerous and that there are ways to protect eyes.
 | * Know that the sun can damage eyes
* Know how to protect eyes from the sun
 |
| 1. Understand that shadows are formed by blocking a light source

Comparative  | * Recognise that shadows are formed when the light from a light source is blocked by a solid object.
 | * Understand that a shadow is formed when a solid object blocks light
* Identify opaque, translucent and transparent objects
 |
| 1. Find patterns in the way that shadows change size

Pattern seeking  | * Find patterns in the way that the size of a shadow changes.
* Science investigation – pattern seeking and fair test
* Carry out simple practical enquiries including pattern seeking
* Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using stopwatches, rulers and measuring jugs.
* Gather, record, classify and present data in a variety of ways to help in answering questions.
* Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
* Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
* Use results to draw simple conclusions and make predictions for new values. suggest improvements and raise further questions.
 | * Know how and why shadows change size
* Carry out a simple practical experiment
 |
| ICT – following KAPOW scheme. |
| Music – following Leicestershire music hub scheme |
| 1. Listen and respond to instructions.
 | French All about me | * Listen attentively to spoken language and show understanding by joining in and responding
 | * Follow simple instructions such as stand up an sit down.
 |
| 1. Learn some key body parts
 | * Listen attentively to spoken language and show understanding by joining in and responding
 | * Children will be able to sing head, shoulders, knees and toes.
* Listen to action words and show what to do.
 |
| 1. Understand and respond to action words
 |
| 1. Name colours
 | * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 | * Know different colours and pronounce accurately
 |
| 1. and 6. Name items of clothing.
 | * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun
 | * Name clothes and describe what they are wearing.
* Consider whether nouns are masculine or feminine.
 |
| 1. reflect and celebrate achievements
 | PSHEAiming High | * Reflect on and celebrate achievements.
 | Children will * Discuss personal achievements and skills.
 |
| 1. identify personal goals
 | * Set high aspirations and goals.
 | * Discuss goals and ambitions.
* Discuss how we can achieve our goals.
* Understand that goals can change but that’s ok.
 |
| 1. explain how a positive learning attitude is important
 | * Face new challenges positively.
 | * Identify elements of a growth mind set.
* Identify what positive learning is.
 |
| 1. identify skills and attitudes needed in the future
 | * To think about the range of jobs carried out by people they know and to understand how they can develop skills.
 | * Discuss what skills are needed in the future.
 |
| 1. understand that gender does not limit us
 | * Recognise and challenge stereotypes.
 | * Identify and challenge stereotypes.
* Discuss challenges and how we could overcome these.
* Identify limitations and how they can be overcome.
 |
| 1. discuss what we might like to do when we’re older and what we need to achieve this
 | * Identify strengths and areas for improvements.
* Make responsible choices.
 | * Talk about the range of jobs people do and what they might want to do in the future.
 |
| 1. Explain who founded Hinduism and where
 | RE**Hindusim**  | * Know that Hinduism is the oldest of the world religions still practised today.
* No one knows who founded Hinduism.
* It is a fusion of different beliefs, cultures and traditions of the people who lived along the Indus River.
 | * Recall the origins of the Hindu religion.
 |
| 1. To name and explain the meanings of Hindu symbols
 | * The lotus flower is important because as Hindus believe Brahma (the creator) came from the lotus flower.
* It represents how people should always become kind and good.
* Hands together - when Hindu people greet each other they place two hands together, bow their head slightly and say Namaste.
* Conch shell - It is one of the symbols of Lord Vishnu and used during prayer.
* The Trident is the symbol of the Lord Shiva.
* Cows are considered to be symbolic of purity, motherhood and ahimsa (non-violence).

Diva lamps are the symbols of light. | * Describe the key symbols and their meanings.
 |
| 1. To name places that are special to Hindus
 | * Mandir is a place of worship and means gladdening. There are lots of mandirs and the outsides look different.
 | * Describe what a Mandir is and its purpose.
 |
| 1. To explain Puja and its importance to Hindus.
 | * Worship is called Puja.
* Puja involves praying and giving offerings to a deity.
* **Aarti** is a ritual part of worship performed at the end of the puja.
* A deity is a god or goddess.
* A light on a plate or a lamp is circulated around the deity.
* The light is considered to acquire the power of the deity.
* Any person can then cup their hands over the flame and raise their palms to their forehead.
* They believe this transfers a blessing from the deity via the flame to them.
 | * Describe the Hindu practise of Puja.
 |
| 1. To explain the main beliefs of the Hindu faith and how these help Hindus live their life.
 | * Hindus believe that they should pursue knowledge and understanding of the truth.
* The truth is the only reality.
* There are right and wrong ways to behave (Dharma)
* Dharma is a central part to a Hindu’s life.
* All living things have a soul.
 | * Recap the key beliefs of Hinduism.
 |
| 1. Name and describe some of the special Hindu festivals.
 | * Holi - It marks the beginning of spring, usually in March and celebrates new life. Known as the festival of colour.
* Navaratri - means ‘nine nights’, which is how many days of celebration are held for this festival!
* It is held every year in late September or early October.
* It is dedicated to the goddess Durga and her nine-day battle to defeat the demon king, Mahishasura.

Diwali – known as the festival of lights. | * Describe some of they main Hindu festivals and their importance.
 |
| (ongoing – we swim throughout the entire year) | PE Swimming | * Understand pool safety rules
 | * Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively.
* Perform safe self-rescue in different water-based situations.
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|  | PE - External sports coach |  |  |