

**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 |
| 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 | Science  Light | * 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 | PSHE  Aiming 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. |
|  | PE - External sports coach |  |  |