Year 3 Medium Term Plan – A Land Down Under

Term	Autumn 2 – 8 weeks
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.
2. 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
3. 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).
4. 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
5. 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.
6. understand how people have been affected 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
7. 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
8. 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
2. Investigate which surfaces reflect light		- 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 -
3. Explain how mirrors reflect light		- Notice that light is reflected from surfaces.	- Understand how surfaces reflect light
4. Learn about Arthur Wilson		- Investigate and understand the life and work of Arthur Wilson – concave and convex mirrors	- Know who Arthur Wilson was
5. 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
6. Understand that shadows are formed by blocking a light source		- 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
7. Find patterns in the way that shadows change size		- 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.	- Know how and why shadows change size - Carry out a simple practical experiment

		- 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.	
1. Explore a programming application	Computing **Programming – Scratch** (also see computing scheme of work)	- Explain what some of the blocks do in Scratch	- Explain what some of the blocks do in Scratch. - Know that Scratch is a programming language and some of its basic functions
2. Use repetition (loop) in a program		- Explain what some of the blocks do in Scratch including a loop	- Explain what a loop is and include one in their program. - Understand how to use loops to improve programming
3. Program an animation		- Explain what an algorithm is	- Suggest possible additions to an existing program. - Explain what an algorithm is and its purpose. - Understand how decomposition is used in programming
4. Program a story		- Suggest additions to an existing program	- Recognise where something on screen is controlled by code. - Understand that you can remix and adapt existing code -
5. Program a game		- Suggest additions to an existing program and using a systemic approach to find bugs	- Use a systematic approach to finding bugs. - Understand that you can remix and adapt existing code

1. greet people in different ways	French **Getting to Know you**	- engage in conversations - ask and answer questions	- Say hello for different times of day - Use formal or informal language appropriately - Use gestures to support communication
2. Exchange names in French		- Engage in conversation - Introduce yourself	- Introduce myself to someone else - Ask another person their name - Use gestures to support conversation
3. Discuss how we are feeling		- Listen attentively to spoken language - Show understanding by joining in - Ask and answer questions - Talk about how you are	- Use comment ca va as a question - Choose appropriate phrases to say how I feel
4. Choose appropriate phrases for the situation		- Listen attentively to spoken language - Show understanding by joining in - Ask and answer questions in the context of saying goodbye	- Can say goodbye in various ways - Use formal and informal language
5. Say numbers 0-10 confidently		- Develop accurate pronunciation and intonation - Recognise and repeat sounds	- Say 1-10 in French - Listen and repeat carefully - Use music to help me remember
6. Say my age in French		- Apply knowledge to make sentences - Listen and respond to someone's question	- Use number words in sentences - Make up sentences - Ask someone their age - Say my own age
1. reflect and celebrate achievements	PSHE **Aiming High**	- Reflect on and celebrate achievements.	Children will - Discuss personal achievements and skills.
2. 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.
3. explain how a positive learning attitude is important		- Face new challenges positively.	- Identify elements of a growth mind set. - Identify what positive learning is.
4. identify skills and attitudes		- 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.

needed in the future			
5. 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.
6. 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.	RE **Hinduism**		-
2.			-
3.			-
4.			-
5.			-
6.			-
	PE External sports coach (also see PE scheme of work)	-	-
1. Sing fluently and hear a melody	Music **Voice**	- I can sing fluently.	- Sing fluently - Hear a melody
2. Sing fluently in a melody and create a graphic		- I can sing fluently. - I can hear a melody and create a graphic score to represent it.	- Sing fluently within a melody - Know what a melody is - Know what a graphic score is and create one

score to represent it	(also see scheme of work)		
3. Sing fluently to create, use and lead a performance instruction		- I can sing fluently. - I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,).	- Know what a performance instruction is - Create a performance instruction
4. Sing fluently and create, use performance instructions		- I can sing fluently. - I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,).	- Use a performance instruction
5. Sing fluently and create, use and lead a group with performance instructions		- I can sing fluently. - I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,).	- Lead a group with performance instruction
6. Sing fluently and create, use and lead a group with performance instructions. I can make comment about performances		- I can sing fluently. - I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,).	- Make comments about performances