

**Flow**  
**Medium Term Topic Plan – Year 3**

Term	Autumn 2 (7 weeks).	Curriculum Strands	Water and Our Community.
<b>Classroom Environment</b>	River board to celebrate children’s learning from school and home. Age appropriate geographical vocabulary (physical features of rivers). Range of topic books including different genres and text types.	<b>Super Starter &amp; Education Visit/Visitor</b>	Visit the River Arun and find out more about its characteristics.
<b>Key Texts</b>	<b>Class read: Stig of the Dump by Clive James (AR level: 5.5).</b> Stick Man by Julia Donaldson (AR level 2.8). Selection of non-fiction texts on rivers. Poem: The River by Valerie Plume Poem: Chocolate Cake by Michael Rosen	<b>End Product</b>	Class assembly.
<b>English</b>	Play script adapting Stick Man - writing to entertain - 4 weeks. Poetry describing the movement of a river -writing to entertain - 2 weeks. Christmas shapes poems and calligrams - writing to entertain - 1 week.		
<b>Science</b>	<u>Forces &amp; Magnets</u> <b>N.C. Obj.</b> Compare how things move on different surfaces. <b>N.C. Obj.</b> Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. <b>N.C. Obj.</b> Observe how magnets attract or repel each other and attract some materials and not others. <b>N.C. Obj.</b> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. <b>N.C. Obj.</b> Describe magnets as having 2 poles. <b>N.C. Obj.</b> Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.		
<b>P.E.</b>	<u>Dance inspired by weather (the water cycle and rivers)</u> <b>N.C. Obj.</b> Perform dances using a range of movement patterns. <b>N.C. Obj.</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<b>History</b>	<u>Riverside Settlements - why have people historically settled by rivers?</u> <b>N.C. Obj.</b> Learn about changes in Britain from the Stone Age to the Iron Age. - The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. - Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.		
<b>Geography</b>	<u>Locating Physical and Human Features in our Local Area (River Arun)</u> <b>N.C. Obj.</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <u>Researching and Locating Rivers of the World</u> <b>N.C. Obj.</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <b>N.C. Obj.</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Finding Out How Rivers are Used</u> <b>N.C. Obj.</b> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <b>N.C. Obj.</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
<b>Art</b>	<u>Artist Claude Monet.</u> <b>Medium:</b> Water colour. <b>Skill:</b> Exploring the tone and shade of colours used by Monet. <b>N.C. Obj.</b> Create a sketch book to record their observations and use them to review and revisit ideas. <b>N.C. Obj.</b> Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <b>N.C. Obj.</b> Learn about great artists, architects and designers in history.		
<b>D&amp;T</b>	<u>Hydro Power; Design and Make Water Wheels</u> <b>N.C. Obj.</b> Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). <u>Design and Build a Bridge</u> <b>N.C. Obj.</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <b>N.C. Obj.</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <b>N.C. Obj.</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		

**Music**

Charanga - Glockenspiels

**N.C. Obj.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.