

**MTP Autumn 2 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/ Mr Hulbert**

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|----------------|--|--|---|---|---|--|--|
| <b>SCIENCE</b> | <p><b>Appliances</b></p> <p>Identify common appliances that run on electricity.<br/>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br/>To classify and present data, identifying common appliances that run on electricity</p> | <p><b>Making Circuits</b></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br/>Making systematic and careful observations, using a range of equipment.<br/>Recording findings using labelled diagrams.<br/>To identify circuit components and build working circuits.</p> | <p><b>Complete Circuits</b></p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.<br/>Setting up simple practical enquiries, comparative and fair tests.<br/>Making systematic and careful observations, using a range of equipment. Using results to draw simple conclusions.<br/>To investigate whether circuits are complete or incomplete.</p> | <p><b>Conductors and Insulators</b></p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.<br/>Setting up simple practical enquiries, comparative and fair tests.<br/>Using results to draw simple conclusions.<br/>To investigate which materials are electrical conductors or insulators.</p> | <p><b>Switches</b></p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br/>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br/>To explain how a switch works in a circuit, build switches and report my findings.</p> | <p><b>Electrical Discussions</b></p> <p>Using straightforward scientific evidence to answer questions or to support their findings.<br/>Identifying differences, similarities or changes related to simple scientific ideas and processes.<br/>To discuss and solve problems about electricity using reasoning skills.</p> | <p><b>SCIENCE SPARKS</b></p> <p><b>Elephant Toothpaste</b><br/><b>Reindeer STEM Relay Challenge</b><br/><a href="https://www.twinkl.co.uk/resource/t-par-1635426737-christmas-themed-stem-experiments-ages-5-11-ver-2-pdf">t-par-1635426737-christmas-themed-stem-experiments-ages-5-11 ver 2.pdf</a><br/><a href="https://www.twinkl.co.uk">twinkl.co.uk</a></p> <p><b>Sphero Sleigh</b><br/><a href="https://www.spheroedu.com/">Sphero Edu</a></p> <p><b>Salt Painting</b><br/><a href="https://www.twinkl.co.uk/resource/ks2-ages-7-11-activity-video-christmas-science-experiment">KS2 (Ages 7-11) Activity Video: Christmas Science Experiment</a><br/><a href="https://www.twinkl.co.uk">twinkl.co.uk</a></p> |
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| <p align="center"><b>ART</b></p> | <p><b>Looking at Architecture</b></p> <p>Show Chn houses through the ages e.g. Tudor, Georgian, Victorian. Show a village scene. Explain that we are going to make a fabric village and everyone is going to design and make their own house to be a part of our imaginary village.</p> <p>To inspire us we are going to look at some real houses. Chn go on a House Hunt - looking for shapes in architecture.</p> <p>Back in school chn draw their own house design on to A3 paper. Using photos of houses to help. Some chn might want to use 2D shape to help draw windows and doors etc.</p> | <p><b>Design a 2D house</b></p> <p>Sketch house onto card and create printed and painted paper for collage.</p> | <p><b>Adding Details</b></p> <p>Collage the house with painted card and textures.</p> |  |  |  |  |
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| <b>DT</b> |  |  |  | <b>DT – Levers &amp; Linkages</b><br><br>Explore levers and linkages and design a moving Christmas Card.<br><b>Drawing – Draw Mechanisms</b> | <b>DT – Make a Moving Christmas Card</b><br><br>Make a Christmas card that uses levers and linkages to create at least one moving part. | <b>Christmas Decorations</b><br><br><a href="#"><u>WOVEN STAR DECORATIONS - Mini Mad Things</u></a><br><br><a href="#"><u>21 Homemade Christmas Ornaments the Whole Family Can Make (artfulparent.com)</u></a><br><br>Homemade paper cards | <b>FOOD TECH</b>                                       |
| <b>RE</b> | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b> | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b> | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b> | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b>   | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b>  | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b>   | <b>INCARNATION (UC) L2.3 What is the Trinity? Core</b> |

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| <b>GEOGRAPHY</b> | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time | <b>USA</b><br>Lesson 1: United States of America: an exploration<br>Lesson 2: Canyons and valleys: physical landscapes<br>Lesson 3: Where are all the people?<br>Lesson 4: Challenged by water: floods and drought<br>Lesson 5: Food and farming<br>Lesson 6: New York through time |
|                  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>Christmas  |
|                  | <b>Dance</b><br><b>Swimming</b>   | <b>Dance</b><br><b>Swimming</b>   | <b>Dance</b><br><b>Swimming</b>   | <b>Dance</b><br><b>Swimming</b>   | <b>Dance</b><br><b>Swimming</b>   | <b>Dance</b><br><b>Swimming</b>   | <b>Dance</b><br><b>Swimming</b>   |
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|---------------------------------|---|---|--|--|--|---|--|
| <b>MUSIC</b>                    | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>   | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>   | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>  | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>  | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>  | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>   | <b>Lights, Camel,<br/>Action songs</b><br><br><b>Recorder</b>                  |
| <b>COMPUTING</b>                | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Words and<br/>pictures</b><br>To recognise how<br>text and images<br>convey information | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Can you edit it?</b><br>To recognise that<br>text and layout can<br>be edited | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Great template!</b><br>To choose<br>appropriate page<br>settings | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Can you add<br/>content?</b><br>To add content to a<br>desktop publishing<br>publication | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Lay it out</b><br>To consider how<br>different layouts<br>can suit different<br>purposes | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Why desktop<br/>publishing?</b><br>To consider the<br>benefits of desktop<br>publishing | <b>NCC/360 Scheme<br/>Unit 3.3<br/>Desktop<br/>Publishing<br/>Presentation</b> |
| <b>PSHE</b>                     | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>   | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>   | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>  | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>  | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>  | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>   | <b>1Decision<br/>KEEPING/<br/>STAYING<br/>HEALTHY</b>                          |
| <b>VISITS &amp;<br/>VISITOR</b> |   |   |  |  |  |   | <b>QUEENS HALL<br/>CHRISTMAS<br/>SHOW</b>                                      |