



Brownhills West Medium-Term Planning

Autumn 1 2026-27 Year 3

NC Subject	NC Content & Coverage	Learning Sequence:	Experiences / Enrichment / Trips
<u>History</u> How did daily life change in Britain from the Stone Age to the Iron Age?	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	Lesson 1: What was life like in the Paleolithic and Mesolithic? Lesson 2: What changed from the Paleolithic to the Mesolithic? Lesson 3: What did people eat in the Paleolithic and Mesolithic? Lesson 4: How did the search for food change in the Neolithic? Lesson 5: What tools were used in the Neolithic? Lesson 6: Who were the Beaker people? Lesson 7: How did tools change after the Neolithic? Lesson 8: How did the Bronze Age move into the Iron Age?	Conkers: Stone Age Day 10 th November 2026 (Autumn 2)
<u>Geography</u>			
<u>Science</u> <u>Animals including Humans</u> How do the systems inside our body work?	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.	Lesson 1: How does our skeleton help us? Lesson 2: Do our bones affect the way we move? Lesson 3: How do our muscles work? Lesson 4: Do all animals have a skeleton? Lesson 5: What types of nutrition do animals need?	
<u>Design & Technology</u>			
<u>Art</u> <u>Sculpture</u> How can where you live impact you as an artist?	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Lesson 1: How have Mexican artists been influenced by where they live? Lesson 2: How can Mexico inspire us? Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture? Lesson 5: How have other artists been influenced by where they live?	
<u>Computing</u> Digital Devices	Pupils should be taught to: understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Lesson 1: I can describe how digital devices work. Lesson 2: I can design a digital device. Lesson 3: I can explain how digital devices can be used for different activities. Lesson 4: I can explain how a computer network can be used to share information. Lesson 5: I can explain how digital devices can be connected. Lesson 6: I can identify the physical components of a network.	
<u>PSHE</u>	Pupils will learn; how to focus their mind to help them train their brain. About Team H-A-P and their roles in more detail. How our emotions impact Team H-A-P and how to support their brains to relax when feeling	Lesson 1: How do our brain and mind work together, and what is Neuroplasticity? Lesson 2: What is the role of the Amygdala?	



<u>My Happy Mind</u> Meet your Brain	sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. About Neurons and Neural Pathways and the role they play in learning. How to look after their brains to help them to be at their best.	Lesson 3: Why does the Amygdala behave the way it does? Lesson 4: How is the brain structured, and what are Neurons and Neural Pathways? Lesson 5: How does Happy Breathing help us?	
<u>P.E.</u> Handball	Physical: run, jump, throw, catch, shoot, change direction, change speed, balance. Social: communication, cooperation, work safely Emotional: honesty and fair play, confidence, support Thinking: comprehension, select and apply skills, decision making.	Lesson 1: To understand the role of an attacker when in possession. Lesson 2: To develop movement skills to lose a defender. Lesson 3: To develop decision making in attack. Lesson 4: To understand the role of a defender. Lesson 5: To apply tactics to small sided games. Lesson 6: To apply skills, rules and tactics to play games.	
<u>Religious Education</u> What is it like for someone to follow God?	Pupils should explore the biblical stories of Noah and Abram and consider what these stories teach Christians about trusting and following God. They should investigate how different types of texts can provide information about Bible stories and consider what the story of Noah tells Christians about his character and relationship with God. Pupils should explore the idea of covenant, including the covenant between God and Noah and the significance of covenant in Christian wedding ceremonies. They should consider whether Abram showed trust in God and explore the challenges Christians may face when trying to follow God and live according to their beliefs.	Lesson 1: Which information about Bible stories can we get from different types of texts? Lesson 2: What can we say about Noah from reading the biblical story? Lesson 3: What are the links between the story of Noah and how many Christian people live? Lesson 4: What is the link between a Christian wedding ceremony and the idea of covenant? Lesson 5: Did Abram show he trusted in God? Lesson 6: Is it always easy for Christians to try to follow God?	
<u>Music</u>			