



Brownhills West Medium-Term Planning

Autumn 2 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 9: What Are Roundhouses? Lesson 10: What is a hillfort? Lesson 11: What was life like in the West Midlands during the Stone Age?	Conkers: Stone Age Day 10 th November 2026
<u>Geography</u> <u>The United Kingdom</u> What are the key geographical features of the UK, and my region?	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.	Lesson 1: What are the countries of the UK and the regions of England? Lesson 2: What are the key settlements of the UK and counties of England? Lesson 3: What are the human features and landmarks of the UK? Lesson 4: What are the physical features of the UK? Lesson 5: How can I use compasses, keys and symbols to read a map? Lesson 6: How can I use four figure grid references to read a map? Lesson 7: What are the key topographical features found in the UK? Lesson 8: What are the key human and physical features of my region? Lesson 9: How can I create a sketch map of my local area?	
<u>Science</u>			
<u>Design & Technology</u> <u>Stone Age Mysteries</u> How can you make the perfect pouch for a Stone Age adventure?	Pupils should investigate and analyse a range of existing products and use research to develop design criteria for functional and appealing products that are fit for purpose. They should generate, develop, model and communicate their ideas through discussion and annotated sketches, and select from and use a wider range of tools, equipment, materials and components to perform practical tasks accurately. Pupils should evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They should also understand how key events and individuals in design and technology have helped shape the world.	Lesson 1: What makes a pouch functional and appealing? Lesson 2: What makes a good design? Lesson 3: How do we plan and prepare for sewing? Lesson 4: How do we assemble a functional pouch? Lesson 5: What makes a successful product?	
<u>Art</u>			
<u>Computing</u> Stop-frame animation	Pupils should learn how animations are created using sequences of pictures and how these create the appearance of movement. They should plan and create an animation using a storyboard, developing their ability to work consistently and carefully when creating digital content. Pupils should review and improve their animations and evaluate how adding different types of media can affect the finished animation.	Lesson 1: I can explain that animation is a sequence of pictures. Lesson 2: I can relate animated movement to a sequence of pictures. Lesson 3: I can plan an animation using a storyboard. Lesson 4: I can identify the need to work consistently	



		and carefully. Lesson 5: I can review and improve an animation. Lesson 6: I can evaluate the effect of adding other media to an animation.	
<u>PSHE</u> <u>My Happy Mind</u> Celebrate	Children learn that everyone has different Character Strengths and that these strengths make us unique. They explore the five main groups of Character Strengths, learn to spot strengths in themselves and others, and consider which strengths they use most. Children learn that using their strengths can help them approach difficult situations and that their character and strengths can grow through Neuroplasticity.	Lesson 1: What is character, where does it come from and what are our Character Strengths? Lesson 2: Which strengths do we use the most and why is it important to use our strengths? Lesson 3: What are our strongest Character Strengths and why is it important to use them? Lesson 4: How can we use our strengths in difficult situations and how can we grow them?	
<u>P.E.</u> Dance	Physical: actions, dynamics, space, relationships, balance, jump. Social: share ideas, respect, collaboration, inclusion, leadership, work safely. Emotional: confidence, acceptance, sensitivity, perseverance. Thinking: select and apply actions, creativity, observe and provide feedback.	Lesson 1: Theme: Machines. To create actions in response to a stimulus and move in unison with a partner. Lesson 2: Theme: Machines. To create actions to move in contact with a partner or interact with a partner. Lesson 3: Theme: Machines. To select and link appropriate actions and dynamics to show our dance idea. Lesson 4: Theme: Country and Western. To use straight pathways and clear changes in direction in a line dance. Lesson 5: Theme: Country and Western. To use canon and unison to make our line dance look interesting. Lesson 6: Theme: Country and Western. To use formations, canon and unison to make our line dance look interesting.	
<u>Religious Education</u> What is the Trinity and why is it important for Christians?	Pupils should explore the biblical story of the baptism of Jesus and consider what happens in the account and what it teaches Christians about God. They should develop their understanding of the Trinity and explore the Christian belief in God as Father, Son and Holy Spirit. Pupils should consider why the baptism of Jesus is important to many Christians and explore why Christians choose to be baptised. They should investigate the different factors that may influence a Christian's decisions about baptism and consider why the Trinity is important to Christian beliefs and practices.	Lesson 1: What happens in the biblical story of the baptism of Jesus? Lesson 2: What is the trinity? Lesson 3: Why is the biblical story of the baptism of Jesus important for many Christians? Lesson 4: Why do Christians get baptised? Lesson 5: What might affect a Christian's decisions about baptism? Lesson 6: What is the Trinity and why is it important for Christians?	
<u>Music</u> I've been to Harlem	Pupils should sing and play musically with increasing confidence and control, developing their understanding of pitch, duration, dynamics, tempo, timbre, texture and structure. They should perform individually and as an ensemble, listen with attention to detail and develop their aural memory through singing, call-and-response and responding to melodic patterns. Pupils should improvise and compose melodic and rhythmic ideas using the pentatonic scale, ostinatos and accompaniments, and use their voices and tuned and untuned percussion to create and perform music. They should listen to and compare music from different traditions and develop their understanding of musical styles, including music from different cultures and historical periods.	Lesson 1: Get to know the song. Lesson 2: Sing I've been to Harlem showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale. Lesson 3: Progression snapshot 1: a video recording of children singing. Lesson 4: Invent 3-note melodies to accompany I've been to Harlem. Lesson 5: Learn cup rhythms to I've been to Harlem. Lesson 6: Create and perform a class arrangement of I've been to Harlem.	