

Medium Term Planning

Summer Term

Year 3	Summer 1	Summer 2
Theme/Topic	Rocks and volcanoes Dragons	Rivers Dragons
Visit/Visitors	Centre for Life: Volcanoes workshop and visit (tbc) Hardwick Park: Dragon Quest (orienteering) and Landscape art	National Glass Centre Sunderland: Light (tbc)
RE	<p>Pentecost – Serving: Energy To know the wonder and power of the Holy Spirit</p> <p>Reconciliation – Inter-Relating: Choices To know the importance of conscience in making choices</p> <p>Universal Church – World: Special Places To know special places for Jesus and the Christian community</p> <p>Islam – The Mosque To know the importance of the Mosque as a place for worship and community</p>	
English Literature	The Boy Who Grew Dragons: Andy Shepherd Film Unit: Marshmallows	How to Train Your Dragons: Cressida Cowell Wordsmith: Dragon Slayer (3:2) Film Unit: For the Birds (PSHCE)
Reading	<p>To read a range of texts with fluency, understanding and expression</p> <p>To talk about different strategies that can be used to help make sense of reading</p> <p>To begin to select the most effective strategy</p> <p>To self-correct without prompting when necessary</p>	

	<p>To read silently for longer periods of time</p> <p>To read for a range of purposes</p> <p>To check reading makes sense</p> <p>To talk about their understanding and try to explain the meaning of words in context</p> <p>To read and discuss a variety of text types</p> <p>To talk about personal likes and dislikes of book read and, when prompted, can support these views and opinions with reasons</p> <p>To ask questions to improve understanding of the text</p> <p>To infer reasons for actions and events</p> <p>To identify words and phrases used to create mood and tension</p> <p>To offer reasons for authors' choice of vocabulary</p> <p>To begin to summarise what has been read</p> <p>To pick out key points when sequencing fiction</p> <p>To offer explanations for layout or organisational features used within a text</p> <p>To make comparisons between stories and between non-fiction texts comparing like with like</p> <p>To identify some different forms of poetry</p> <p>To prepare poetry to be read aloud</p>
Writing	<p>To structure and organise writing with a beginning, middle and end across a range of text types</p> <p>To use texts similar to those that they are planning to write, to understand and learn from its structure</p> <p>To assess the effectiveness of own and others' writing</p> <p>To proof read for spelling, grammar and punctuation errors and self-correct</p>
Spelling	<p>To spell some words from the National Curriculum word list for Years 3 and 4</p> <p>To begin to use a dictionary to check spellings</p> <p>To spell words using knowledge of word families</p>

Grammar, Punctuation and Vocabulary	<p>To express time, place and cause using:</p> <p>Conjunctions (when, before, after, while, so, because)</p> <p>Adverbs (then, next, soon, therefore)</p> <p>Prepositions (before, after, during, in, because, of)</p> <p>To begin to understand subordinate clauses</p> <p>To use a range of punctuation accurately and effectively (full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech)</p> <p>To use the present perfect form of verbs instead of the simple past</p> <p>To use a varied and rich vocabulary</p>	
Speaking and Listening	<p>To participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>To gain, maintain and monitor the interest of the listener</p> <p>To consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>To select and use appropriate registers for effective communication</p>	
Mathematics	<p>Fractions</p> <p>To recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>To add and subtract fractions with the same denominator within one whole</p> <p>To compare and order unit fractions, and fractions with the same denominator</p> <p>To solve problems that involve all of the above</p> <p>Shape</p> <p>To draw 2d shapes and make 3d shapes using modelling materials; recognise 3d shapes in different orientations and describe them</p> <p>To recognise angles as a property of shape or a description of a turn</p>	<p>Measurement</p> <p>To measure the perimeter of simple 2d shapes</p> <p>To tell and write the time from an analogue clock, including using Roman Numerals from I to XII and 12-hour and 24-hour clocks</p> <p>To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</p> <p>To know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>To compare the durations of events</p> <p>Measurement</p> <p>To measure, compare, add and subtract: mass, volume and capacity</p>

	<p>To identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater or less than a right angle</p> <p>To identify horizontal and vertical lines and pairs of parallel and perpendicular lines</p>		
Science	Computing	Design Technology	PE
<p>Rocks: Rocks and fossils</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within a rock.</p> <p>To recognize that soils are made from rocks and organic matter.</p> <p>Light: Light and shadows</p> <p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>To recognize that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>To recognize that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>To find patterns in the way that the size of shadows change.</p>	<p>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 goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Computer Science:</p> <p>To use flowchart software to create a simple program to control an onscreen icon</p> <p>Digital Literacy:</p> <p>To use the internet safely to search effectively for information</p> <p>Sound and video:</p> <p>To record and edit media to create a short sequence</p> <p>Working with data:</p> <p>To search, sort and graph information</p>	<p>Sculpture:</p> <p>Dragon's eye clay sculpture</p> <p>To design , make and evaluate a product</p> <p>MFL</p> <p>French:</p> <p>To listen attentively</p> <p>To explore the patterns and sounds of language through songs and rhymes</p> <p>To engage in conversations</p> <p>To speak in simple sentences using familiar vocabulary</p> <p>To develop accurate pronunciation</p> <p>To appreciate French songs and rhymes</p> <p>To broaden their French vocabulary</p> <p>To write phrases from memory</p>	<p>Athletics:</p> <p>To run with pace for a sustained period</p> <p>To throw with greater control</p> <p>To perform combinations of jumps with control and consistency</p> <p>Striking and Fielding Games:</p> <p>To practise skills in isolation and combination</p> <p>To work well as a team in competitive games</p> <p>To apply the basic techniques of attacking and defending</p> <p>To develop an understanding of fair play</p>

Geography	RSE	Music	Art & Design
<p>Rocks and Fossils</p> <p>To describe and understand key aspects of physical geography – volcanoes and earthquakes</p> <p>To locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics countries and major cities</p> <p>Rivers</p> <p>To describe and understand key aspects of physical geography – rivers</p> <p>To understand the different ways people have found to cross over rivers and the challenges each presents.</p> <p>To investigate the strength of different shaped bridges; developing skills of measuring, fair testing and collaboration.</p> <p>To understand how the availability of water (or lack of it) determines the type of land (farmland or desert) and the distribution of the population, with particular reference to Egypt.</p> <p>To set up a simulation to investigate the effect of a river flowing through a desert on the growth of crops.</p>	<p>Relationship and Sex Education:</p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships</p> <p>Religious Understanding explores the Gospel story Jairus’ daughter in creative and reflective ways.</p> <p>Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p> <p>Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us.</p> <p>Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through</p>	<p>Recorder and Singing:</p> <p>in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,</p> <p>f</p> <p>l</p> <p>u</p> <p>e</p> <p>n</p> <p>c</p> <p>y</p> <p>,</p> <p>c</p> <p>o</p> <p>n</p> <p>t</p> <p>r</p> <p>o</p> <p>l</p> <p>a</p> <p>n</p> <p>d</p> <p>e</p> <p>x</p> <p>p</p> <p>r</p> <p>e</p>	<p>Great Artists:</p> <p>To know about great artists in history</p> <p>To develop the skills and techniques needed to produce landscapes</p>

<p>To investigate and begin to understand the relationship between rivers and the size of settlements in Britain.</p> <p>To understand the importance of rivers for people and to name some different ways that people use rivers.</p> <p>To understand the importance of rivers for people and to name some different ways that people use rivers.</p> <p>To understand the technology behind a traditional water mill and use this knowledge to design and make a model waterwheel.</p>	<p>dialogue and through working for the Common Good:</p> <p>Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them.</p>		
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