

Medium Term Planning

Summer Term

Year 3	Summer 1	Summer 2
Theme/Topic	Rocks and volcanoes	Rivers Dragons
Visit/Visitors	Centre for Life: Volcanoes workshop and visit (tbc)	Hardwick Park: Dragon Quest (orienteering) and Landscape art
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	Earth Shattering Events – The Write Stuff	My Strong Mind - The Write Stuff The Boy Who Grew Dragons: Andy Shepherd
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>Swimming</p> <p>To swim 25m competently and confidently using a range of strokes efficiently.</p> <p>To perform safe self-rescue in different water based situations.</p>

Geography	RSE	Music	Art & Design
<p>Mountains, Volcanoes and Earthquakes To describe and understand key aspects of physical geography – volcanoes and earthquakes What is the earth made of? How are mountains and volcanoes formed? How do earthquakes and volcanic eruptions happen? What are the effects of earthquakes and volcanic eruptions? Do the benefits of living near a volcano outweigh the risks?</p> <p>Water and Weather To describe and understand key aspects of physical geography – rivers Where is the earth's water? Why does it rain? Why do we have seasons? What is the weather forecast? Why is the weather in the UK unpredictable?</p>	<p>Relationship and Sex Education: Safe in my Body To judge well what kind of physical contact is acceptable or unacceptable and how to respond; To know that there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> <p>Drugs, Alcohol and Tobacco To know that medicines are drugs, but not all drugs are good for us. To know alcohol and tobacco are harmful substances. To know our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>First Aid Heroes To know that in an emergency, it is important to remain calm. To know quick reactions in an emergency can save a life. To know children can help in an emergency using their First Aid knowledge.</p> <p>A Community of Love To know God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</p>	<p>Recorder and Singing: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Art and Design Skills: To know about the cartoonist Carl Giles and understand the humour in his work To learn about tints and shades in colour and the technique of Diego Velazquez To develop observational drawing skills To make a range of puppets using recycled materials</p>

	<p>To know the human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p>What is the Church To know the human family can reflect the Holy Trinity in charity and generosity. To know the Church family comprises of home, school and parish (which is part of the diocese).</p> <p>How do I Love Others To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p>		
--	--	--	--