



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR THREE MEDIUM TERM PLANNING**

**SPRING**

<p><b>RE</b></p>	<p align="center"><b>Local Church – Community – Sources</b></p> <p><b>How events mark the journey through the seasons of the year?</b></p> <p><b>How we can help one another in life's journey?</b></p> <p><b>Prior learning:</b> The books used in Church on Sunday by the parish family</p> <p><b>This Topic: learning outcomes:</b> Know and understand: A journey through a year – <b>Explore</b> The Christian family's journey with Jesus through the Church's year – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Calendar, seasons, journey, liturgical, ordinary time, feast day, Our Lady</p>	<p align="center"><b>Eucharist – Relating – Listening and sharing</b></p> <p><b>What is so important about listening and sharing?</b></p> <p><b>What is the cost of listening and sharing?</b></p> <p><b>Prior learning:</b> The Eucharist: the parish family thanks God for Jesus</p> <p><b>This Topic: learning outcomes:</b> Know and understand: Listening and sharing with one another – <b>Explore</b> Listening to the Word of God and sharing in Holy Communion – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p>	<p align="center"><b>Lent/Easter – Giving – Giving all</b></p> <p><b>Why are people brave and courageous?</b></p> <p><b>What does it mean to give yourself to others?</b></p> <p><b>Prior learning:</b> Lent, the opportunity to turn towards what is good in preparation for Easter</p> <p><b>This Topic: learning outcomes:</b> Know and understand: How people give themselves – <b>Explore</b> Lent, a time to remember Jesus' total giving – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p align="center"><b>Vocabulary</b></p> <p>Self-giving, courage, Ash Wednesday, Holy Week, prayer, fasting, alms giving, Easter – New Life, Resurrection, Sorrowful Mysteries</p>
<p><b>PSHE/RSHE</b></p>	<p align="center"><b>RSHE – Go-Givers – Belonging to the community</b></p> <p>To understand the value of rules and laws. To know about rights, freedom and responsibilities. Reasons for rules and laws in wider society and the importance of abiding by the law and what might happen if rules and laws are broken. To know what human rights are and how they protect people and identify basic examples of human rights including the rights of children. To learn about how they have rights and responsibilities and that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p> <p align="center"><b>Vocabulary</b></p>	<p align="center"><b>PSHE – Life to the Full - Media literacy and digital resilience</b></p> <p>To know how the internet is used and understand how to assess information online. To know how the internet can be used positively for leisure, for school and for work. To recognise that images and information online can be altered or adapted and the reasons for why this happens. To learn strategies to recognise whether something they see online is true or accurate. To evaluate whether a game is suitable to play or a website is appropriate for their age-group. To make safe, reliable choices from search results</p>	<p align="center"><b>PSHE – No Outsiders – Money and work</b></p> <p>To understand that different jobs require different skills. To understand job stereotypes. To be able to set their own personal goals about jobs that people may have from different sectors e.g. teachers, business people, charity work. To know that people can have more than one job at once or over their lifetime and about common myths and gender stereotypes related to work. To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM To learn about some of the skills needed to do a job, such as teamwork and decision-making.</p>

	Rules, law, rights, freedom, responsible, responsibility, human rights, legal, illegal.	how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.  <b>Vocabulary</b> Online, internet, altered, Photoshop, appropriate, report.	To recognise their interests, skills and achievements and how these might link to future jobs. To know how to set goals that they would like to achieve this year e.g. learn a new hobby.
<b>ENGLISH</b>	<p><b>Rhythm of the Rain by Grahame Baker-Smith</b> <b>Writing Outcomes</b> Setting Narrative and Information Leaflet Setting Narrative Purpose: To narrate Information leaflet Purpose: To inform <b>Grammar: Word</b> Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel <b>Grammar: Sentence</b> Build on previous units &amp; focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) <b>Grammar: Text</b> Build on previous units &amp; focus on: Introduction to paragraphs as a way to group related material <b>Grammar: Punctuation</b> Inverted commas to punctuate direct speech <b>Terminology for Pupils</b> Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	<p><b>Jemmy Button by Valerio Vidali</b> <b>Writing Outcomes:</b> Return Narrative and Letters Return Narrative Purpose: To narrate Letters Purpose: To recount <b>Grammar: Word</b> Build on previous units &amp; focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning <b>Grammar: Sentence</b> Build on previous units &amp; focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) <b>Grammar: Text</b> Build on previous units &amp; focus on: Introduction to paragraphs as a way to group related material <b>Grammar: Punctuation</b> Build on previous units &amp; focus on: Inverted commas to punctuate direct speech</p>	
<b>SHARED READING</b>	<p>The Changing River – poetry How to Make a Flint Axe – instructions What is a Volcano? – non-fiction A Happy Accident – narrative A Hammer for Thor – narrative Kindness Is Catching – newspaper article</p>	<p>Buzzing Bees – information text Timmy the Time Traveller – narrative The Lost Friend – adventure story Scarlett Macaw – poetry Alice Ball’s Discovery – diaries Radiant Rainforest – information text</p>	
<b>READING SPINE</b>	<p>Children’s Choice from The Sheep Pig by Dick King Smith, The Iron Man by Ted Hughes, Narnia The Lion, The Witch and The Wardrobe by CS Lewis, Cat Tales by Linda Newberry, The Battle of Bubble and Squeak by Philippa Pearce, The Abominables by Eva Ibbotson, Hansel and Gretel</p>		

<b>MATHS</b>	<p><b>Multiplication and Division B</b>  Multiples of 10  Related calculations  Reasoning about multiplication  Multiply a 2-digit number by a 1-digit number – no exchange  Multiply a 2-digit number by a 1-digit number – with exchange  Link multiplication and division  Divide a 2-digit number by a 1-digit number – no exchange  Divide a 2-digit number by a 1-digit number – flexible partitioning  Divide a 2-digit number by a 1-digit number – with remainders  Scaling  How many ways?</p>	<p><b>Length and Perimeter</b>  Measure in metres and centimetres  Measure in millimetres  Measure in centimetres and millimetres  Metres, centimetres and millimetres  Equivalent lengths (metres and centimetres)  Equivalent lengths (centimetres and millimetres)  Compare lengths  Add lengths  Subtract lengths  What is perimeter?  Measure perimeter  Calculate perimeter</p>	<p><b>Fractions A</b>  Understand the denominators of unit fractions  Compare and order unit fractions  Understand the numerators of non-unit fractions  Understand the whole  Compare and order non-unit fractions  Fractions and scales  Fractions on a number line  Count in fractions on a number line  Equivalent fractions as bar models</p>	<p><b>Mass and Capacity</b>  Use scales  Measure mass in grams  Measure mass in kilograms and grams  Equivalent masses (kilograms and grams)  Compare mass  Add and subtract mass  Measure capacity and volume in millilitres  Measure capacity and volume in litres and millilitres  Equivalent capacities and volumes (litres and millilitres)  Compare capacity and volume  Add and subtract capacity and volume</p>	
<b>SCIENCE</b>	<p><b>Rocks, Soils and Fossils</b>  The children work scientifically to learn about the properties and uses of rocks, the rock family, soils and finally fossils.  They learn to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Recognise that soils are made from rocks and organic matter.</p> <p><b>Working scientifically skills</b>  Ask relevant questions and use different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Gather, record, classify and present data in a variety of ways to help in answering questions.  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>Vocabulary</b>  mineral: a natural substance that makes up rock  rock: made from one or more minerals  permeable: allows water to pass through  impermeable: does not allow water to pass through</p>		<p><b>Plants</b>  The children work scientifically to learn about plants.  They learn about the different parts of plants, what plants need to live, water transportation in plants and pollination.  Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Investigate the way in which water is transported within plants.  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Working scientifically skills</b>  Ask relevant questions and use different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.  Gather, record, classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>		

	<p>crystals: rock that has formed into a pattern of three-dimensional shapes, e.g. cubes</p> <p>magma: hot liquid rock</p> <p>sediment: small bits of rock</p> <p>sedimentary: rock made from sediment</p> <p>humus: part of soil made from dead plants and animals – gives soil a dark colour</p> <p>fossil: the prehistoric remains of a plant or animal</p> <p>extinct: when there are no more of a particular animal or plant species alive anywhere in the world – they have died out</p> <p>palaeontology: the study of plants and animals that lived millions of years ago</p> <p>palaeontologists: scientists who study the remains of plants and animals that lived millions of years ago</p> <p>granite: a kind of igneous rock which is very hard and light-coloured igneous: rock formed from magma</p> <p>metamorphic: rock that has been changed by heat or pressure</p> <p>soil: small particles of rock mixed with decayed plant and animal material</p> <p><b>Key words</b></p> <p>names of some rocks: granite / marble / sand / clay / limestone</p>	<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Vocabulary</b></p> <p>carpel: female part of the flower – made of stigma, style and ovary</p> <p>flower: the part of the plant where seeds are made</p> <p>germinate: when a seed starts to grow and produce a root and shoot</p> <p>leaves: catch sunlight and use this to make food</p> <p>life cycle: the stages a living thing goes through during its life</p> <p>nutrients: materials in the soil that help to nourish plants</p> <p>ovary: the part of the flower that contains the ovules</p> <p>ovule: these are like eggs; they develop into seeds</p> <p>petal: part of the flower that attracts insects, often brightly coloured</p> <p>photosynthesis: how green plants make their own food</p> <p>pollen: dust-like powder made in the stamen of a flower</p> <p>pollination: transferring pollen grains from the male anther of a flower to the female stigma so that new plants can be made</p> <p>root: helps anchor the plant into the soil; takes up water and nutrients</p> <p>root hairs: tiny hairs on a root that take water and nutrients from the soil</p> <p>seed dispersal: the way seeds get from the parent plant to a new place so that they can grow</p> <p>sepals: protect the rest of the flower as it grows</p> <p>stamen: the male part of the flower which produces pollen</p> <p>stem: holds the plant upright and supports the leaves; it contains tubes that allow water to travel from the roots to the rest of the plant</p> <p>style: the middle part of the carpel, connecting the ovary to the stigma</p> <p>stigma: part of the carpel that pollen grains attach to during pollination</p> <p>veins: tubes in the leaf that carry water and food</p>
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<p><b>COMPUTING</b></p>	<p style="text-align: center;"><b>Creating Code with Kodu</b></p> <p>The children will create a programmable world using Kodu.</p> <p>They will understand how an algorithm is implemented using a sequence of precise instructions. They will be able can predict the outcome of a sequence of precise instructions and will repeatedly test a program and recognise when they need to debug it. They will detect a problem in an algorithm, which could result in a different outcome to the one intended and design, write, execute and debug programs of increasing complexity that accomplish a specific goal. They will use logical reasoning to predict and debug more complex programs.</p> <p style="text-align: center;"><b>Vocabulary</b></p>	<p style="text-align: center;"><b>Altering Digital Media</b></p> <p>The children will consider that all of the media they see could have been altered. They will save and retrieve work online, on the school network and their own device and think about whether they can use images that they find online in their own work.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Camera, image, filter, crop, pixel, portfolio, theme, consent.</p>
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	Kodu, computational, algorithm, programming, debugging, sequence, sprite, artificial intelligence, NPC (non-player character), pathway.	
<b>HISTORY</b>	<p style="text-align: center;"><b>Achievements of the Earliest Civilisations – Ancient Egypt</b></p> <p>In this unit, the children will study the achievements of the earliest civilisations and develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the use of historical terms. The children will understand how our knowledge of the past is constructed from a range of sources and address and devise historically valid questions about similarity, difference and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p>	
<b>GEOGRAHY</b>	<p style="text-align: center;"><b>Locational Knowledge Topographical Features – Rivers</b></p> <p style="text-align: center;"><b>Physical Geography Rivers and the Water Cycle</b></p> <p>Children will develop their geographical skills by describing and understanding key aspects of the water cycle in the context of explaining the water cycle. Pupils can describe and understand key aspects of physical geography, including: features of rivers and identify different landscapes that a river may pass through. Children will identify human and physical characteristics, key topographical features of rivers and understand how some of these aspects have changed over time. Develop their geographical skills by using maps, atlases and digital/ computer mapping to locate countries and describe features studied.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, flood plain, estuary, mouth, mountain, hill, range, peak, height, valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau.</p>	
<b>ART</b>	<p style="text-align: center;"><b>Drawing – Growing Artists</b></p> <p>In this unit the children will know the difference between organic and geometric shapes and use simple shapes to form the basis of a detailed drawing. They will use shading to demonstrate a sense of light and dark in their work and shade with a reasonable degree of accuracy and skill, blending tones smoothly and follow the four shading rules. The children will collect a varied range of textures using frottage and use tools competently, being willing to experiment. Ideas will be generated mostly independently and they will make decisions to compose an interesting frottage image making considered cuts and tears to create their ideas. They will understand how to apply tone, with some guidance about where to use it to draw a framed selection of an image onto a large scale with some guidance. They will try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth</p>	<p style="text-align: center;"><b>Sculpture and 3D</b></p> <p>In this unit the children will recognise and discuss the importance of Ancient Egyptian art and consider the suitability of a surface for drawing. They will record colours, patterns and shapes through observational drawing and choose and use tools and materials confidently. The children will begin to experiment with drawing techniques and create a selection of sketches that show idea exploration, producing a final design with a clear purpose. They will follow instructions with minimal support and discuss and evaluate the process and outcome of their work, producing a complete painted or drawn piece from a design idea. The children will use colours and materials appropriately, showing an understanding of effective composition and have a clear idea of the subject of their zine, including a range of images and information.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine</p>

<b>DESIGN &amp; TECHNOLOGY</b>	<b>None this Half Term</b>	
<b>MUSIC</b>	<p style="text-align: center;"><b>Changes in Pitch, Tempo and Dynamics (Theme: Rivers)</b></p> <p>Children will be learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Ostinato, acapella, rounds, harmony, cue.</p>	<p style="text-align: center;"><b>Instrumental Scheme – South Africa</b></p> <p>Africa-themed unit develops pupils' rhythmic, singing and notation skills. The children will learn the basic skills of staff notation and about music from South Africa. They will learn about minims, semibreves, crotchets and rests and compose and perform rhythmic patterns.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Staff, notation, minims, semibreves, crotchets, rests and patterns</p>
<b>PHYSICAL EDUCATION</b>	<p style="text-align: center;"><b>Hockey</b></p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Passing, dribbling, receiving, intercepting, tackling, communication, collaboration, inclusive, fair play, perseverance, planning strategies, tactics, decision making.</p>	<p style="text-align: center;"><b>Basketball</b></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Throwing, catching, shooting, intercepting, communication, collaboration, fair play, perseverance, planning strategies, tactics, observing.</p>