



ST CHARLES CATHOLIC PRIMARY SCHOOL
YEAR 3 MEDIUM TERM PLANNING
SUMMER



RE			
PSHE/RSHE			

RE

Energy - What's the use of energy?

Prior learning: Pentecost, spreading the Gospel message through the gift of the Holy Spirit.

This Topic: learning outcomes
 Know and understand:

- The energy of fire and wind – **Explore**
- The wonder and power of the Holy Spirit – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

Choices - What helps me choose well?

Prior learning: the reasons for rules in the Christian family

This Topic: learning outcomes
 Know and understand:

- Choices have consequences – **Explore**
- The importance of conscience in making choices – **Reveal**

Acquire the skills of assimilation celebration and application of the above – **Respond**

Special Places - What makes a special place?

Prior learning: the reasons for rules in the Christian family

This Topic: learning outcomes
 Know and understand:

- Choices have consequences – **Explore**
- The importance of conscience in making choices – **Reveal**

Acquire the skills of assimilation celebration and application of the above – **Respond**

Other Faith Week - Islam/Hinduism/Sikhism universal, temple, Nazareth

To explore the other faiths and worships

PSHE/RSHE

RSHE – Physical Health and Mental Wellbeing
 To know how to make good choices about health and their habits.
 To understand the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
 T
 To know what affects theirs and others feelings and know how to express them.
 To learn about the choices that people make in daily life that could affect their health
 To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
 To learn about the things that affect feelings both positively and negatively, strategies to identify and to talk about their feelings.

PSHE – Life to the Full - Growing and changing
 To identify their own strengths and achievements.
 To understand that everyone is an individual and has unique and valuable contributions to make
 To recognise how strengths and interests form part of a person’s identity and how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)
 To recognise common challenges to self - worth e.g. finding school work difficult, friendship issues
 To learn basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

PSHE – Life to the full – Keeping safe
 To understand risks and hazards and how to identify typical hazards at home and in school
 To understand safety in their local environment and also in unfamiliar places.
 To learn how to predict, assess and manage risk in everyday situations
 e.g. crossing the road, running in the playground, in the kitchen
 To learn about fire safety at home including the need for smoke alarms and the importance of following safety rules from parents and other adults
 To learn how to help keep themselves safe in the

	<p>Vocabulary Health, habit, lifestyle, healthy, unhealthy, positive, negative.</p>	<p>Vocabulary Strengths, achievement, unique, personal identity, challenges.</p>	<p>local environment or unfamiliar places, including road, rail, water and firework safety Vocabulary Hazard, safety, risks, assess, smoke alarms.</p>
ENGLISH	<p>Seen and not Heard Writing Outcomes: Narrative: Character Narrative Purpose: To narrate Instructions: How to be a mischievous child Purpose: To instruct Grammar: Word Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing Grammar: Sentence Build on previous units & focus on: 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) Grammar: Text Build on previous units & focus on: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Grammar: Punctuation Inverted commas to punctuate direct speech</p>	<p>Into the Forest by Anthony Browne Writing Outcomes: Lost Narrative and Newspaper Report Lost Narrative Purpose: To narrate Newspaper Report Purpose: To recount Grammar: Word Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) 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 Grammar: Sentence Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Grammar: Text Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Grammar: Punctuation Build on previous units & focus on: Inverted commas to punctuate direct speech Vocabulary: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	

SHARED READING	Of Gods and Men Legionary Life Knock Knock Kindness is Catching		Edith Cavell Biography The Lost Friend Scarlet Macaw	
MATHS	<p style="text-align: center;">Fractions</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems involving fractions.</p> <p style="text-align: center;">Vocabulary</p> <p>Numerator, denominator, whole, half, quarter, third, fifth, sixth, seventh, eighth, ninth, tenth, equivalent fractions.</p>	<p style="text-align: center;">Measurement-Time</p> <p>Tell and write the time from an analogue clock including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. compare durations of events, for example to calculate the time taken by particular events or tasks.</p> <p style="text-align: center;">Vocabulary</p> <p>O'clock, five past, ten past, quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, quarter to, ten to, five to, A.M, P.M.</p>	<p style="text-align: center;">Geometry-Properties of shape</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise that angles are a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four, for a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p style="text-align: center;">Vocabulary</p> <p>Faces, vertices, edges, cube, sphere, cylinder, octagonal prism, square based pyramid, tetrahedron, cone, rectangular prism, triangular prism, hexagonal prism, pentagonal prism, octahedron curved, straight, round, solid, point, corner, surface, face, end.</p>	<p style="text-align: center;">Measurement-Mass and capacity</p> <p>Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).</p> <p style="text-align: center;">Vocabulary</p> <p>Mass, weigh, kilogram, gram, litre, millilitre.</p>

<p>SCIENCE</p>	<p style="text-align: center;">Light</p> <p>Within this topic, children will recognise that we need light in order to see things and that dark is the absence of light.</p> <p>They will notice that light is reflected from surfaces and recognise that light from the Sun can be dangerous and that there are ways to protect the eyes.</p> <p>Children will learn that shadows are formed when the light from a light source is blocked by a solid object and find patterns in the way that the sizes of shadows change.</p> <p>Children will work scientifically by setting up simple practical enquiries, comparative and fair tests.</p> <p>They will make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p style="text-align: center;">Vocabulary</p> <p>description: a statement that says what you see</p> <p>dull: a surface that scatters light and does not look shiny</p> <p>explanation: a sentence (or sentences) giving a reason for something happening</p> <p>light source: the place where light originates from</p> <p>mirror: a shiny polished surface</p> <p>observation: what we see happening in a scientific test</p> <p>opaque: not letting light pass through</p> <p>reflect: to change the direction of light using a shiny surface</p> <p>shadow: darkness caused by light being blocked</p> <p>shiny: surfaces that reflect lots of light</p> <p>translucent: letting some light through</p> <p>transparent: letting most or all light through</p>	<p style="text-align: center;">Revisit</p> <p>Within this topic, children will revisit the Science they have learnt throughout the year, they will conduct physical experiments that are linked to the previous topics throughout the science curriculum.</p>

COMPUTING	<p style="text-align: center;">Inside a computer</p> <p>In this topic, children will learn to identify components within a PC/ Laptop and what each component does and understand the basic fundamentals of how a computer works.</p> <p style="text-align: center;">Vocabulary</p> <p>Laptop, desktops, hard drive, fan, heat sink, keyboard, motherboard, microprocessor, memory, disc drive, network, router, hub, switch, Wifi.</p>	<p style="text-align: center;">Publishing Online Content</p> <p>In this topic children will combine a mixture of text, graphics and sound to share ideas and learning, they will use appropriate keyboard commands to amend text. Children will also be able to effectively use a spell checker, evaluate their work and improve its effectiveness and use an appropriate tool to share their work online.</p> <p style="text-align: center;">Vocabulary</p> <p>Social media, graphic design, publishing, username, password, marketing, template, elements, text, effect, filter, adjust, crop.</p>
HISTORY		<p style="text-align: center;">A Study of an Aspect or Theme in British History Beyond 1066 – The Changing Power of Monarchs</p> <p>pupils have opportunities to extend their knowledge of chronological awareness beyond 1066 by extending and connecting the Tudor period from The first Tudor monarch to the last</p> <p>Children analyse a response made to Parliament by Elizabeth I on the subject of marriage</p>
GEOGRAHY	<p style="text-align: center;">Place Knowledge</p> <p style="text-align: center;">Understand Similarities and Differences of Human and Physical Geography of a Region of the UK</p> <p>In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study buildings and make links to historical events from the time of the building's construction.</p> <p>Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage</p>	

ART		
FRENCH	<p style="text-align: center;">Transport</p> <p>Children will be using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.</p>	<p style="text-align: center;">A Circle of Life</p> <p>Children will be using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.</p>
DESIGN & TECHNOLOGY	<p style="text-align: center;">Food: Eating Seasonally</p> <p>Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.</p> <p style="text-align: center;">Vocabulary</p> <p>Diet, ingredients, processed, natural, seasonal, sugar, fat, imported.</p>	<p style="text-align: center;">Structures: Constructing a castle</p> <p>Children will learn about the features of a castle, design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them</p> <p style="text-align: center;">Vocabulary</p> <p>2D shapes, 3D shapes, castle, design criteria, evaluation, façade, feature, flag, net, recyclable, scoring, stable, strong, structure, tab, weak</p>
MUSIC	<p style="text-align: center;">Jazz</p> <p>Pupils will be able to explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p> <p style="text-align: center;">Vocabulary</p> <p>ixieland, jazz, motif, Ragtime, rhythm, scat singing ,straight quaver, swung quaver, syncopation</p>	<p style="text-align: center;">Structures: Constructing a castle</p> <p>Children will learn about the features of a castle, design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them</p> <p style="text-align: center;">Vocabulary</p> <p>2D shapes, 3D shapes, castle, design criteria, evaluation, façade, feature, flag, net, recyclable, scoring, stable, strong, structure, tab, weak</p>
PHYSICAL EDUCATION	<p style="text-align: center;">Athletics</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible</p>	<p style="text-align: center;">Rounders</p> <p>In this unit pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies</p>

	<p>speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p>Vocabulary</p> <p>Sprinting, jumping for distance, push and pull, throwing for distance, perseverance, determination, observing, providing feedback</p>	<p>and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Vocabulary</p> <p>Bat, sprint, rounder, base, fielder</p>