ST CHARLES' CATHOLIC PRIMARY SCHOOL

YEAR THREE MEDIUM TERM PLANNING

Autumn

| RE | **Domestic church– Family: Homes**
 What does home mean to you?
 How is God present in my life?
 Prior learning: God is present in every beginning
 This Topic: learning outcomes
 Know and understand:
 The joys and sorrows of being a family at home – **Explore**
 God's vision for every family – **Reveal**
 Acquire the skills of assimilation, celebration and application of the above – **Respond**
 Vocabulary
 home, love, family, difference, respect, joys, sorrows, community, family | **Baptism/Confirmation – Belonging: Promises**
 Prior learning: signs and symbols used in Baptism **This Topic: learning outcomes**
 Know and understand:
 Belonging to a group involves promises and rules – **Explore**
 The meaning of the promises made at Baptism – **Reveal**
 Acquire the skills of assimilation, celebration and application of the above – **Respond**
 Vocabulary
 Rite of Baptism, Godparents, sponsors, baptismal promises, call to belong to the Church, lighted candle, Our Father | **Advent/Christmas – Loving: Visitors**
 Prior learning: Advent: four weeks of preparation for the celebration of the birth of Jesus at Christmas
 This Topic: learning outcomes
 Know and understand:
 The demands and joys of visitors – **Explore**
 Advent: waiting for the coming of Jesus – **Reveal** Acquire the skills of assimilation, celebration and application of the above – **Respond**
 Vocabulary
 Joys, demands, visitors, Isaiah, Messiah, Advent, Annunciation, The Visitation, Magnificat, Joyful Mysteries, Nativity |

PSHE/RSHE	**PSHE - Families and friendships**	**PSHE – Safe relationships**	**PSHE – Respecting ourselves and others**
	To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents and that being part of a family provides support, stability and love. To recognise the positive aspects of being part of a family, such as spending time together and caring for each other and about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. To identify if/when something in a family might make someone upset or worried and what to do and whom to tell if family relationships are making them feel unhappy or unsafe. **Vocabulary**	What is appropriate to share with friends, classmates, family and wider social groups including online. To understand what privacy and personal boundaries are, including online and basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. To recognise that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved. To learn about bullying online, and the similarities and differences to face-to-face bullying and what to do and whom to tell if they see or experience bullying or hurtful behaviour. **Vocabulary**	To recognise respectful behaviours e.g. helping or including others, being responsible and how to model respectful behaviour in different situations e.g. at home, at school, online. To understand the importance of self-respect and their right to be treated respectfully by others. To understand what it means to treat others, and be treated, politely and the ways in which people show respect and courtesy in different cultures and in wider society. **Vocabulary** Respectful, responsible, self-respect, courtesy, culture, society.
	Friendship, relationships, safe, respect, blended families, stability, love.	Online, internet, appropriate, report, privacy, supervision, consequences.	

| ENGLISH | **Coming to England**

Writing Outcomes

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build an increasing range of sentence structures
In narratives, create settings, characters and plot
Proofread for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
Assess the effectiveness of writing
Use the first two or three letters of a word to check it in a dictionary | **Fox**

Writing Outcomes:

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build a varied and rich vocabulary
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency
Proof-read for spelling and punctuation errors
Read aloud own writing |

SHARED READING	Kindness is Catching (News) Scarlett Macaw (P) What is a Volcano? (Info) A Happy Accident (N) Alice Ball's Discovery (Diary)	Knock, Knock! (P) Legionary Life (Diary) Buzzing Bees (Info) A Hammer for Thor (N) The Lost Friend (N)
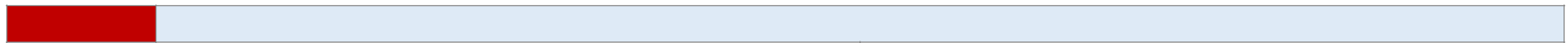
READING SPINE	Charlie and the Chocolate Factory by Roald Dahl	James and the Giant Peach by Roald Dahl

MATHS	**Place value** Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, 146 = 100 + 40 and 6, 146 = 130 + 16) Using a variety of representations, including those related to measure, pupils should continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000. **Vocabulary**	**Addition and subtraction** Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100 Pupils use their understanding of place value and partitioning, and practice using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent. **Vocabulary** Answer, calculation, digit, number line, equals, estimate, hundreds, inverse operation, methods, multiple, number fact, add, subtract, take away.	**Multiplication and division** Recall multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.
	Compare, continue, forward, backwards, greater than, less than, multiple of, nearest ten, number facts, numeral, one-digit number, partition, place value, two-digit number, three-digit number		**Vocabulary** Multiply, times, groups of, lots of, repeated addition, product of, multiplied by, array, group, grouping, sharing, half, halves, share equally, share, equal groups.

SCIENCE	**Food and our bodies**
	. Identifying that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat. Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.
	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 graphs and tables.
	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
	Vocabulary
	Balanced diet: a diet that has the right amount of nutrients Biceps: a large muscle at the front of the upper arm
	Carbohydrates: nutrients found in sugary foods such as sweets or starchy foods such as potatoes and pasta; these provide energy
	Contract: when a muscle gets shorter and pulls Relax: when a muscle stops contracting
	Exoskeleton: a skeleton that some animals have that is outside their bodies like a suit of armour
	Fats: nutrients found in foods such as butter; these give you energy and insulate your body
	Femur: the long bone at the top of the leg Humerus: the long bone at the top of the arm
	Joint: where bones meet; there are different types of joint that can move in different ways to make the body move
	Muscle: special organs that can contract and relax Nutrients: useful substances found in foods
	Protein: nutrients found in foods such as fish, used in your body for growth and repair
	Skeleton: supports and protects the body, allowing movement Triceps: a large muscle at the back of the upper arm
	Vertebrate: animal with a spinal column or backbone including mammals, birds, amphibians and fish

COMPUTING	**Composing Email** 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 given goals, including collecting, analysing, evaluating and presenting data and information. To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Children will understand the difference between data and information and be able to effectively use a spell checker and save and retrieve work online, on the school network and their own device. Children consider their responsibilities and actions to others online, understand how to use a search engine responsibly and safely. **Vocabulary** Email, malicious, phishing, social media, networks, internet, world wide web, webcam, keyboard	**Sequencing and repetition in Scratch** Children will design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Pupils will use sequence in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information. Understand how an algorithm is implemented using a sequence of precise instructions. Children will predict the outcome of a sequence of precise instructions and repeatedly test a program and recognise when they need to debug it. Pupils will detect a problem in an algorithm, which could result in a different outcome to the one intended and understand what inputs and outputs are and how they can be used. **Vocabulary** Sequence, selection, repetition, input, output, algorithm, programming, debugging, computational thinking, costumes, tinker.

GEOGRAHY	**Fieldwork** Identify and sequence different human environments, such as the **local area** and contrasting **settlements** such as a village Recognise the main land uses within urban areas and the key characteristics of rural areas. Recognise that some regions are different from others. Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Use 4 figure compasses, and letter/number co-ordinates to identify features on a map (moving to a 4 figure grid reference) Try to make a map of a short route experiences, with features in current order Use standard symbols, and understand the importance of a key Compare and contrast maps of the two areas	**Regions of the UK** Identify and sequence different human environments, such as the **local area** and further. R Recognise that some regions are different from others. In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity. **Vocabulary** Weather, data, climate, geographical, climate zone, biomes, soil, flora, fauna, human activity.

ART	**Prehistoric Art** Children will discover how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces. **Vocabulary** Charcoal, drawing medium, pigment, prehistoric, proportion, scale up, smudging, stone age.	
DESIGN & TECHNOLGY		**Mechanical Systems: Making a slingshot car** Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis. **Vocabulary** Aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure.
MUSIC	**Ballads**	**Pentatonic melodies and composition**

	Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. **Vocabulary** Ballad, compose, stanza, solo, ensemble, expression, lyrics, chorus, nonsense words.	Theme: Chinese New Year. Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and finally perform their finished pieces. **Vocabulary** Tempo, crescendo, dynamics, timbre, duration, crescendo, pentatonic.

| PHYSICAL EDUCATION | **Gymnastics**
In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.
Vocabulary
Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics. | **Dance**
Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.
Vocabulary
Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance. |
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