



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR THREE MEDIUM TERM PLANNING**

**Autumn**

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

	Friendship, relationships, safe, respect, blended families, stability, love.	Online, internet, appropriate, report, privacy, supervision, consequences.	
<b>ENGLISH</b>	<p><b>The Iron Man by Ted Hughes &amp; Chris Mould</b></p> <p><b>Writing Outcomes</b>  Narrative: Approach Threat  Purpose: To narrate  Explanation: How to capture the Iron Man  Purpose: To inform</p> <p><b>Grammar: Word</b>  Build on previous year &amp; focus on:  Formation of nouns using a range of prefixes e.g. auto- super- anti-</p> <p><b>Grammar: Sentence</b>  Build on previous year &amp; focus on:  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p><b>Grammar: Text</b>  Build on previous year &amp; focus on:  Present perfect form of verbs</p> <p><b>Grammar: Punctuation</b>  Reinforce from Year 2:  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p><b>Fox</b></p> <p><b>Writing Outcomes:</b>  Narrative: Fable Narrative  Purpose: To narrate  Persuasion: Fox Report  Purpose: To persuade</p> <p><b>Grammar: Word</b>  Build on previous units &amp; focus on:  Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)</p> <p><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)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p><b>Grammar: Text</b>  Build on previous units &amp; focus on:  Present perfect form of verbs  Introduction to paragraphs as a way to group related material</p> <p><b>Grammar: Punctuation</b>  Reinforce from Year 2:  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p><b>Terminology for pupils:</b>  Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>	
<b>SHARED READING</b>	<p><b>Text Extracts</b></p> <p><b>The Robot and the Bluebird by David Lucas</b></p> <p><b>The Tin Forest</b></p> <p><b>Forces in action</b></p> <p><b>The wild Robot by Peter Brown</b></p> <p><b>My book of rocks and minerals</b></p> <p><b>Word Reading</b></p>	<p><b>Text Extracts</b></p> <p><b>Hot like fire and other poems by Valerie Bloom</b></p> <p><b>Varjak Paw by SF Said</b></p> <p><b>Charlotte’s web by E.B White</b></p> <p><b>Leon and the place between by Angela McAllinter</b></p> <p><b>Word Reading</b></p>	

	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b></p> <p>Read a range of books that are structured in different ways and read for a range of purposes</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context</p> <p>Retrieve and record some information from non-fiction</p> <p>Predict what might happen from details stated and some which are implied</p> <p><b>Skills and Strategies</b></p> <p>Build on Previous Year &amp; Focus on:</p> <p>Recognise and read many Year 3&amp;4 Word List words</p> <p>Read aloud using punctuation to aid expression including speech</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Skim to gain an overview of a text, e.g. topic, purpose</p> <p>Identify different purposes of texts, e.g. to inform, instruct, explain</p> <p>Read short information texts independently with concentration</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b></p> <p>Build on Previous Year &amp; Focus on:</p> <p>Increase their familiarity with a wide range of stories</p> <p>Use dictionaries to check the meaning of many unknown words that they have read</p> <p>Predict what might happen from details stated and some which are implied</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Ask some questions to improve their understanding of a text</p> <p>Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action</p> <p><b>Skills and Strategies</b></p> <p>Build on Previous Year &amp; Focus on:</p> <p>Recognise and read many Year 3&amp;4 Word List words</p> <p>Read aloud using punctuation to aid expression including speech</p> <p>Self-correction, including rereading and reading ahead</p>	
<b>READING SPINE</b>	Cat tails: Ice Cat by Linda Newberry	The Sheep-pig by Dick King-Smith	
<b>MATHS</b>	<p><b>Place value</b></p> <p>Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.</p> <p>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, <math>146 = 100 + 40</math> and <math>6, 146 = 130 + 16</math>)</p> <p>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.</p> <p><b>Vocabulary</b></p>	<p><b>Addition and subtraction</b></p> <p>Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100</p> <p>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.</p> <p><b>Vocabulary</b></p> <p>Answer, calculation, digit, number line, equals, estimate, hundreds, inverse operation, methods, multiple, number fact, add, subtract, take away.</p>	<p><b>Multiplication and division</b></p> <p>Recall multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>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.</p> <p>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.</p>

	<p>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</p>		<p><b>Vocabulary</b></p> <p>Multiply, times, groups of, lots of, repeated addition, product of, multiplied by, array, group, grouping, sharing, half, halves, share equally, share, equal groups.</p>
<p><b>SCIENCE</b></p>	<p style="text-align: center;"><b>Forces and magnets</b></p> <p>This topic looks at magnets and their uses, and what makes magnetic poles special, along with the idea that some forces such as magnetic force can act without contact – unlike pushes and pulls, which require direct contact. Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">attract: pull towards</p> <p style="text-align: center;">compass: a device that aids navigation by pointing to Earth’s North and South poles</p> <p style="text-align: center;">contact: touching</p> <p style="text-align: center;">force: a push, pull, twist or turn caused when two objects interact with each other</p> <p style="text-align: center;">iron: a metal that can be made into a magnet</p> <p style="text-align: center;">magnet: an object or device that attracts iron or another magnetic material</p> <p style="text-align: center;">magnetic: attracted to a magnet</p> <p style="text-align: center;">magnetic North: the direction of the Earth’s magnetic North pole</p> <p style="text-align: center;">non-contact: not touching</p> <p style="text-align: center;">non-magnetic: not attracted to a magnet</p> <p style="text-align: center;">pole: the area of a magnet where the magnetic force is strongest</p> <p style="text-align: center;">prediction: what you think might happen in a scientific test</p> <p style="text-align: center;">repel: push away</p>	<p style="text-align: center;"><b>Food and our bodies</b></p> <p>. 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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Balanced diet: a diet that has the right amount of nutrients</p> <p style="text-align: center;">Biceps: a large muscle at the front of the upper arm</p> <p style="text-align: center;">Carbohydrates: nutrients found in sugary foods such as sweets or starchy foods such as potatoes and pasta; these provide energy</p> <p style="text-align: center;">Contract: when a muscle gets shorter and pulls</p> <p style="text-align: center;">Relax: when a muscle stops contracting</p> <p style="text-align: center;">Exoskeleton: a skeleton that some animals have that is outside their bodies like a suit of armour</p> <p style="text-align: center;">Fats: nutrients found in foods such as butter; these give you energy and insulate your body</p> <p style="text-align: center;">Femur: the long bone at the top of the leg</p> <p style="text-align: center;">Humerus: the long bone at the top of the arm</p> <p style="text-align: center;">Joint: where bones meet; there are different types of joint that can move in different ways to make the body move</p> <p style="text-align: center;">Muscle: special organs that can contract and relax</p> <p style="text-align: center;">Nutrients: useful substances found in foods</p> <p style="text-align: center;">Protein: nutrients found in foods such as fish, used in your body for growth and repair</p> <p style="text-align: center;">Skeleton: supports and protects the body, allowing movement</p> <p style="text-align: center;">Triceps: a large muscle at the back of the upper arm</p> <p style="text-align: center;">Vertebrate: animal with a spinal column or backbone including mammals, birds, amphibians and fish</p>	

<b>COMPUTING</b>	<p style="text-align: center;"><b>Composing Email</b></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 given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Email, malicious, phishing, social media, networks, internet, world wide web, webcam, keyboard</p>	<p style="text-align: center;"><b>Sequencing and repetition in Scratch</b></p> <p>Children will design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</p> <p>Pupils will use sequence in programs; work with variables and various forms of input and output.</p> <p>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.</p> <p>Understand how an algorithm is implemented using a sequence of precise instructions.</p> <p>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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Sequence, selection, repetition, input, output, algorithm, programming, debugging, computational thinking, costumes, tinker.</p>
<b>HISTORY</b>	<p style="text-align: center;"><b>Stone Age to Bronze Age</b></p> <p>In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. Children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period.</p> <p>Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction</p>	

	<p>drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution, Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>	
<b>GEOGRAHY</b>		<p><b>Weather and climate</b></p> <p>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.</p> <p><b>Vocabulary</b></p> <p>Weather, data, climate, geographical, climate zone, biomes, soil, flora, fauna, human activity.</p>
<b>ART</b>	<p><b>Prehistoric Art</b></p> <p>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.</p> <p><b>Vocabulary</b></p> <p>Charcoal, drawing medium, pigment, prehistoric, proportion, scale up, smudging, stone age.</p>	
<b>DESIGN &amp; TECHNOLOGY</b>		<p><b>Mechanical Systems: Making a slingshot car</b></p> <p>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.</p> <p><b>Vocabulary</b></p> <p>Aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure.</p>
<b>MUSIC</b>	<b>Ballads</b>	<b>Pentatonic melodies and composition</b>

	<p>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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Ballad, compose, stanza, solo, ensemble, expression, lyrics, chorus, nonsense words.</p>	<p>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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Tempo, crescendo, dynamics, timbre, duration, crescendo, pentatonic.</p>
<b>PHYSICAL EDUCATION</b>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics.</p>	<p style="text-align: center;"><b>Dance</b></p> <p>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.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p>Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance.</p>