



Autumn Medium Term Plan – Year 3

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions 	<p>Ask relevant scientific questions</p> <p>Use observations and knowledge to answer scientific questions</p> <p>Set up a simple enquiry to explore a scientific question</p> <p>Set up a test to compare two things</p> <p>Set up a fair test and explain why it is fair</p> <p>Make careful and accurate observations, including the use of standard units</p> <p>Use equipment, including thermometers and data loggers to make measurements</p> <p>Gather, record, classify and present data in different ways to answer scientific questions</p> <p>Use diagrams, keys, bar charts and tables; using scientific language</p> <p>Use findings to report in different ways, including oral and written explanations, presentation</p> <p>Draw conclusions and suggest improvements</p>	<p>Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions, predictions, support, thermometers.</p>	



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		<p>for new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 	<p>Make a prediction with a reason</p> <p>Identify differences, similarities and changes related to an enquiry.</p>		
	Animals	<ul style="list-style-type: none"> identify 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement 	.	<p>Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate.</p>	
	Rocks	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock 	.	<p>Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat.</p>	



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		<ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter 			
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Computing	E Safety	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<ul style="list-style-type: none"> To introduce SMART crew To know all the SMART strands To create an internet SMART poster To understand what personal information I need to keep safe. To understand how to search safely 	E-safety rules Secure passwords Report abuse button Gaming Blogs Sequence instructions Sequence debugging Test + improve Logo commands Sequence programming Multimedia	
	Technology (Digital Literacy)	Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5.	<ul style="list-style-type: none"> To save and retrieve work on the Internet, the school network or my own device. To use search tools to find and use an appropriate website. To think about whether I can use images that I find online in my own work. 	Presentations Alignment Brush size Repeats Reflections Green screening Amend Copy Paste School network Devices	
	Information technology	2. Use search technologies effectively 3. 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	<ul style="list-style-type: none"> To begin to independently learn how to save and retrieve work on the internet and the school network. To begin to understand and choose the best way to communicate online. 	Computer parts Collaborate Appropriate online communication Search tools Appropriate websites Owner	



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		that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> To use search tools to find and use an appropriate website. To retrieve images safely and import them into a document. 	Questioning Database Construct Contribute Recording data Data logger Present data	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Human and physical feature	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> To identify physical and human features of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns. 	Key Physical Geography vocabulary: (in addition to previous years) Earth, globe, continents, Europe, Africa, Asia, Oceania, North America, South America, Antarctica, volcano, eruption, magma, crust, mantle, outer core, inner core, climate zones, natural disasters. Erosion, soil type, rock types. Key Human Geography vocabulary: (in addition to previous years) Empire, migrate, borders, expansion.	
	Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and	Geographical Enquiry <ul style="list-style-type: none"> To begin to ask/initiate geographical questions. To use NF books, stories, atlases, pictures/photos and internet as sources of information. 	Use simple compass directions (N,E,S,W), highlands, lowlands, maps, contour lines, scale, gradient, steep, gentle slope, region.	



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		<p>key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ☒ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Direction/Location</p> <ul style="list-style-type: none"> • To use 4 compass points to follow/give directions: • To use letter/no. co-ordinates to locate features on a map. <p>Representation</p> <ul style="list-style-type: none"> • To know why a key is needed. • To use standard symbols. <p>Using Maps</p> <ul style="list-style-type: none"> • To follow a route on a map with some accuracy. (e.g. whilst orienteering) <p>Perspective</p> <ul style="list-style-type: none"> • To begin to draw a sketch map from a high view point. <p>Map Knowledge</p> <ul style="list-style-type: none"> • To begin to identify points on maps A,B and C 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<ul style="list-style-type: none"> • To place the time studied on a timeline, compare where this fits in to topics previously studied. • To use dates and terms related to the study unit and passing of time. • To sequence several events or artefacts. 	<p>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet,</p>	



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History			<ul style="list-style-type: none"> • To begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	Research, Buildings, Places, Historical event Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge	
	Range and depth of historical knowledge	Pupils should note connections, contrasts and trends over time.	<ul style="list-style-type: none"> • To find out about everyday lives of people in time studied. • To compare with our life today. 		
	Historical interpretation	Children should understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> • To identify and give reasons for the different ways in which the past is represented. • To note connections in Historical periods studied. • To look at representations of the period e.g. Museum, cartoons etc 		
	Historical enquiry	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none"> • To use a range of sources to find out about a period. • To observe small details – artefacts, pictures. • To select and record information relevant to the study. 		



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			<ul style="list-style-type: none"> • To use the library and the Internet for own personal research. • To ask and answer simple questions. 		
	Organising and presenting	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> • To communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • To begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. • To use Historically accurate terms to talk about the passing of time. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Exploring	To create sketch books to record their observations and revisit ideas.	<ul style="list-style-type: none"> • To use a sketchbook to record media explorations and experimentations • To try out ideas, plan colours and collect source material for future works • To use a sketchbook to record media explorations and experimentations as well as 	blending Charcoal collage Cross hatch Dip dye Dotting Dye Environmental Grades	



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			<p>planning and collecting source material for future works.</p> <ul style="list-style-type: none"> • To identify interesting aspects of objects as a starting point for work. • To use a sketch book to express feelings about a subject • To make notes in a sketch book about techniques used by artists • To annotate ideas for improving their work through keeping notes in a sketch book 	<p>Hue Implements Impressed Manmade Mono print Natural Oil pastel Over stitch Overlapping Pressprint Primary Relief Repeating</p>	
	Drawing	KS2 Pupils should be taught to improve their mastery of art and design techniques, including drawing with a range of materials.	<ul style="list-style-type: none"> • To develop intricate patterns/ marks with a variety of media. • To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • To begin to indicate facial expressions in drawings • To begin to show consideration in the choice of pencil grade they use 	<p>Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone</p>	
	Texture pattern colour line and tone	KS2 Pupils should be taught to improve their mastery of art and design techniques with a range of materials.	<ul style="list-style-type: none"> • To create textures and patterns with a wide range of drawing implements. • To create textures and patterns with a wide range of drawing implements. 		



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			<ul style="list-style-type: none"> • To create art works from natural materials to show an awareness of different viewpoints of the same object. 		
	Responding to art	KS2 pupils should be taught about great artists, architects and designers in history.	<ul style="list-style-type: none"> • To continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To respond to art from other cultures and other periods of time. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Dance	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of	Health and fitness <ul style="list-style-type: none"> • To recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity. • To explain why it is important to warm up and cool down. Dance Skills	Canon Clock Confidence Direction Formation Performance Pivot Tempo Timing Unison	



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		<p>how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To begin to improvise with a partner to create a simple dance. • To create motifs from different stimuli. • To begin to compare and adapt movements and motifs to create a larger sequence. • To use simple dance vocabulary to compare and improve work. • To perform with some awareness of rhythm and expression. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To develop the quality of the actions in their performances. • To perform learnt skills and techniques with control and confidence. • To compete against self and others in a controlled manner. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of a performance. • To describe how their performance has improved over time. 		
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Games	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity. • To explain why it is important to warm up and cool-down. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To develop the quality of the actions in their performances. • To perform learnt skills and techniques with control and confidence. • To compete against self and others in a controlled manner <p>Evaluate</p> <p>To watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>		
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		<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	Gymnastics	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Health and fitness</p> <ul style="list-style-type: none"> • To recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity. • To explain why it is important to warm up and cool down. <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> • To choose ideas to compose a movement sequence independently and with others. • To link combinations of actions with increasing confidence, including changes of direction, speed or level. • To develop the quality of their actions, shapes and balances. <p>Move with coordination, control and care.</p> <ul style="list-style-type: none"> • To use turns whilst travelling in a variety of ways. • To use a range of jumps in their sequences. 	<p>Analyse</p> <p>Balance</p> <p>Co-operation</p> <p>Empathy</p> <p>Jumps</p> <p>Landing</p> <p>Shapes</p> <p>Roll</p> <p>Teamwork</p> <p>Travel</p>	



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			<ul style="list-style-type: none"> • To begin to use equipment to vault. • To create interesting body shapes while holding balances with control and confidence. • To begin to show flexibility in movements <p>Rolls</p> <ul style="list-style-type: none"> • To complete crouched forward roll • To complete forward roll from standing • To complete tucked backward roll <p>Jumps</p> <ul style="list-style-type: none"> • To complete straight jump • To complete tuck jump • To complete jumping jack • To complete star jump • To complete straddle jump • To complete pike jump • To complete straight jump • To complete Cat leap <p>Handstands, cartwheels and round-offs</p> <ul style="list-style-type: none"> • To complete handstand • To lunge into handstand <p>cartwheel</p> <p>Travelling and Linking actions</p> <ul style="list-style-type: none"> • To tiptoe, step, jump and hop • To hopscotch 		
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			<ul style="list-style-type: none"> • To skip • To complete chassis steps • To complete straight jump half turn • To cat leap <p>Compete/Perform</p> <ul style="list-style-type: none"> • To develop the quality of the actions in their performances. • To perform learnt skills and techniques with control and confidence. • To compete against self and others in a controlled manner. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of a performance. • To describe how their performance has improved over time. 		
	OAA	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.	<p>Health and fitness</p> <ul style="list-style-type: none"> • To recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity. • To explain why it is important to warm up and cool down <p>Trails</p>		



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		<p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • To orientate themselves with increasing confidence and accuracy around a short trail. <p>Problem-solving</p> <ul style="list-style-type: none"> • To identify and use effective communication to begin to work as a team. • To identify symbols used on a key. <p>Preparation and Organisation</p> <ul style="list-style-type: none"> • To begin to choose equipment that is appropriate for an activity. <p>Communication</p> <ul style="list-style-type: none"> • To communicate with others. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To begin to complete activities in a set period of time. • To begin to offer an evaluation of personal performances and activities. <p>Evaluate</p> <ul style="list-style-type: none"> • To watch, describe and evaluate the effectiveness of a performance. • To describe how their performance has improved over time. 		
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	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> • To sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • To perform actions confidently and in time to a range of action songs. • To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • To perform as a choir in school assemblies. 	pitch rhythm timbre dynamics tempo duration texture accompaniment body percussion tuned percussion untuned percussion call and response cluster [sounds] conductor drone glockenspiel hastha [Indian dance movements] improvise lyrics melodic phrase musical elements notation ostinati pentatonic scale programme music score step movement structure track list xylophone jingle round oscillate	
	Listening	Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.	<ul style="list-style-type: none"> • To become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. • To structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, 		



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			middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.		
	Composing	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • To compose song accompaniments on untuned percussion using known rhythms and note values. 		
	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<ul style="list-style-type: none"> • To develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. • To play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • To use listening skills to correctly order phrases using dot notation, showing different 		



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			<p>arrangements of notes C-D-E/do-re-mi.</p> <ul style="list-style-type: none"> To individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<ul style="list-style-type: none"> To begin to research others' needs To show design meets a range of requirements To describe purpose of product To follow a given design criteria To have at least one idea about how to create product To create a plan which shows order, equipment and tools To describe design using an accurately labelled sketch and words To make design decisions To explain how product will work To make a prototype begin to use computers to show design 	<p>Name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savory, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/ varied</p> <p>Shell, structure, three dimensional (3-d) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesive, joining, assemble, accuracy,</p>	



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	<p>Make</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision.</p> <p>Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing, technique, strength, weakness, stiffen, templates, stitch, seam, seam allowance</p> <p>Series circuit, fault, connection, toggle, switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>	
	<p>Evaluate</p>	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<ul style="list-style-type: none"> • To look at design criteria while designing and making • To use design criteria to evaluate finished product • To say what I would change to make design better • To begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose • To begin to understand by whom, when and where products were designed • To learn about some inventors/designers/ engineers/ 		



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			chefs/ manufacturers of ground-breaking products		
	Technical Knowledge: Materials and Structures	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<ul style="list-style-type: none"> • Touse appropriate materials • To work accurately to make cuts and holes • To join materials • To begin to make strong structures 		
	Technical Knowledge: Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> • To join different textiles in different ways • To choose textiles considering appearance and functionality • To begin to understand that a simple fabric shape can be used to make a 3D textiles project 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	What do different people believe about God? (believing)		<ul style="list-style-type: none"> • Describe ways in which Christians and Muslims describe God. • Ask questions and suggest some of their own responses to ideas about God. • Suggest ways having a faith can be hard. • Identify how and say why it makes a difference in peoples' lives to believe in God. 	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension	•
	Why is the Bible important for		<ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about 	Islam	•



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<p>Christians today?</p>		<p>creation, the Fall and salvations.</p> <ul style="list-style-type: none"> • Give examples of how and suggest reasons why Christians use the Bible today. • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. 	<p>Muslim, Allah, Ummah, 5 Pillars,</p> <p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p> <p>Hinduism</p> <p>Reincarnation, karma, dharma</p> <p>Humanism</p> <p>Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist, science, natural selection, reason</p> <p>Buddhism</p> <p>Pilgrimage, suffering, Meditation, The Four Noble Truths, vows, rebirth</p> <p>General religious vocabulary</p>	
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				<ul style="list-style-type: none"> • Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion. 	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	Pupils will be taught: 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and	E-Safety - Online Chat • To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Online Privacy - The Secrets Jar • To begin to make responsible choices and consider consequences Online Privacy - E-Protection • To use ICT safely including keeping electronic data secure Loss/Seperation - Lost! • To listen to and show consideration for other people's views	community groups •ICT •health and safety •collaborate •common goals •responsibly •consequences •fairness •consideration •sympathise •empathise •influence •responsible choices •consequences •recognise •similarities •differences •strategies •relation-ship •physically •mentally •respect •goals •healthy lifestyle •cooperative •manage •control •local organisations •feelings •relation-ship •balance •empathise •reflect •actions	



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		<p>wellbeing and to recognise sources of help with this.</p> <p>7. How to respond in an emergency.</p> <p>8. To identify different influences on health and wellbeing.</p>	<p>To empathise with another viewpoint</p> <p>Loss/Separation - Found!</p> <ul style="list-style-type: none"> • To listen to, reflect on and respect other people’s views and feelings 	<ul style="list-style-type: none"> •emotions •strategies •risk •sensibly •impact • responsibly •awareness •changes •strategies • emergency •consideration •negotiate •present •views •physical activity •nutrition • responsible choices •consequences •needs •wants •media •managing risk •contribute 	
	Growing and Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse. 4. How to respond to risky or negative relationships and ask for help. 5. How to respect equality and diversity in relationships 	<p>Friendship - Best Features</p> <ul style="list-style-type: none"> • To know and understand the features of a good friend <p>To understand why it is important to be positive in relationships with others</p> <p>Friendship - Circles Time</p> <ul style="list-style-type: none"> • To know how to communicate their opinions in a group setting <p>To work co-operatively, showing fairness and consideration to others</p> <p>Friendship - falling Out!</p> <ul style="list-style-type: none"> • To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>To know what sorts of boundaries are appropriate in friendships with peers and</p>		



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			<p>others (including in a digital context)</p> <p>Friendship - The BAFAs</p> <ul style="list-style-type: none"> • Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • To understand why it is important to be positive in relationships with others 		
	<p>Living in the Wider World and Being a Responsible Citizen</p>	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions. 2. About rights and responsibilities as members of families, other groups and ultimately as citizens. 3. About different groups and communities. 4. To respect equality and to be a productive member of a diverse community. 5. About the importance of respecting and protecting the environment. 	<p>Different Communities - My Community</p> <ul style="list-style-type: none"> • To understand why it is important to be part of a community <p>School Communities - School Swap</p> <ul style="list-style-type: none"> • To understand why it is important to be part of a community 		



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		<p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people’s lives.</p> <p>8. A basic understanding of enterprise.</p>			
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Spanish	Listening	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<ul style="list-style-type: none"> To repeat words modelled by teacher to show understanding with an action To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. 	<ul style="list-style-type: none"> To use indefinite articles in the singular with masculine and feminine nouns. <p>To use the high-frequency verb forms (I have, it is, there is/are).</p>	
	Speaking	<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> To learn specific vocabulary. To develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers To recognise a familiar question and respond with a simple rehearsed response. 		



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		<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • To repeat and say familiar words and short simple phrases, using understandable pronunciation. 		
	Writing	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> • To copy simple vocabulary • To write some single words from memory, with plausible spelling. • To substitute one element in a simple phrase to vary the meaning (with support) 		
	Reading	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • To begin to recognise written vocabulary/ single words • To begin to recognise written phrases Begin to recognise simple written phrases 		



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Grammar	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • To use indefinite articles in the singular with masculine and feminine nouns. • To use the high-frequency verb forms (I have, it is, there is/are). 		
Culture		<p>Understand and respect that there are people and places in the world around me that are different to where I live</p> <p>Geography of Spain - Spanish speaking countries, famous leaders Have an awareness of a Spanish festival Day of the Dead November</p>		