



Spring Medium Term Plan – Year 3

School Driver Focus

Spring 1 – Effective Participator

Spring 2 – Creative Thinker

	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 	<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>Make a prediction with a reason</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>oral and written explanations, displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • 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>Identify differences, similarities and changes related to an enquiry.</p>		
	Light	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous 		<p>Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent.</p>	



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		<p>and that there are ways to protect their eyes</p> <ul style="list-style-type: none"> • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change 			
	FORCES and MAGNETS	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 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 		<p>Force, contact force, non contact force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnets, attract, repel, magnetic material, metal, iron, steel, non magnetic, poles, north/south pole.</p>	



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		<ul style="list-style-type: none"> • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 			
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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 begin to understand privacy settings • To begin to understand cyber bullying and how to address it. • 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 Presentations Alignment Brush size	
	Information technology	2. Use search technologies effectively 3. Select, use and combine a variety of software (including internet services) on a range of	<ul style="list-style-type: none"> • To know what incredibox is. • To create and edit purposeful compositions using music software. • To experiment with live loops to create a song. 	Repeats Reflections Green screening Amend Copy	



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		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	<ul style="list-style-type: none"> • To mute or fade out an element during a piece of music. • To add a solo mix to a piece of music. • To develop a repeated chorus to a digital piece of music. 	Paste School network Devices Computer parts Collaborate Appropriate online communication Search tools Appropriate websites Owner Questioning Database Construct Contribute Recording data Data logger Present data	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Locational Knowledge	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<ul style="list-style-type: none"> • To identify where counties are within the UK and the key topographical features. 	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	



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		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<p>disasters. Erosion, soil type, rock types.</p> <p>Key Human Geography vocabulary: (in addition to previous years) Empire, migrate, borders, expansion.</p> <p>Use simple compass directions (N,E,S,W), highlands, lowlands, maps, contour lines, scale, gradient, steep, gentle slope, region.</p>	
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	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 explain about weather conditions/ patterns around the UK and parts of Europe. 		
	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 key (including the use of Ordnance Survey	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. Direction/Location <ul style="list-style-type: none"> To use 4 compass points to follow/give directions: 		



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		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.	<ul style="list-style-type: none"> • To use letter/no. co-ordinates to locate features on a map. Drawing Maps <ul style="list-style-type: none"> • To try to make a map of a short route experienced, with features in correct order; Scale/Distance <ul style="list-style-type: none"> • To begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Style of Map <ul style="list-style-type: none"> • To use large scale OS maps. • To begin to use map sites on internet. • To begin to use junior atlases. • To begin to identify features on aerial/oblique photographs. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	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.	<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. • To begin to develop a chronologically secure knowledge 	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	



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			and understanding of British, local and World History, establishing clear narratives within and across the periods studied.	books, Maps, Internet, Research, Buildings, Places, Historical event Ancestors Neolithic	
	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. 	Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara	
	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 	Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge	
	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. • To use the library and the Internet for own personal research. • To ask and answer simple questions. 		



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	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 planning and collecting source material for future works. • To identify interesting aspects of objects as a starting point for work. • To use a sketch book to express feelings about a subject 	blending Charcoal collage Cross hatch Dip dye Dotting Dye Environmental Grades Hue Implements Impressed Manmade Mono print Natural	



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		<ul style="list-style-type: none"> • 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 	Oil pastel Over stitch Overlapping Pressprint Primary	
Sculpture	KS2 Pupils should be taught to improve their mastery of art and design techniques, including sculpture with a range of materials.	<ul style="list-style-type: none"> • To use equipment and media with confidence. • To begin to show an awareness of objects having a third dimension and perspective. • To learn to secure work to continue at a later date. • To join two parts successfully. • To construct a simple base for extending and modelling other shapes. • To use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • To produce more intricate surface patterns/ textures and use them when appropriate. • To produce larger ware using pinch/ slab/ coil techniques. 	Relief Repeating Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone	



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			<ul style="list-style-type: none"> • To continue to explore carving as a form of 3D art. • To use language appropriate to skill and technique. 		
	Printing	KS2 Pupils should be taught to improve their mastery of art/ design techniques, including drawing and painting with a range of materials.	<ul style="list-style-type: none"> • To print simple pictures using different printing techniques. • To continue to explore both monoprinting and relief printing. • To demonstrate experience in 3 colour printing. • To demonstrate experience in combining prints taken from different objects to produce an end piece. 		
	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. • 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,	<ul style="list-style-type: none"> • To continue to explore the work of a range of artists, craft makers and designers, describing the 		



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		architects and designers in history.	<p>differences and similarities between different practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> • 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	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</p>	<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>Travelling with a ball</p> <ul style="list-style-type: none"> • To move with the ball in a variety of ways with some control. • To use two different ways of moving with a ball in a game. <p>Passing a Ball</p>	<p>Agility Balance Control Dribble Observation Safety Send Speed Travel Accuracy Bowling Defenders Fielding Overarm throw Retrieve</p>	



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		<p>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]; • compare their performances with previous ones and demonstrate improvement 	<ul style="list-style-type: none"> • To pass the ball in two different ways in a game situation with some success. <p>Possession</p> <ul style="list-style-type: none"> • To know how to keep and win back possession of the ball in a team game. <p>Using Space</p> <ul style="list-style-type: none"> • To find a useful space and get into it to support teammates <p>Attacking and Defending</p> <ul style="list-style-type: none"> • To use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. <p>Tactics and Rules</p> <ul style="list-style-type: none"> • To know how to play a striking and fielding game fairly. <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>Run Safe zone Soft Hands Striking Stumped Surface area Target Hands Underarm throw Wickets</p>	
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		to achieve their personal best.	To watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.		
	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. Move with coordination, control and care. • To use turns whilst travelling in a variety of ways. 	<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 use a range of jumps in their sequences. • 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>Vault</p> <ul style="list-style-type: none"> • To hurdle step onto springboard • To squat on vault • To star jump off • To tuck jump off • To straddle jump off • To pike jump off <p>Shapes & Balances</p> <ul style="list-style-type: none"> • To complete large and small body part balances, including standing and kneeling balances • To balance on apparatus • To complete matching and contrasting partner balances • To complete pike, tuck, star, straight, straddle shapes • To front and back support <p>Compete/Perform</p>		
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			<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. 		
	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. 	pitch rhythm timbre dynamics tempo duration texture accompaniment body percussion tuned percussion untuned percussion call and response cluster [sounds] conductor drone glockenspiel hatha [Indian dance movements] improvise lyrics melodic phrase musical elements notation ostinati pentatonic scale programme music score step movement	



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			<ul style="list-style-type: none"> • To perform as a choir in school assemblies. 	structure track list xylophone jingle round oscillate	
	Listening	<p>Listen with attention to detail and recall sounds with increasing aural memory;</p> <p>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.</p>	<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, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. 		
	Composing	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<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. 		



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	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 arrangements of notes C-D-E/do-re-mi. • To individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 		
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	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, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing,</p>	
	Make	<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>	<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] 		



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		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	<ul style="list-style-type: none"> • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	laminating, font, lettering, text, graphics, decision. Fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing, technique, strength, weakness, stiffen, templates, stitch, seam, seam allowance	
	Evaluate	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. Understand how key events and individuals in design and technology have helped shape the world	<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/chefs/manufacturers of ground-breaking products 	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	



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	Technical Knowledge: Electrical systems	Apply their understanding of computing to program, monitor and control their products . understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<ul style="list-style-type: none"> To use simple circuit in product To learn about how to program a computer to control product. 		
	Technical Knowledge: Textiles	Select from and use a wide range of textiles according to their characteristics	<ul style="list-style-type: none"> 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	Why are festivals important to religious communities		<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in, at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) Identify similarities and differences in the way festivals are celebrated within and between religions. 	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension	<ul style="list-style-type: none">



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			<ul style="list-style-type: none"> • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 	<p>Islam</p> <p>Muslim, Allah, Ummah, 5 Pillars,</p> <p>Prophet Muhammad, Iman (faith), Mosque, Hajj, akhlaq (character or moral conduct)</p>	
	Why do people pray?(expressing)		<ul style="list-style-type: none"> • Make connections about what people believe about prayer and what they do when they pray. • Describe ways prayer can comfort and challenge believers. • Describe and comment about the similarities and differences between how Christians/Muslims/others pray. 	<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>	<ul style="list-style-type: none"> •



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				<p>Pilgrimage, suffering, Meditation, The Four Noble</p> <p>Truths, vows, rebirth</p> <p>General religious vocabulary</p> <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. 	
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	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 wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing.	Physical, Emotional and Mental - iAm Who I AM! • To know and understand the difference between the terms physical, emotional and mental Physical, Emotional and Mental - Herts and Minds • To become more self-aware Physical, Emotional and Mental - Three in One • To understand why setting goals is important Sleep - Sweet Dreams • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	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 •emotions •strategies •risk •sensibly •impact • responsibly •awareness •changes •strategies • emergency •consideration •negotiate •present •views •physical activity •nutrition • responsible choices	
	Growing and Relationships	Pupils will be taught: 1. How to develop and maintain a variety of healthy	Clear Messages - Dot, Dot Dash • To recognise that there are many ways to communicate		



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		<p>relationships, within a range of social/cultural contexts.</p> <p>2. How to recognise and manage emotions within a range of relationships.</p> <p>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>4. How to respond to risky or negative relationships and ask for help.</p> <p>5. How to respect equality and diversity in relationships</p>	<p>To understand the need to communicate clearly</p> <p>How to Listen - Listen Up</p> <ul style="list-style-type: none"> • To understand why it is important to listen to others 	<ul style="list-style-type: none"> •consequences •needs •wants •media •managing risk •contribute 	
	<p>Living in the Wider World and Being a Responsible Citizen</p>	<p>Pupils will be taught:</p> <p>1. About respect for self and others and the importance of responsible behaviours and actions.</p> <p>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>3. About different groups and communities.</p>	<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>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <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. 		
	Speaking	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express 	<ul style="list-style-type: none"> • To learn specific vocabulary. 		



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	<p>opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures • 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 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. • 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 	<ul style="list-style-type: none"> • To begin to recognise written vocabulary/ single words 		



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		<ul style="list-style-type: none"> • 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 phrases • Begin to recognise simple written phrases 		
	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</p>		



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			leaders Have an awareness of a Spanish festival Day of the Dead		
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