



Summer Medium Term Plan – Year 3

School Driver Focus

Summer 1 – Independent Enquirer

Summer 2 – Reflective Learner

	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 	<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>Identify differences, similarities and changes related to an enquiry.</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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		<ul style="list-style-type: none"> • 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 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 			
	Plants	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> • explore the requirements of plants for life and growth (air, 		Leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal.	



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		<p>light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 			
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
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 Presentations Alignment Brush size Repeats	
	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 talk about the parts of a computer. • To tell you ways to communicate with others online. 		



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			<ul style="list-style-type: none"> • To describe the World Wide Web as the part of the Internet that contains websites. 	Reflections Green screening Amend	
	Computer science	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple 	<ul style="list-style-type: none"> • To begin to understand the WWW as the part of the internet that contains websites. • To begin to understand how computer networks work. • To begin to understand how search engines work. • To create a storyboard for an animation using simple block code. • To use scratch junior to explore simple block code. 	Copy 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	



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		<p>services, such as the World Wide Web</p> <ul style="list-style-type: none"> • Appreciate how [search] results are selected and ranked 			
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Locational Knowledge	<p>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.</p> <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</p>	<ul style="list-style-type: none"> • To name and locate the cities of the UK. 	<p>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.</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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		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)			
	Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<ul style="list-style-type: none"> • To recognise there are similarities and differences between places • To develop an awareness of how places relate to each other. 		
	Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	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. 		



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		Use the eight points of a compass, four and six-figure grid references, symbols and 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.	<ul style="list-style-type: none"> • To investigate places and themes at more than one scale • To begin to collect and record evidence • To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures Using Maps <ul style="list-style-type: none"> • To locate places on larger scale maps e.g. map of Europe. 		
	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	<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. 	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,	



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	across the periods they study.	<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. 	Maps, Internet, 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. To identify reasons for and results of people's actions. To understand why people may have wanted to do something. 		
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 distinguish between different sources – compare different versions of the same story. To note connections in Historical periods studied. To note connections 		
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 planning and collecting source material for future works. 	blending Charcoal collage Cross hatch Dip dye Dotting Dye Environmental Grades Hue Implements	



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			<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 	Impressed Manmade Mono print Natural Oil pastel Over stitch Overlapping Pressprint Primary Relief	
	Painting	KS2 Pupils should be taught to improve their mastery of art and design techniques, including painting with a range of materials.	<ul style="list-style-type: none"> • To use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • To use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • To become increasingly confident in creating different effects and textures with paint according to what they need for the task. • To understand how to create a background using a wash 	Repeating Running stitch Scratching Secondary Shades Splashing Tertiary Texture Tints Tone	
	Art through technology		<ul style="list-style-type: none"> • To use printed images taken with a digital camera and combine 		



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			<p>them with other media to produce art work</p> <ul style="list-style-type: none"> • To use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) • To take photographs and explain their creative vision 		
	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	Athletics	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make	<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. 	Changeover Competition Direction Improve Landing Overarm	



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	<p>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 and apply basic principles suitable for attacking and defending. . Develop flexibility, strength, technique, control and balance. . Compare their performances with previous ones and demonstrate 	<ul style="list-style-type: none"> • To explain why it is important to warm up and cool down. <p>Running</p> <ul style="list-style-type: none"> • To identify and demonstrate how different techniques can affect their performance. • To focus on their arm and leg action. • To begin to combine running with jumping over hurdles. <p>Jumping</p> <ul style="list-style-type: none"> • To use one and two feet to take off and to land with. • To develop an effective take-off for the standing long jump. • To develop an effective flight phase for the standing long jump. • To land safely with control. <p>Throwing</p> <ul style="list-style-type: none"> • To throw with greater control and accuracy. • To show increasing control in their overarm throw. • To perform a push throw. • To continue to develop techniques to throw for increased distance. <p>Compete/Perform</p> <ul style="list-style-type: none"> • To perform learnt skills and techniques with control and confidence. 	<p>Relay Take-off Technique Underarm</p>	
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		improvement to achieve their personal best.	<ul style="list-style-type: none"> • To compete against self and others in a controlled manner. Evaluate <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. 		
Games		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:	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. Striking and hitting a ball <ul style="list-style-type: none"> • To demonstrate successful hitting and striking skills. • To develop a range of skills in striking and fielding where appropriate. • To practise the correct batting technique and use it in a game. • To strike the ball for distance. Throwing and catching a ball <ul style="list-style-type: none"> • To throw and catch with greater control and accuracy. 		



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		<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 to achieve their personal best. 	<ul style="list-style-type: none"> • To practise the correct technique for catching a ball and use it in a game. • To perform a range of catching and gathering skills with control. • To catch with increasing control and accuracy. • To throw a ball in different ways (e.g. high, low, fast or slow). • To develop a safe and effective overarm bowl. <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 apply and follow rules fairly. • To understand and begin to apply the basic principles of invasion games. <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>		
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			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. • 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 Compete/Perform <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. Evaluate <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,	<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. 	pitch rhythm timbre dynamics tempo duration texture accompaniment body percussion tuned percussion untuned percussion call and response cluster [sounds] conductor drone	



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	fluency, control and expression	<ul style="list-style-type: none"> • 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. 	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, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. 		
Composting	Improvise and compose music for a range of purposes using the inter-	<ul style="list-style-type: none"> • To combine known rhythmic notation with letter names to create rising and falling phrases 		



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	related dimensions of music.	<p>using just three notes (do, re and mi).</p> <ul style="list-style-type: none"> • 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 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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Design Technology	Design	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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<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,</p>	
	Make	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components,	<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 	<p>joining, assemble, accuracy, 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,</p>	



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		including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	and ingredients, according to their characteristics	technique, strength, weakness, stiffen, templates, stitch, seam, seam allowance 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	
	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 		
	Technical Knowledge: Cooking and Nutrition	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly	<ul style="list-style-type: none"> • To carefully select ingredients • To use equipment safely • To make product look attractive • To think about how to grow plants to use in cooking 		



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		savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, ca	<ul style="list-style-type: none"> • To begin to understand food comes from UK and wider world • To describe how healthy diet= variety/ balance of food/drinks • To explain how food and drink are needed for active/healthy bodies. • To prepare and cook some dishes safely and hygienically • To grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 		
	Technical Knowledge: Mechanisms	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<ul style="list-style-type: none"> • To select appropriate tools / techniques • To alter product after checking, to make it better • To begin to try new/different ideas • To use simple lever and linkages to create movement 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	What does it mean to be a Christian in Britain? (living)		<ul style="list-style-type: none"> • Describe ways Christians show faith through hymns and modern worship songs. • Suggest 2 ways it may be hard to be a Christian in Britain today & 2 good things about it. 	Christianity Christian, Jesus, Bible, Creation and Fall, Gospel, Trinity, Incarnation, Holy Spirit, resurrection,	<ul style="list-style-type: none"> •



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			<ul style="list-style-type: none"> • Discuss links between the ways Christians help others of different faiths. 	<p>Christmas, Holy Week, Easter, Pentecost, Eucharist, advent, disciple, ascension</p> <p>Islam</p> <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</p>	
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				<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. 	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 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. 	<p>Before Puberty - You've Grown</p> <ul style="list-style-type: none"> • To understand that the rate at which we grow differs from person to person <p>To show awareness of changes that take place as they grow</p> <p>Visible Changes - Mind the Gap</p> <ul style="list-style-type: none"> • To know and understand how to look after our teeth^[L]_[SEP] <p>To understand what happens when we lose teeth as we grow up and why this happens</p> <p>How to Help - Who to Call</p>	<p>community groups •ICT •health and safety •collaborate •common goals •responsibly</p> <ul style="list-style-type: none"> •consequences •fairness •consideration •sympathise •empathise •influence •responsible choices •consequences •recognise •similarities •differences •strategies •relation-ship •physically •mentally •respect •goals •healthy lifestyle 	



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		<p>4. Ways of keeping physically and emotionally safe.</p> <p>5. about managing change, including puberty, transition and loss.</p> <p>6. How to make informed choices about health and 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>	<ul style="list-style-type: none"> • To take responsibility for their own safety and the safety of others and be able to seek help in an emergency <p>Emergency Calls - Calling 999</p> <ul style="list-style-type: none"> • To know when and how to make an emergency call <p>Emergency Calls - Ambulance Now!</p> <ul style="list-style-type: none"> • To recognise the importance of local organisations in providing for the needs of the local community <p>To behave safely and responsibly in different situations</p>	<ul style="list-style-type: none"> •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 •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 	<p>A Balanced Approach</p> <ul style="list-style-type: none"> • To understand the meaning of the word 'healthy' <p>Physical Exercise</p> <p>To know the recommended guidelines for physical activity and understand the reasons for these</p> <p>Lifestyle Choices</p> <p>To recognise the need to take responsibility for actions</p> <ul style="list-style-type: none"> • To explore the relationship and balance between physical activity 		



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		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	and nutrition in achieving a physically and mentally healthy lifestyle Working Together 1 To work co-operatively, showing fairness and consideration to others Working Together 2 • To understand why it is important to work collaboratively • To take the lead, prioritise actions and work independently and collaboratively towards goals Shared Goals • To know how to identify ways to improve the environment • To know how to spot problems and find ways of dealing with them		
	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 	<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. 		



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	spelling, sound and meaning of words			
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 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 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. 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 	<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) 		



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	actions orally* and in writing			
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 		
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 	<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). 		



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		instance, to build sentences; and how these differ from or are similar to English			
	Culture		Understand and respect that there are people and places in the world around me that are different to where I live Geography of Spain - Spanish speaking countries, famous leaders Have an awareness of a Spanish festival Day of the Dead		