Medium Term Plan Spring Term

Charnock Hall Primary Academy
A L.E.A.D. Academy

| Year 3 | Spring Term: **Rocks, Relics and Rumbles** |
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| Subject | Key end points in learning |
| English- Reading | I can discuss how characters change and develop through texts.<br>I can show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher.<br>I can check that the text makes sense to me as I read and can correct inaccurate reading.<br>I can make inference based upon what is said and done.<br>I can predict what might happen on the basis of what has been read so far<br>I can ask and answer questions<br>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. |
| English - Writing | I can write an adventure narrative (Fiction).<br>I can write a set of instructions (Non-Fiction).<br>I can write a biography (Non-Fiction). |
| Maths | **Unit 6: Multiplication and Division**<br>I can write and calculate mathematical statements for multiplication and division<br>I can multiply two-digit numbers by one-digit number using mental and written methods.<br>I can solve problems including missing number problems<br><br>**Unit 7: Length and Perimeter**<br>I can measure and compare lengths (m/cm/mm)<br>I can add and subtract lengths (m/cm/mm)<br>I can measure the perimeter of 2-D shapes<br><br>**Unit 8: Fractions 1**<br>I can recognise, find and write fractions of numbers.<br>I can recognise unit and non-unit fractions.<br>I can compare and order fractions.<br>I can show equivalent fractions. |

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| | I can count up and down in tenths.<br><br>**<u>Unit 9: Mass</u>**<br><br>I can measure and compare mass (kg/g).<br><br>I can add and subtract mass (kg/g).<br><br>**<u>Unit 10 Capacity</u>**<br><br>I can measure and compare capacity/ volume (l/ml).<br><br>I can add and subtract capacity/ volume (l/ml). |
| Science | **<u>Rocks</u>**<br><br>I can compare and group together different rocks based on my simple physical properties<br><br>I can describe and explain how different rocks can be useful to us<br><br>I can describe and explain the differences between sedimentary and igneous rocks, considering the way I are formed<br><br>I can describe how fossils are formed within sedimentary rock<br><br>I can identify a range of fossilised animals and plants from pictures.<br><br>I can suggest what fossils of the future may be.<br><br>I can describe and carry out a fair test and make a prediction.<br><br>I can decide what to observe during an investigation.<br><br>I can talk about criteria for grouping, sorting and begin to see patterns and relationships.<br><br>I can record my findings using scientific language and present them in different ways (diagrams, tables and charts).<br><br>I can gather, record and use data in a variety of ways to answer questions.<br><br>I can draw a simple conclusion based on evidence.<br><br>**<u>Forces and Magnets</u>**<br><br>I can observe that magnetic forces can be transmitted without direct contact<br><br>I can talk about how some magnets attract or repel each other<br><br>I can explain that magnets have two poles<br><br>I can classify which materials are attracted to magnets |

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| | I can describe the speed and direction of moving objects<br><br>I can describe forces in action (pushing and pulling).<br><br>I can sort and groups materials into materials that are magnetic and those that are not.<br><br>I can describe and carry out a fair test and make a prediction.<br><br>I can draw a simple conclusion based on evidence.<br><br>I can record my findings using scientific language and present them in different ways (diagrams, tables and charts). |
| Computing | **Programming A – Sequencing Sounds**<br><br>I can explain that programs start because of an input<br><br>I can build a sequence of commands<br><br>I can identify that the sequence of a program is a process<br><br>I can combine commands in a program<br><br>I can order commands in a program<br><br>I can create a sequence of commands to produce a given outcome<br><br>**Data and information – Branching Databases**<br><br>I can investigate questions with yes/no answers<br><br>I can create questions with yes/no answers<br><br>I can choose questions that will divide objects into evenly sized subgroups<br><br>I can explain that a branching database is an identification tool<br><br>I can identify an object using a branching database<br><br>I can retrieve information from different levels of the branching database<br><br>I can relate two levels of a branching database using AND<br><br>I can suggest real-world applications for branching databases |
| Geography | **Rocks, Relics and Rumbles**<br><br>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Primer Greenwich Meridian and time zones (including day and night)<br><br>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |

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| | I can use the eight points of a compass, four and six figure grid references, symbols and key to build knowledge of the United Kingdom and the wider world. |
| History | I can express an opinion on whether a person or event had a positive or negative impact on life in Britain. |
| Art | **Ammonite**<br>I can create an observational drawing.<br>I can learn about a significant artist (Fibanacci).<br>I can create a relief print.<br>I can create a 3D sculpture using clay (final piece).<br>I can reflect and evaluate my final piece.<br><br>**People and Places**<br>I can create an observational drawing.<br>I can learn about a significant artist (Lowry).<br>I can use digital images to create a digital collage.<br>I can create a final piece inspired L S Lowry (drawing).<br>I can reflect and evaluate my final piece. |
| DT | **Mechanisms - Making it Move**<br>I can evaluate existing cam mechanisms.<br>I can use research and develop a design for an automaton toy.<br>I can explore and use axles, cams and levers.<br>I can use tools safely to cut and join materials.<br>I can evaluate my product and explain ways to make it better. |
| Music | **Three Little Birds (Spring 1)**<br>**The Dragon Song (Spring 2)**<br>I can recognise changes in music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).<br>I can compare and contrast two pieces of music on the same them. Listen to music from different periods in history. |

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| | I can use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.<br><br>I can use standard and invented symbols to represent sounds<br><br>I can perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.<br><br>I can sing songs confidently both solo and in groups<br><br>I can create and repeat extended rhythmic patterns, vocally or by using clapping.<br><br>I can use written symbols both standard and invented to represent sounds. |
| R.E | **How do festivals and worship show what matters to a Muslim?**<br><br>I can identify some beliefs about God in Islam<br><br>I can make links between beliefs about God and Ibadah<br><br>I can explain links between prayer, fasting, celebrating and the intention to live out the five pillars of Islam<br><br>I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims<br><br>I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas<br><br>**How do festivals and family show what matters to Jews?**<br><br>I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.<br><br>I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people<br><br>I can offer informed suggestions about the meaning of the Exodus story for Jews today<br><br>I can make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)<br><br>I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities<br><br>I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. |

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| | I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. |
| P.E | **<u>Real PE- Cognitive (Spring 1)</u>**<br><br>**Dynamic Balance: On a Line**<br><br>I can march lifting knees and elbows at a 90 degree angle.<br><br>I can walk fluidly with heel to toe landing.<br><br>I can walk fluidly, lifting knees and using heel to toe landing.<br><br>I can walk fluidly, lifting heels to bottom and using heel to toe landing.<br><br>**Coordination: Ball Skills**<br><br>In less than 20 seconds:<br><br>I can stand with my legs apart and move a ball around one leg 16 times (right and left leg).<br><br>I can move a ball round my waist 17 times.<br><br>I can stand with my legs apart and move a ball around alternate legs 16 times.<br><br>**<u>Premier Education – Archery (Spring 1)</u>**<br><br>To become a good archer, children will need to be skilled at aiming, co-ordination and shooting. But mastering these core skills is easier said than done, which is why we need effective drills for archery practice.<br><br>**<u>Real PE- Creative (Spring 2)</u>**<br><br>**Coordination: Sending and Receiving**<br><br>I can strike a ball with alternate hands in a rally.<br><br>I can kick a ball with the same foot.<br><br>I can kick a ball with alternate feet.<br><br>I can roll 2 balls alternately using both hands, sending 1 as the other is returning.<br><br>**Counter Balance: With a Partner** |

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| | I can hold on and, with a short base, lean back, hold balance and then move back together.<br><br>I can hold on with one hand and, with a short base, lean back, hold balance and then move back together.<br><br>I can perform above challenges with eyes closed.<br><br>**Real Dance (Spring 2)**<br><br>I can explore different ways of working with a partner to ensure better understanding of choreography making process and performance. |
| MFL | **Listening**<br><br>I can recognise familiar words and short phrases covered in the units taught.<br><br>**Speaking**<br><br>I can communicate with others using simple words and short phrases covered in the units.<br><br>**Reading**<br><br>I can read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.<br><br>**Writing**<br><br>I can write familiar words & short phrases using a model or vocabulary list. EG: 'I like apples'. |
| PSHE | **What are families like?**<br><br>I can recognise how families differ from each other.<br><br>I can recognise how common features of positive family life often include shared experiences.<br><br>I can recognise people within families should care for each other and the different ways they demonstrate this.<br><br>I can recognise how to ask for help or advice if family relationships are making me feel unhappy.<br><br>**What makes a community?** |

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| | I can recognise how I belong to different groups and communities.<br><br>I can understand what a diverse community means.<br><br>I can recognise how the community helps everyone to feel included and values the different contributions that people make.<br><br>I can show how to be respectful towards people who may live differently to me. |