

Medium Term Plan



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

Year 3		Term/Topic: Emperor and Empires
Subject	Key end points in learning	
English- Reading	<p>I can discuss how characters change and develop through texts</p> <p>I can show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher</p> <p>I can check that the text makes sense to me as I read and can correct inaccurate reading.</p> <p>I can make inference based upon what is said and done.</p> <p>I can predict what might happen on the basis of what has been read so far</p> <p>I can ask and answer questions</p> <p>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.</p>	
English - Writing	<p>I can write an mystery narrative (Fiction)</p> <p>I can write a non-chronological report (Non-Fiction)</p>	
Maths	<p><u>Unit 8 Fractions</u></p> <p>I can recognise, find and write fractions of a discrete set of objects.</p> <p>I can add and subtract fractions with the same denominator within one whole.</p> <p>I can solve problems that involve all of the above.</p> <p><u>Unit 12 Money</u></p> <p>I can add and subtract amounts of money to give change.</p> <p><u>Unit 13 Time</u></p> <p>I can tell and write the time from an analogue clock.</p> <p>I can estimate and read time with increasing accuracy to the nearest minute.</p> <p>I can know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>I can compare durations of events.</p> <p><u>Unit 14 Angles and properties of shapes</u></p> <p>I can draw 2-D shapes and make 3-D shapes using modelling materials</p> <p>I can recognise angles as a property of shape or a description of a turn</p> <p>I can identify right angles</p> <p>I can compare angles</p>	



	<p>I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p><u>Unit 15 Statistics</u></p> <p>I can interpret and present data using bar charts, pictograms and tables</p> <p>I can solve one-step and two-step questions</p>
Science	<p><u>Plants</u></p> <p>I can identify and describe the functions of different parts of plants (roots, stem, leaves and flowers)</p> <p>I can identify what a plants needs for life and growth</p> <p>I can describe the ways in which nutrients, water and oxygen are transported within plants</p> <p>I can explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can sort and classify a range of seeds in broad dispersal methods.</p> <p>I can allocate different stages of plant's life cycle's to different seasons, suggesting reasons why stages occur when they do.</p> <p>I can decide what to observe during an investigation.</p> <p>I can take measurements using standard units.</p> <p>I can record my findings using scientific language and present them in different ways (diagrams, tables and charts).</p> <p>I can gather, record and use data in a variety of ways to answer questions.</p> <p>I can draw a simple conclusion based on evidence.</p> <p><u>Light</u></p> <p>I can explain the difference between transparent, translucent and opaque</p> <p>I can compare the brightness and colour of lights</p> <p>I can explain how bulbs work in an electrical circuit</p> <p>I can explain how shadows are formed</p> <p>I can identify how light is reflected from surfaces, using equipment such as mirrors.</p> <p>I can classify a range of objects as either light sources or light reflectors.</p> <p>I can describe and carry out a fair test and make a prediction.</p> <p>I can record my findings using scientific language and present them in different ways (diagrams, tables and charts).</p>



Computing	<p><u>Creating Media – Desktop Publishing</u></p> <p>I can recognise how text and images can be used together to convey information</p> <p>I can show that page orientation can be changed</p> <p>I can recognise that DTP pages can be structured with placeholders</p> <p>I can add text to a placeholder</p> <p>I can organise text and image placeholders in a page layout</p> <p>I can add and remove images to and from placeholders</p> <p>I can edit text in a placeholder</p> <p>I can move resize and rotate images</p> <p>I can choose fonts and apply effects to text</p> <p>I can review a document</p> <p><u>Programming B – Events and actions in programs</u></p> <p>I can explain that programs start because of an input</p> <p>I can identify that a program includes sequences of commands</p> <p>I can build a sequence of commands</p> <p>I can combine commands in a program</p> <p>I can order commands in a program</p> <p>I can create a sequence of commands to produce a given outcome</p>
Geography	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
History	<p>I can describe how my own life is similar and different to people living in the distant past times.</p> <p>I can use appropriate historical vocabulary to describe key features of a time period.</p> <p>I can develop an understanding of chronology by beginning to realise that the past can be divided into different periods of time.</p> <p>I can identify what life was like in the past – how people lived (during the history studied). I can identify what events happened and understand what happened as a result.</p> <p>I can describe some of the main changes in Britain, resulting from an event (e.g. invasion or war).</p> <p>I can express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p> <p>I can communicate my learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>



Art	<p><u>Beautiful Botanicals</u></p> <p>I can create an observational drawing.</p> <p>I can learn about a significant artist (Katie Scott).</p> <p>I can discuss the similarities and difference between different pieces of botanical artwork.</p> <p>I can create a final piece using printing techniques.</p> <p>I can reflect and evaluate my final piece.</p> <p><u>Mosaic Masters</u></p> <p>I can create an observational drawing.</p> <p>I can look at roman mosaics.</p> <p>I can create a final piece (roman mosaic).</p> <p>I can reflect and evaluate my final piece.</p>
DT	<p><u>Mechanisms - Making it Move</u></p> <p>I can evaluate existing cam mechanisms.</p> <p>I can use research and develop a design for an automaton toy.</p> <p>I can explore and use axles, cams and levers.</p> <p>I can use tools safely to cut and join materials.</p> <p>I can evaluate my product and explain ways to make it better.</p>
Music	<p><u>Bringing Us Together – Summer 1</u></p> <p><u>Reflect, Rewind and Replay – Summer 2</u></p> <p>I can name five songs from memory and who sang them or wrote them.</p> <p>I know the style of the five songs.</p> <p>I can choose one song and be able to talk about:</p> <p>I know musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>I can identify the main sections of the song (introduction, verse, chorus etc.).</p> <p>I can name some of the instruments they heard in the song.</p> <p>I can find and demonstrate the pulse.</p> <p>I know the difference between pulse and rhythm.</p> <p>I know how pulse, rhythm and pitch work together to create a song.</p> <p>I know that every piece of music has a pulse/steady beat.</p> <p>I know the difference between a musical question and an answer.</p> <p>I know and am able to talk about: Singing in a group can be called a choir</p> <p>I can sing as part of an ensemble or large group.</p>



	<p>I understand why you must warm up your voice.</p> <p>I understand and am able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p>I know and am able to talk about improvisation.</p> <p>I know when someone improvises, they make up their own tune that has never been heard before.</p> <p>I can use one or two notes confidently is better than using five</p>
R.E	<p><u>What kind of world did Jesus want?</u></p> <p>I can understand the concept of 'Gospel'* which tells the story of the life and teaching of Jesus.</p> <p>I can learn about the calling of the first disciples and how Christians today try to follow Jesus.</p> <p>I can find out about Jesus' actions towards other people and what example these set for the actions of Christians today.</p> <p>I can learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is.</p> <p>I can learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.</p> <p><u>How and why do people try to make the world a better place?</u></p> <p>I can find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world.</p> <p>I can consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.</p> <p>I can consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews.</p> <p>I can find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views.</p> <p>I can raise questions about caring for the world and consider the responsibility that everyone must care for the world.</p>
P.E	<p><u>Real PE- Unit 5 Physical (Summer 1)</u></p> <p><u>Agility: Reaction/Response</u></p> <p>From 1, 2 and 3 metres:</p> <p>I can react and catch tennis ball dropped from shoulder height after 1 bounce, balancing one 1 leg.</p> <p><u>Static Balance: Floor Work</u></p> <p>Maintaining balance throughout:</p>



I can hold full front support position.

I can lift 1 arm and point to the ceiling with either hand in front support.

I can transfer cone on and off back in front support.

Orienteering (Summer 1)

I can orientate myself with increasing confidence and accuracy around a short trail.

Real PE- Health and Fitness (Summer 2)

Agility: Ball Chasing

Over a distance of up to 10 metres and turning both ways:

I can chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.

I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.

I can complete the above challenges with tennis ball.

Static Balance: Stance

Maintaining balance throughout:

I can receive a small force from various angles.

I can raise alternate feet 5 times.

I can raise alternate knees 5 times.

I can catch a ball at chest height and throw it back.

Athletics (Summer 2)

I can run in different directions and at different speeds, using a good technique.

I can improve throwing technique.

I can reinforce jumping techniques.

I understand the relay and passing the baton.

I can choose and understand appropriate running techniques.

I can compete in a mini competition, recording scores.



MFL	<p><u>Listening</u></p> <p>I can recognise familiar words and short phrases covered in the units taught.</p> <p>I can sit and listen attentively to a familiar fairy tale in Spanish.</p> <p><u>Speaking</u></p> <p>I can communicate with others using simple words and short phrases covered in the units.</p> <p>I can name at least four parts of the body in Spanish as seen in the story.</p> <p><u>Reading</u></p> <p>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.</p> <p>I can use picture and word cards to recognise and retain key vocabulary from the story.</p> <p><u>Writing</u></p> <p>I can write familiar words & short phrases using a model or vocabulary list. EG: 'I like apples'.</p> <p>I can spell at least four parts of the body in Spanish as seen in the story.</p> <p>I can recognise, recall and spell 10 action verbs in Spanish.</p> <p>I can use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).</p> <p>I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).</p>
PSHE	<p><u>Why should we eat well and look after our teeth? (Summer 1)</u></p> <p>I can understand how to eat a healthy diet and benefits of nutritionally rich foods.</p> <p>I can recognise how to maintain good oral hygiene and the importance of regular visits to the dentist.</p> <p>I can understand how not eating a balanced diet can affect health, including the impact of too much sugar.</p> <p>I can recognise how people make choices about what to eat and drink.</p> <p>I know how, when and where to ask for advice and help about healthy eating and dental care.</p> <p><u>Why should we keep active and sleep well? (Summer 2)</u></p> <p>I can recognise how regular physical activity benefits bodies and feelings.</p>



I can understand how to be active on a daily basis and how to balance time online with other activities.

I understand how to make choices about physical activity.

I can recognise the lack of physical activity can affect health and wellbeing.

I can recognise how lack of sleep can affect the body and mood.

I can recognise how to seek support in relation to physical activity, sleep and rest.