



St Bede's Catholic Primary School and Nursery

Year 3 Medium Term Plan

Spring Term 2023-2024



RE		
Spring Journeys	Children will know: <ul style="list-style-type: none">some of the stories of the Mysteries of the Rosary or the special feasts of the year;	Children will be able to: <ul style="list-style-type: none">ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season;use a developing religious vocabulary to begin to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used;children will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing;make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them;
Spring Listening and Sharing	Children will know: <ul style="list-style-type: none">religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist;ways in which Christians share God's love with others;	Children will be able to - <ul style="list-style-type: none">recite the Gloria with accuracycompare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answerstart to recognise different parts of the mass;make links to show how feelings and beliefs affect their own and others' desire to listen and to share;
Spring Giving All	Children will know: <ul style="list-style-type: none">some of the stories of Holy Week and the Resurrection;religious words and phrases to describe the religious actions and symbols of Lent and Holy Week;some ways in which Christians use the time of Lent to give to others;	Children will be able to: <ul style="list-style-type: none">ask and respond to questions of their own and others' experience and feelings of how people give themselves for others;ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer;begin to make links between the scripture and what Christians believe about how they should act;
STEM ~ Science		
Spring 1 Animals including Humans	Children will know: <ul style="list-style-type: none">the 5 key food groups and how they provide us with nutrition;features of the human skeleton and skeletons of some other animals; the role of muscles.	Children will be able to: <ul style="list-style-type: none">gather data in a variety of ways to help answer questions;record findings using simple scientific language and present it in a range of forms;use scientific evidence to support their findings.
Spring 2 Plants	Children will know: <ul style="list-style-type: none">functions of different parts of a flowering plant;	Children will be able to: <ul style="list-style-type: none">make systematic and careful observations;



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	<ul style="list-style-type: none">• how water is transported within plants;• the part that flowers play in the life cycle of flowering plants.	<ul style="list-style-type: none">• report on findings from enquiries and present these in a variety of ways;• use results to draw simple conclusions and raise further questions.
History		
Spring 1 The Stone Age	<p>Children will know:</p> <ul style="list-style-type: none">• why the period is called the 'Stone Age';• where the Stone Age fits within the wider historical context;• the three periods of the Stone Age;• archaeologists and historians use evidence to interpret the past;• key features of significant monuments;• there are different interpretations of sites;• some key areas of progress made during the Stone Age;• differences and similarities in people's lives in the Old and Middle Stone Ages;	<p>Children will be able to:</p> <ul style="list-style-type: none">• sequence the three periods of the Stone Age;• use a range of sources to reach a valid conclusion about life in the Stone Age;• distinguish between features of the different periods of the Stone Age;• use sources to reach conclusions about life in Neolithic times;• make comparisons between family life in Neolithic times and today;• reach an overall judgement about the level of progress achieved during the Stone Age;
Geography		
Spring Our World	<p>Children will know:</p> <ul style="list-style-type: none">• that the world is a sphere;• the differences between globes and maps;• their address;• features of the zones marked by the main lines of latitude;• how day and night are caused as the Earth rotates on its axis;• why the International Date Line (IDL) is located in the Pacific Ocean;• why the IDL zigzags and doesn't follow the 180° line of longitude;	<p>Children will be able to:</p> <ul style="list-style-type: none">• locate the equator, continents and oceans on maps and globes;• turn a globe into a map of the world (real or imaginary);• explain that their address 'zooms out' by using the analogy of the Russian doll;• locate the lines of latitude on both world map and globe;• locate the lines of longitude on both world map and globe;• locate the Greenwich/Prime Meridian and the +/- 180° lines of longitude;• locate the IDL;• make a world map;• describe points on the Earth surface based on their knowledge of longitude and latitude;
Art and Design		
Spring 1 Drawing: Growing Artists	<p>Children will know:</p> <ul style="list-style-type: none">• three dimensional forms are either organic (natural) or geometric (mathematical shapes);• using different tools or using the same tool in different ways can create different types of lines;• surface rubbings can be used to add or make patterns;	<p>Children will be able to:</p> <ul style="list-style-type: none">• recognise and draw simple shapes in objects;• identify both organic and geometric shapes;• use shapes to form the basis of their drawing;• use the side of a pencil so that the lead is flat to the paper;



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	<ul style="list-style-type: none"> texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured; that 'tone' in art means 'light and dark'; shading helps make drawn objects look realistic; basic rules for shading when drawing; shading is used to create different tones in an artwork; 	<ul style="list-style-type: none"> shade in one direction, with no gaps and straight edges; blend from light to dark creating smooth tones; change the tool or colour that they use to change how their artwork looks; apply the technique of another artist; draw in a large scale;
Spring 2 Painting and Mixed Media: Prehistoric Painting	<p>Children will know:</p> <ul style="list-style-type: none"> paint colours can be mixed using natural substances, and that prehistoric peoples used these paints; negative shapes show the space around and between objects; prehistoric people painted in dark conditions; people living in the Stone Age drew and painted animals because animals were an important food source; the difference between a positive print and a negative print; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> identify features that prehistoric paintings have in common; look for basic shapes within an animal drawing to help get the proportions of a drawing accurate; scale up a drawing by sketching the simple shapes first; successfully apply and blend charcoal to create form, tone and shape; identify and collect coloured natural items to paint with and describe which ones make the most successful colours; mix to create a range of natural colours; add fine detail using small brushes;
PE		
Spring 1 Games	<p>Children will know:</p> <ul style="list-style-type: none"> simple tactics and simple rules for competitive invasion games; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> improve skills of travel; send, chase, receive, aim, dribble, avoid, dodge, attack, defend; move in and out of space; apply simple rules and conventions; use simple tactics;
Spring 2 Athletics	<p>Children will know:</p> <ul style="list-style-type: none"> ways they can go about improving their performance; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> use simple tactics to improve performance; use and apply rules, conventions and tactics to improve performance; copy, repeat and evaluate simple athletic skills and actions; show control and co-ordination; demonstrate improved skills of running, jumping and throwing; give reasons why warming up in athletics is important; observe and describe a partner's running, throwing and jumping action;
French		
Spring 1	Children know:	Children will be able to:



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Instruments	<ul style="list-style-type: none"> the phonic sounds – CH, OU, ON and OI; up to ten instruments in French using the correct determiner; the difference between masculine and feminine determiners; 'the' has a plural form in French; 'je joue' means 'I play' and use it in a sentence. 	<ul style="list-style-type: none"> speaking: say "I play..." plus an instrument by the end of the unit; listening: match sound to a picture, word or phrase; reading: match words to pictures/words /phrases in English; writing: spell at least five of the ten instruments they learn correctly; grammar: use definite and quantitative articles and first person singular of verb 'to play' (an instrument).
Spring 2 Animals	<p>Children know:</p> <ul style="list-style-type: none"> the phonic sounds – CH, OU, ON and OI; 10 animal nouns with their determiner in French; there are many last consonant silent letters in French e.g. the final letter 'd' is silent in the word 'canard'; the first-person conjugated verb 'je suis' (I am) in French; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> speaking: say "I am..." plus an animal by the end of the unit; listening: match sound to animal picture, word or phrase; reading: Match words to animal pictures/words /phrases in English; writing: spell at least five of the ten animals they learn correctly with the correct article; grammar: explore gender via the indefinite article and first person singular of the verb 'to be'.
PSHE		
Spring 1 Dreams and Goals	<p>Children will know:</p> <ul style="list-style-type: none"> ways to motivate themselves; the steps that are needed to overcome obstacles. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> face new challenges and work out the best ways to achieve them; break down a goal into a number of steps and know how others can help them achieve it; take responsibility for their own learning; manage feelings that may arise when obstacles occur.
Spring 2 Healthy Me	<p>Children will know:</p> <ul style="list-style-type: none"> the amount of calories, fat and sugar in their food can affect their health; things, people and places that they need to keep safe from; strategies to keep themselves safe. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> make healthy choices; identify when something feels safe or unsafe; express emotions such as anxiety or being scared and use strategies to support these; take responsibility for keeping themselves and others safe.
STEM ~ Computing		
Spring 1 iSimulate	<p>Children will know:</p> <ul style="list-style-type: none"> computer simulations allow users to try things that would be difficult or impossible to do in real life; computer simulations are guided by rules; the effects of changing variables in a simulation; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> use a simulation to identify patterns and rules; make and test predictions; use an electrical circuit simulation to try out combinations of circuits; combine images;



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	<ul style="list-style-type: none">• simulations can help people try things quickly and inexpensively;• simulations help us understand difficult concepts;• you can combine images and text using a computer;• that you can copy text and images;• how to use appropriate effects and resize graphics.	<ul style="list-style-type: none">• copy text and images from an internet page;• use software, computers and devices to create things;• design and produce a computer simulation or adventure game;• undo and redo work;
Spring 2 iNetworks	Children will know: <ul style="list-style-type: none">• each device has a unique address called an IP address and that websites address are nicknames for IP addresses;• why networks are used and what they are used for;• information travels through a network in a variety of way;• that networks connect to the internet through routers and telephone wires.	Children will be able to: <ul style="list-style-type: none">• talk about how information can be passed between devices;• model data transfer;• enter a URL for a website with support;• pass information between devices;•
STEM – Design and Technology		
Spring Cross Stitch an Applique (Textiles)	Children will know: <ul style="list-style-type: none">• applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces;• when two edges of fabric have been joined together it is called a seam;• it is important to leave space on the fabric for the seam;• some products are turned inside out after sewing so the stitching is hidden.	Children will be able to: <ul style="list-style-type: none">• design and make a template from an existing cushion and applying individual design criteria.• follow design criteria to create;• select and cut fabrics with ease using fabric scissors;• thread needles with greater independence;• tie knots with greater independence;• sew cross stitch to join fabric;• decorate fabric using appliqué;• complete design ideas with stuffing and sewing the edges;• evaluate an end product and thinking of other ways in which to create similar items.
Music		
Spring 1 Pitch	Children will know: <ul style="list-style-type: none">• changes in pitch;• how composers created music through the centuries;	Children will be able to: <ul style="list-style-type: none">• describe changes in pitch;• use the voice, actions and instruments to demonstrate an understanding of pitch;• play melodies using the pentatonic scale and different styles on instruments;• create accompaniments using a drone;
Spring 2 Descriptive Sounds and	Children will know: <ul style="list-style-type: none">• sounds that can be made and changed to represent stories and things;• correct musical vocabulary to describe music;	Children will be able to: <ul style="list-style-type: none">• make and change vocal, body percussion and instrumental sounds to describe moods, stories and things;



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Graphic Scores

- different features of music that show certain moods, characters, things or events;
- create sounds to show mood, characters, things and movement using their voice and instruments;