



St Bede's Catholic Primary School and Nursery

Year 3 Medium Term Plan

Summer Term 2023-2024



RE

<p>Summer Energy</p>	<p>Children will know:</p> <ul style="list-style-type: none"> the story of the Ascension and the coming of the Holy Spirit at Pentecost; reasons for the love Christians show because they are inspired by the Holy Spirit; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good; compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire; ask questions about the gifts of the Holy Spirit; make links between the Pentecost story and Christian belief in the power of the Holy Spirit;
<p>Summer Choices</p>	<p>Children will know:</p> <ul style="list-style-type: none"> the stories of the Two Sons and the Prodigal Son; religious words and phrases to describe saying sorry and asking for forgiveness; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask and respond to questions about their own and others' experiences of making choices; ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult; make links between religious stories and the belief in a loving and forgiving God;
<p>Summer Islam</p>	<p>Children will know:</p> <ul style="list-style-type: none"> that the place of worship for Muslims is called a mosque; what worship in a mosque includes; the mosque is a place of community; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> label the parts of the mosque compare what happens in a mosque to a church talk about the importance of learning the Quran;
<p>Summer Special Places</p>	<p>Children will know:</p> <ul style="list-style-type: none"> stories about special places for Jesus; religious vocabulary to give reasons why Christians go on pilgrimage; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask and respond to questions about their own and others' experiences of and feelings about special places; ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer; compare their own and others' ideas about questions relating to why some places are special; describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship; make links to show how feelings and beliefs about special places affect their behaviour and that of others; <p>give reasons why Christians should care about the world;</p>



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Summer Journey in Love: How we live in Love	Children will know: <ul style="list-style-type: none"> • what creates a positive friendship; • what strategies to us to mend friendship; • the qualities of friendship; 	Children will be able to: <ul style="list-style-type: none"> • talk about the joys and sorrows of friendship; • talk about how we can resolve friendship difficulties; • talk about the meaning of Reconciliation;
STEM ~ Science		
Summer 1 Light	Children will know: <ul style="list-style-type: none"> • the meaning of transparent and opaque; • what UV rays are and how they can be harmful; • how shadows are formed. 	Children will be able to: <ul style="list-style-type: none"> • set up simple practical enquires to investigate the effect of light from the Sun; • observe light and shadow and record findings using simple scientific language; • find patterns in the way that the size of shadows changes.
Summer 2 Forces and Magnets	Children will know: <ul style="list-style-type: none"> • magnets have different uses; • what magnetic fields are and the law of attraction; 	Children will be able to: <ul style="list-style-type: none"> • perform simple tests; • make predictions about the attraction of magnets; • compare movement and friction of different surfaces. • classify, record and present data;
History		
Summer 1 Bronze Age and Iron Age	Children will know: <ul style="list-style-type: none"> • some key features of the Bronze Age; • some important features of the Iron Age; • similarities and differences between Bronze Age and Iron Age houses and home life; • some of the dangers Bronze Age and Iron Age people faced; • ways people protected themselves; 	Children will be able to: <ul style="list-style-type: none"> • locate the Bronze Age on a timeline; • explain the impact of changes made during the Bronze Age; • work out information about the Bronze Age from using sources; • organise and present information from their research; • support their opinions with accurate information;
Geography		
Summer Coasts	Children will know: <ul style="list-style-type: none"> • some geographical vocabulary to describe the coast; • name some costal places; • some of the effects of the sea and tide; • some activities that occur in coastal areas of the UK; 	Children will be able to: <ul style="list-style-type: none"> • locate some coastal places on a map of the UK; • locate South West England on a map of the UK; • locate the counties of Cornwall, Devon, Dorset and Somerset; • distinguish between 'hard' and 'soft' coasts;
Art and Design		
Summer 1 Sculpture and 3D: Abstract	Children will know: <ul style="list-style-type: none"> • a sculptor is an artist who make sculptures; • a structure us parts arranged in a particular way; • about Anthony Caro and his sculptures; 	Children will be able to: <ul style="list-style-type: none"> • try different ways to join card shapes; • identify 2D shapes in photos of 3D objects; • identify shapes in the negative space between objects;



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Shape and Space	<ul style="list-style-type: none"> • about Ruth Asawa and her sculptures; • techniques for joining shapes; • techniques for shaping card from 2D to 3D; 	<ul style="list-style-type: none"> • use drawings to plan a sculpture; • make choices about how to join materials; • compare two sculptor's work;
Summer 2 Craft and Design: Ancient Egyptian Scrolls	<p>Children will know:</p> <ul style="list-style-type: none"> • key features of the artwork of the Ancient Egyptians; • the ancient process of making paper; • some great artist, architects and designers throughout history; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • look closely to identify colours, patterns and shapes; • make decisions about how they want to represent information through images; • apply their knowledge of the Ancient Egyptians to plan appropriate style colours and patterns for their design; • use knowledge of an ancient process (making paper) to make a modern alternative; • mix and use colours that are appropriate to the style of work; use materials and tools carefully to show precision in their work;
PE		
Summer 1 Gymnastics	<p>Children will know:</p> <ul style="list-style-type: none"> • the names of a broad range of skills; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • link actions to make sequences of movement; • understand how to improve and evaluate their own success; • develop strength, flexibility, technique, control and balance; • use hand apparatus in performance of gymnastics actions; • perform gymnastics actions and use hand apparatus; • show changes in speed, level and direction; • link actions involving hand apparatus into movement phases;
Summer 2 OAA: Cooperation, Communication and Consideration	<p>Children will know:</p> <ul style="list-style-type: none"> • definitions of teamwork, trust, communication and problem solving; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • use teamwork, trust and communication; • solve problems in small and large groups; • respond to different challenges and problem-solving tasks in a positive way;
French		
Summer 1 Little Red Riding Hood	<p>Children know:</p> <ul style="list-style-type: none"> • the phonic sounds – CH, OU, ON and OI. • links between the French and English version of Little Red Riding Hood; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • speaking: say words/parts of the story or retell the story using target language;



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	<ul style="list-style-type: none"> at least three body parts they have seen in the story; new phases such as 'Il était une fois...' - 'once upon a time'. 	<ul style="list-style-type: none"> listening: listen to the story, understand the meaning and match the sounds to pictures; reading: read the story, understand the meaning and match pictures and words to phrase cards; writing: demonstrate the new vocabulary in a mind mapping exercise; grammar: use definite articles with parts of the body; apply previous knowledge of the story to decode and work out the meaning of unfamiliar language;
<p>Summer 2</p> <p>I am able...</p>	<p>Children know:</p> <ul style="list-style-type: none"> the phonic sounds – CH, OU, ON and OI; five common French verbs/activities; je means 'I' in French; the verbs they are learning to convey meaning in English; 'je peux' translate to "I am able to"/"I can..." 	<p>Children will be able to:</p> <ul style="list-style-type: none"> speaking: say "I am able to"/"I can..." plus an activity; listening: match sound to a picture, word or phrase; reading: match key verbs to the picture/word/phrase in English; writing: write and spell common French verbs/ activities; grammar: Use a modal verb followed by infinitive.
PSHE		
<p>Summer 1</p> <p>Relationships</p>	<p>Children will know:</p> <ul style="list-style-type: none"> people who positively influence their lives; the rights and responsibilities they and others have; that the choices they make might affect their families, friendships and people around the world. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> positively influence those around them; express rights and responsibilities as a global citizen; stay aware of their choices and actions, and their consequences.
<p>Summer 2</p> <p>Changing Me</p>	<p>Children will know:</p> <ul style="list-style-type: none"> some of the ways that boys' and girls' bodies change on the inside/outside as they grow up. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> express something they like; express their worries about the idea of growing up; weigh up the positive and negatives of a situation; use coping strategies to cope with changes to themselves; understand their feelings and how to manage them.
STEM ~ Computing		
<p>Summer 1</p> <p>iConnect</p>	<p>Children will know:</p> <ul style="list-style-type: none"> the internet is many computers that are connected; you can move around the web using hyperlinks; the main features of web browsers; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> navigate a website using hyperlinks and image links; enter URLs into the address bar of a browser; visit and browse several websites; simulate a search engine;



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	<ul style="list-style-type: none"> that not all information on the web is reliable; basic steps that can help distinguish safe and credible websites; information online needs to be checked; copyright is an author's right of ownership and it is illegal to steal other people's material. 	<ul style="list-style-type: none"> find things out online using a search engine; evaluate a website according to criteria; produce their own cyber-hunt involving websites.
Summer 2 iPodcast	<p>Children will know:</p> <ul style="list-style-type: none"> technology can be used to control sound; sound can be stored digitally; what a podcast is; about ways audio can be changed. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> record, manipulate and store audio; edit sound; plan and record a podcast; use editing tools to improve the quality of a podcast; adding music and other effects to a podcast; evaluate work produces and suggest changes; combine audio sound and effects.

STEM – Design and Technology

Summer Pneumatic toys Mechanical (Systems)	<p>Children will know:</p> <ul style="list-style-type: none"> how pneumatic systems work; pneumatic systems can be used as part of a mechanism; pneumatic systems operate by drawing in, releasing and compressing air; sketches, drawings and diagrams can be used to communicate design ideas; exploded-diagrams are used to show how different parts of a product fit together; thumbnail sketches are small drawings to get ideas down on paper quickly; different types of drawings are used in design to explain ideas clearly. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> design a toy which uses a pneumatic system; design a design criteria from a design brief; generate ideas using thumbnail sketches and exploded diagrams; create a pneumatic system to create a desired motion; build secure housing for a pneumatic system. use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy; select materials due to their functional and aesthetic characteristics; manipulate materials to create different effects by cutting, creasing, folding and weaving; use the views of others to improve designs; test and modifying the outcome, suggesting improvements; understand the purpose of exploded-diagrams through the eyes of a designer and their client.
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Music

Summer 1	<p>Children will know:</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> link sounds to actions, emotions and images;
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Bartholomew and the Bug: Composing and Performing	<ul style="list-style-type: none">the meaning of more ambitious musical vocabulary;	<ul style="list-style-type: none">use musical vocabulary to explain their opinions and choices;compose and perform as part of a group;
Summer 2 Learning the Recorder	Children will know: <ul style="list-style-type: none">simple pitch notation;	Children will be able to: <ul style="list-style-type: none">play the notes b, a, g on the recorder;blow accurately;finger the notes correctly;apply their knowledge of simple notation to their playing of the recorder;