

Y3 Medium Term Plans 2024-2025

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Mighty Metals</b> Science	<u>Science</u> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Set up simple practical enquiries, comparative and fair tests. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Identify differences, similarities or changes related to simple scientific ideas and processes. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.						
<b>Light and Shadows</b> Science				<u>Science</u> Use straightforward scientific evidence to answer questions or to support their findings. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.			
<b>Making it Move</b> DT						<u>DT</u> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
<b>English</b>	<u>Talk 4 Writing - Big Write</u> Character Description – Iron Man			<u>R.E</u>	<u>Assessment</u>	<u>Talk 4 Writing - Big Write</u> Instructions – Iron Man	<u>Talk 4 Writing - Big Write</u> Instructions – Iron Man

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			What do different people believe about God?				
<b>WCR</b>	Little Wandle Guided Reading/Fluency						
<b>SPAG</b>	Noun Phrases	Sentences	Expanding Sentences	Commas	Apostrophes	Past and Present Tense	Vowels and Consonants
<b>Spanish</b>	<p>Where is Spanish spoken? / All about Spain.            Numbers            How are you?            What is your name?  <u>Level 1</u></p> <ul style="list-style-type: none"> <li>• I can find Spain on a map of the world if an adult directs me to some of the surrounding countries.</li> <li>• I can repeat all my personal details in Spanish and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise.</li> <li>• I can recognise some numbers from 1-10 in Spanish.</li> <li>• I can recognise some of the key 10 colours in Spanish.</li> </ul> <p><u>Level 2</u></p> <ul style="list-style-type: none"> <li>• I can find Spain on a map of the world if I am shown Europe first.</li> <li>• I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class.</li> <li>• I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly.</li> <li>• I can say some of the 10 colours in Spanish without any help and can attempt to spell some of these correctly.</li> </ul> <p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>• I can find Spain on a map of the world.</li> <li>• I can repeat all my personal details in Spanish, and ask for the same information back, without help in any shape or form.</li> <li>• I can say numbers 1-10 clearly in Spanish and I can now spell some of these numbers.</li> <li>• I can say ten key colours in Spanish, and I can now spell some of these colours.</li> </ul>						
<b>PE</b>	<p>Netball            NC Links- Play in competitive games developing simple tactics            Master basic tactics of running, throwing and catching            To work collaboratively to use basic tactics for attacking play            Literacy Links-Use appropriate language for netballs and games; passing, catching and use descriptive language to help improve the performance of skills and tactics            Numeracy Links- To estimate the speed and distance of run and pass. Able to explain and use the 3 second rule            Progression Yr4- Working collaboratively to attack a goal.            Using and developing netball /basketball skills            Play within correct positions and areas            Use skills in isolation and games            Play in games applying new rules            Be physically active for a sustained period in a competitive situation</p>						
<b>RE</b>	<p>What do different people believe about God?  <b>Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1).</b>  <b>Ask questions and suggest some of their own responses to ideas about God (C1).</b>  <b>Suggest why having a faith or belief in something can be hard (B2).</b>  <b>Identify how and say why it makes a difference in people's lives to believe in God (B1).</b></p>						
<b>Music</b>	Let Your Spirit Fly						

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Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Through the Ages</b> <b>History</b>	<u>History</u> Sequence dates and information from several historical periods on a timeline. Describe the everyday lives of people from past historical periods. Describe ways in which human invention and ingenuity have changed how people live. Make deductions and draw conclusions about the reliability of a historical source or artefact. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Explain the cause and effect of a significant historical event. Learn about changes in Britain from the Stone Age to the Bronze Age. Describe the roles of tribal communities and explain how this influenced everyday life.							Christmas/Catch Up
<b>Animal Nutrition and the Skeletal System</b> <b>Science</b>				<u>Science</u> Explain the importance and characteristics of a healthy, balanced diet. Set up and carry out some simple, comparative and fair tests, making predictions for what might happen. Compare and contrast the diets of different animals. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton).				
<b>Contrast and Compliment</b> <b>Art</b>						<u>Art (8 lessons)</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history. Evaluate and analyse creative works using the language of art, craft and design		

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<b>English</b>	<u>Talk 4 Writing - Big Write</u> Poetry - Kennings		<u>Talk 4 Writing - Big Write</u> Non-Chronological Report – Fact Files			<u>RE</u> What does it mean to be a Christian in Britain today? (Christmas Focus)		<u>Talk 4 Writing - Big Write</u> Letter Writing - Santa
<b>WCR</b>	Little Wandle Guided Reading/Fluency							
<b>SPAG</b>	A or An	Determiners	Clauses	Coordinating Conjunctions	Subordinating Conjunctions	Conjunctions - time	Conjunctions - place	Conjunctions - cause
<b>Spanish</b>	<p><u>Days of the week</u> <u>Colours</u> <u>Fruit</u></p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> <li>I can repeat and recognise a few of the 10 fruits in Spanish with their correct article.</li> <li>I can attempt to possibly spell one of these words unaided from memory with some accuracy.</li> <li>I can ask somebody in Spanish if they like a particular fruit, if I hear the question being said by somebody else first.</li> <li>I can say in Spanish which of the 10 fruits I like and dislike, but I will need a model answer to remind me how to say it accurately first.</li> </ul> <p><u>Level 2</u></p> <ul style="list-style-type: none"> <li>I can repeat and recognise most of the 10 fruits in Spanish with their correct article.</li> <li>I can attempt to possibly spell 5 of these words unaided from memory with good accuracy.</li> <li>I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first.</li> <li>I can say in Spanish which of the 10 fruits I like and dislike, but I may need a model answer.</li> </ul> <p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>I can name and recognise all 10 fruits presented in this unit with the correct article.</li> <li>I can attempt to spell more than 5 of these fruits in Spanish with relative accuracy.</li> <li>I can ask somebody in Spanish if they like a particular fruit with no reminder first.</li> <li>I can say in Spanish which of the 10 fruits I like and dislike, without needing a model answer.</li> </ul>							
<b>PE</b>	<p>Gymnastics</p> <p>NC Links- Devise simple sequences using compositional ideas</p> <p>Master basic movements including leaping, jumping, balancing and stretching</p> <p>Work collaboratively to adapt, change and improve individual sequence</p> <p>Literacy Links- Use appropriate language to help improve the performance individual actions and group performances</p> <p>Numeracy Links- Able to estimate how long it will take to complete a sequence; time movements to correspond with others</p> <p>Progression Yr 4 - Perform routines to audiences</p> <p>Perform using a range of movement patterns and set phrases</p> <p>Work collaboratively in groups</p>							
<b>RE</b>	<p>What does it mean to be a Christian in Britain today? (Christmas Focus)</p> <p><b>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</b></p> <p><b>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</b></p>							
<b>Music</b>	Ocarinas/Christmas Carols							

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Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Through the Ages</b> History	<p style="text-align: center;"><u>History</u></p> Sequence dates and information from several historical periods on a timeline. Describe how a significant event or person in British history changed or influenced how people live today. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Describe ways in which human invention and ingenuity have changed how people live. Make deductions and draw conclusions about the reliability of a historical source or artefact. Describe the everyday lives of people from past historical periods. Learn about changes in Britain from the Stone Age to the Iron Age.						
<b>People and Places</b> Art					<p style="text-align: center;"><u>Art</u></p> Learn about great artists, architects and designers in history. Work in the style of great artists, architects and designers in history. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Evaluate and analyse creative works using the language of art, craft and design		
<b>English</b>	<p style="text-align: center;"><u>Talk 4 Writing - Big Write</u></p> Newspaper Report –Amesbury Archer			<p style="text-align: center;"><u>Talk 4 Writing - Big Write</u></p> Letter - Boudicca		<p style="text-align: center;"><u>Assessment</u></p>	<p style="text-align: center;"><u>R.E</u></p> Why is Jesus inspiring to some people?
<b>WCR</b>	Little Wandle Guided Reading/Fluency						
<b>SPAG</b>	What is an adverb?	Adverbs - time	Adverbs - place	Adverbs - cause	What is a preposition?	Prepositional Phrases	
<b>Spanish</b>	Talking about yourself. Family. Where do you live?						
	<p><u>Level 1</u></p> <ul style="list-style-type: none"> <li>I can understand some of the basic language covered in ‘Presenting Myself’ and will need regular opportunities in this and other units to revise and consolidate this previous knowledge.</li> <li>I can match the words to pictures for the family members in Spanish and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.</li> <li>I can understand numbers 1-100 and count in Spanish when I have visual cues and the support of an adult or a teacher. I can tell you with support, how old a family member is.</li> </ul>						
	<p><u>Level 2</u></p> <ul style="list-style-type: none"> <li>I can remember most of the language covered in the ‘Presenting Myself’ unit but may need some prompting with words and phrases as and when they are revisited in this unit.</li> <li>I can give the words for family members in Spanish and, with support, say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and their names.</li> <li>I may need help with changing the verb from ‘I am called’ to ‘he/she is called’.</li> <li>I can recognise numbers 1-100 in Spanish but will need some support when counting myself. I can use this knowledge to say how old various family members are but may need help changing the verb from ‘I am ...years old’ to ‘he/she... is years old’</li> </ul>						
	<p><u>Level 3</u></p>						

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	<ul style="list-style-type: none"> <li>• I can remember all the language covered in the 'Presenting Myself' unit, without help.</li> <li>• I can talk about either my own or a fictional family in Spanish clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.</li> <li>• I can manipulate the verb 'llamarse' (to be called) in order to talk about what other family members are called.</li> <li>• I can count from 1-100 in Spanish unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.</li> <li>• I understand how the verb 'tener' (I have) is used to express age and that describing age in Spanish cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.</li> </ul>
<p><b>PE</b></p>	<p>Dance            NC Links- Develop and perform simple routines            Perform to an audience            Literacy Links- Describe the different features used in the final performances e.g, facial expressions            Numeracy Links- Count to music to ensure dancing at appropriate            Progression Yr 4 - Perform routines to audiences            Perform using a range of movement patterns and set phrases            Work collaboratively in groups</p>
<p><b>RE</b></p>	<p>Why is Jesus inspiring to some people?  <b>Make connections between some of Jesus' teachings and the way Christians live today(A1).</b>  <b>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</b>  <b>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</b>  <b>Identify the most important parts of Easter for Christians and say why they are important (B1).</b></p>
<p><b>Music</b></p>	<p>Three Little Birds</p>

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Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Rocks, Relics and Rumbles</b> Geography	<p style="text-align: center;"><u>Geography</u></p> Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). Name and locate significant volcanoes and plate boundaries and explain why they are important. Describe the parts of a volcano. Locate significant places using latitude and longitude. Classify, compare and contrast different types of geographical feature. Describe how a significant geographical activity has changed a landscape in the short or long term. Explain the physical processes that cause earthquakes. Use the eight points of a compass to locate a geographical feature or place on a map.  <p style="text-align: center;"><u>Science</u></p> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.						
<b>Cook Well, Eat Well</b> DT					<p style="text-align: center;"><u>DT (8 lessons)</u></p> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
<b>English</b>	<p style="text-align: center;"><u>Talk 4 Writing – Big Write</u></p> Narrative – Escape from the Colosseum			<p style="text-align: center;"><u>Talk 4 Writing - Big Write</u></p> Diary Entry - Pompeii		<p style="text-align: center;"><u>R.E – Easter</u></p> Why are festivals important to religious communities? (Easter Focus)	
<b>WCR</b>	Little Wandle Guided Reading/Fluency						
<b>SPAG</b>	Prepositions - time	Prepositions - place	Prepositions - cause	Recognising Direct Speech	Punctuating Direct Speech	Writing Direct Speech	
<b>Spanish</b>	Animals  <u>Level 1</u> <ul style="list-style-type: none"> <li>I can attempt to name up to 5 animals in Spanish with their correct articles/determiners but will need to look at the vocabulary sheet first if/when attempting the spellings.</li> <li>I am beginning to learn that articles/determiners work differently in Spanish as compared to English and that I will have to always learn the article/determiner alongside the noun.</li> <li>I can say/write a short phrase using the verb 'soy' (I am) and an animal in Spanish but may need to look at the vocabulary sheet first to help with the spellings.</li> </ul> <u>Level 2</u> <ul style="list-style-type: none"> <li>I can attempt to name up to 10 animals in Spanish with their correct articles/determiners but may need to look at the vocabulary sheet first if/when attempting all the spellings.</li> <li>I understand better that articles/determiners work differently in Spanish as compared to English and that I will have to always learn the article/determiner alongside the noun.</li> <li>I can say/write at least one short phrase using the verb 'soy' (I am) and an animal in Spanish.</li> </ul> <u>Level 3</u> <ul style="list-style-type: none"> <li>I can name and spell all 10 animals in Spanish with their correct article/determiner from memory</li> </ul>						

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	<ul style="list-style-type: none"> <li>• and with high accuracy.</li> <li>• I fully understand that articles/determiners work differently in Spanish as compared to English and</li> <li>• that I will always learn the article/determiner alongside the noun.</li> <li>• I can say/write at least 10 short phrases using the verb 'soy' (I am) and each animal in Spanish. I</li> <li>• can do this from memory and with high accuracy.</li> </ul>
<b>PE</b>	<p>Tag Rugby</p> <p>NC Links- Play in competitive games developing basic tactics</p> <p>Master basic movements including change of speed, throwing, and catching</p> <p>Literacy Links- Use appropriate language for invasion games: passing, catching , evasion and use descriptive language to improve development of skills and tactics</p> <p>Numeracy Links- To estimate the speed and distance of run and pass. Able to explain passing backwards</p> <p>Progression Yr 4 - Play in competitive games developing stamina and endurance</p> <p>Practise and use running, sprinting and dynamic balance in games</p> <p>Work collaboratively to use basic tactics for defending and attacking</p>
<b>RE</b>	<p>Why are festivals important to religious communities? (Easter Focus)</p> <p><b>Make connections between stories, symbols and beliefs with what happens in at least two festivals(A2).</b></p> <p><b>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</b></p> <p><b>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</b></p> <p><b>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</b></p>
<b>Music</b>	Glockenspiels

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Term 5	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Emperors and Empires</b> History		Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Use primary and secondary sources to draw conclusions about reliability of historical sources and compare viewpoints. Describe the hierarchy of Ancient Rome and consider its impact on Britain. Describe the achievements and influence of Ancient Rome on Britain and the wider world. Understand the significance of historical figures and answer historically valid questions. Describe the hierarchy and different roles in past civilisations. Understand the causes and consequences of a significant historical event. Understand the causes, consequences and impact of invasion in Britain. Understand the significance and impact of power struggles on Britain. Describe ways in which human invention and ingenuity have changed how people live. Make deductions and draw conclusions from a primary historical source. Explore the impact of 'Romanisation' on Britain. Describe how a significant event in history influenced how people live today.			
<b>Mosaic Masters</b> Art	<u>Art</u> Use sketches to communicate ideas, annotating to record information about important visual elements Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Evaluate and analyse creative works using the language of art, craft and design.				
<b>English</b>	<u>RE</u> Why do people pray?	<u>Talk 4 Writing - Big Write</u> Persuasive Writing – Adverts			<u>Assessment</u>
<b>WCR</b>	Little Wandle Guided Reading/Fluency				
<b>SPAG</b>	Types of noun	Recognising Abstract Nouns	Using Abstract Nouns	Sorting Word Types	Sequencing Sentences
<b>Spanish</b>	Actions (verbs) Body <u>Level 1</u> <ul style="list-style-type: none"> <li>I can attempt to name up to 5 action verbs in Spanish but will need to look at the vocabulary sheet first if/when attempting the spellings.</li> <li>I can match these verbs to their picture easily if I have a word and picture bank to help me.</li> <li>I can say/write a short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish but may need to look at the vocabulary sheet first for support.</li> </ul> <u>Level 2</u> <ul style="list-style-type: none"> <li>I can attempt to name up to 10 verbs in Spanish but may need to look at the vocabulary sheet first if/when attempting all the spellings.</li> <li>I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.</li> <li>I can say/write at least one short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish.</li> </ul>				

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	<p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>• I can name and spell all 10 verbs in Spanish from memory and with high accuracy.</li> <li>• I can match these verbs to their pictures easily.</li> <li>• I can say/write 10 phrases using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus each action verb in Spanish. I can put these structures together to form a more complex sentence with the conjunctions 'y' (and) &amp; 'pero' (but), describing what I know and do not know how to do in Spanish.</li> </ul>
<b>PE</b>	<p>Athletics</p> <p>NC Links-Compete against self and others developing simple techniques</p> <p>Master basic movements including running, throwing and jumping</p> <p>Literacy Links –Describe how different athletic skills are used in different events</p> <p>Numeracy Links –Sequence running and jumping for effective distance</p> <p>Progression Yr4- Compete against self and others developing simple technique</p> <p>Master basic movements including running, throwing and jumping</p> <p>Work collaboratively and individually to help improve self and others</p>
<b>RE</b>	<p>Why do people pray?</p> <p><b>Describe the practice of prayer in the religions studied (A2).</b></p> <p><b>Make connections between what people believe about prayer and what they do when they pray (A3).</b></p> <p><b>Describe ways in which prayer can comfort and challenge believers (B2).</b></p> <p><b>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</b></p>
<b>Music</b>	<p>Dragon Song</p>

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Term 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>One Planet, Our World</b> Geography</p>				<p><u>Geography</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries, seas and oceans.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Classify, compare and contrast different types of geographical feature.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p>	Transition	<p><u>Geography</u></p> <p>Name and describe properties of the Earth's four layers.</p> <p>Locate significant places using latitude and longitude.</p> <p>Identify the five major climate zones on Earth.</p> <p>Name, locate and describe some major counties and cities in the UK.</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p> <p>Explain how the weather affects the use of urban and rural environments.</p> <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p>	
<p><b>Plant Nutrition and Reproduction</b> Science</p>			<p><u>Science</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Draw and label the life cycle of a flowering plant.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Explain the four methods of seed dispersal for a flowering plant.</p>				
<p><b>Greenhouse</b> DT</p>	<p><u>DT</u></p> <p>Investigate and analyse a range of existing products.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>						

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<b>English</b>	<u>Talk 4 Writing - Big Write</u> Poetry – The Sound Collector	<u>Talk 4 Writing - Big Write</u> Setting Description – The Tin Forest				<u>R.E</u> Why is the bible so important for Christians today?	
<b>WCR</b>	Little Wandle Guided Reading/Fluency						
<b>SPAG</b>	What is a paragraph?	Paragraphs in narratives	Paragraphs in Reports	Paragraphs in Biographies	Root words, Prefixes and Suffixes	Identifying Word Families	
<b>Spanish</b>	<p>I like... Recap</p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> <li>• I can find Spain on a map of the world if an adult directs me to some of the surrounding countries.</li> <li>• I can repeat all my personal details in Spanish and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise.</li> <li>• I can recognise some numbers from 1-10 in Spanish.</li> <li>• I can recognise some of the key 10 colours in Spanish.</li> </ul> <p><u>Level 2</u></p> <ul style="list-style-type: none"> <li>• I can find Spain on a map of the world if I am shown Europe first.</li> <li>• I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class.</li> <li>• I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly.</li> <li>• I can say some of the 10 colours in Spanish without any help and can attempt to spell some of these correctly.</li> </ul> <p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>• I can find Spain on a map of the world.</li> <li>• I can repeat all my personal details in Spanish, and ask for the same information back, without help in any shape or form.</li> <li>• I can say numbers 1-10 clearly in Spanish and I can now spell some of these numbers.</li> <li>• I can say ten key colours in Spanish, and I can now spell some of these colours.</li> </ul>						
<b>PE</b>	Tennis NC Link- Master basic movements including hitting, returning, moving to return Work collaboratively to use basic tactics Play in competitive games developing simple tactics Literacy Links – Identify rules and describe how to implement them into games Numeracy Links- estimate distances to hit to get the ball within the boundaries Progression Yr 4 - Play in competitive games developing stamina and endurance Practice and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics						
<b>RE</b>	Why is the bible so important for Christians today?  <b>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation(A2).</b> <b>Give examples of how and suggest reasons why Christians use the Bible today (B1).</b> <b>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).</b>						

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	Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).
<b>Music</b>	Bringing Us Together