

Y3 Medium Term Plans 2024-2025

Term 5	Week 1	Week 2	Week 3	Week 4	Week 5
Emperors and Empires History		<p><b>History</b></p> <p>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.</p>			
Mosaic Masters Art	<p><b>Art</b></p> <p>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.</p>				
English	<p><b>RE</b></p> <p>Why do people pray?</p>	<p><b>Talk 4 Writing - Big Write</b> Persuasive Writing – Adverts</p>			<p><b>Assessment</b></p>
WCR	<p>Little Wandle Guided Reading/Fluency</p>				
SPAG	Types of noun	Recognising Abstract Nouns	Using Abstract Nouns	Sorting Word Types	Sequencing Sentences
Spanish	<p>Actions (verbs) Body</p> <p><b>Level 1</b></p> <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> <p><b>Level 2</b></p> <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>