

**At Knights Enham Junior School we provide...**

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

**'Together We Achieve'**

## Year 3 Summer Medium Term Planning Overview



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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English &amp; Maths</b>	See Separate Subject Overview						
<b>Science</b>	<b>Light</b> I can recognise that I need light to see. NC objective 11	<b>Light</b> I can investigate which surfaces reflect light. NC objective 12	<b>Light</b> I can use a mirror to reflect light. NC objective 12	<b>Light</b> I can design a pair of sunglasses. NC objective 13	<b>Light</b> I can investigate which materials block light to create a shadow NC objective 14	<b>Light</b> I can investigate how shadows change. NC objective 15	
<b>History</b>	<b>Ancient Egyptians</b> I can explore what did the Ancient Egyptians believe about life after death and how do we know NC objective 8	<b>Ancient Egyptians</b> I can add to what we already know about Ancient Egypt NC objective 8	<b>Ancient Egyptians</b> I can discover what Ancient Egypt was like over 5,000 years ago NC objective 8	<b>Ancient Egyptians</b> I can investigate which secrets of Ancient Egypt are revealed by the pyramids NC objective 8	<b>Ancient Egyptians</b> I can interpret what the evidence tells us about everyday life for men, women and children NC objective 8		
<b>RE</b>	<b>Identity - Inquire</b> - I can describe the meaning of Identity	<b>Identity - Contextualise</b> - I can describe how Sikhs express their identity during the Baisakhi celebrations	<b>Identity - Evaluate</b> - I can describe the importance of identity to Sikhs <b>Assessment</b>	<b>Identity - Communicate</b> - I can describe what I think about Identity	<b>Identity - Apply</b> - I can describe how my thoughts about Identity affect mine and others lives		
<b>Computing</b>	<b>E-Safety:</b> An e-safety lesson appropriate for your class NC: objective 7	<b>Coding:</b> I can create a project in Scratch <a href="#">LINK</a> NC: objective 1	<b>Coding:</b> I can change the backdrop in a Project <a href="#">LINK</a> NC: objective 1	<b>Coding:</b> I can add sound to a sprite <a href="#">LINK</a> NC: objective 1	<b>Coding:</b> I can change the sound of a sprite <a href="#">LINK</a> NC: objective 1	<b>Coding:</b> I can change a sprite's costume <a href="#">LINK</a> NC: objective 1	<b>Coding:</b> I can create an animation with sound <a href="#">LINK</a> NC: objective 1
<b>Art/DT</b>	<b>Kandinsky</b> I can learn about a new artist NC: objective 4	<b>Kandinsky</b> I can create secondary colours NC: objective 3	<b>Kandinsky</b> I can create my own colour wheel NC: objective 2	<b>Kandinsky</b> I can create my own circle painting NC: objective 2 NC: objective 3	<b>Kandinsky</b> I can create my own circle painting NC: objective 2 NC: objective 3		
<b>French</b>	<b>What's in the classroom?</b> I can identify classroom objects NS Objective 1 & 3	<b>What's in your pencil case?</b> I can use sentences to name items in my pencil case. NS Objective 4 & 12	<b>School subjects</b> I can name the school subjects and express an opinion about them. NS Objective 4 & 12	<b>PE Lesson</b> I can listen to commands and follow instructions. NS Objective 1	<b>Around School</b> I can name familiar places. NS Objective 3 & 9	<b>What do you like to do?</b> I can ask and answer questions. NS Objective 3 & 9	<b>Our School</b> Revision of unit NS Objective 1, 3, 4, 9, 12

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<b>PSHE</b>	<b>Being my best: <u>Derek cooks dinner!</u></b> I can explain what makes a healthy balanced diet <b>SCARF 10, SCARF 11</b>	<b>Being my best: <u>Poorly Harold</u></b> I can explain how infections can spread and how we can reduce this <b>SCARF 10, SCARF 11</b>	<b>Being my best: <u>Body team work</u></b> I can talk about how food, water and air get into the body and blood. <b>SCARF 10, SCARF 11</b>	<b>Being my best: <u>For or against?</u></b> I can debate an issue respectfully <b>SCARF 10, SCARF 11</b>	<b>Being my best: <u>I am fantastic!</u></b> I can talk about what makes me fantastic! <b>SCARF 10, SCARF 11</b>	<b>Being my best: <u>Top talents</u></b> I can recognise my skills and think about how I can develop them <b>SCARF 10, SCARF 11</b>	
<b>PE</b>	<b>Outdoor – Rugby</b> I can develop spatial awareness in game play situations. <b>NC: Objective 1</b>  <b>Volleyball</b> To be able to play and score a game.	<b>Outdoor – Rugby</b> I can throw and catch a rugby ball <b>NC: Objective 1</b>  <b>Volleyball</b> To introduce high & low contact points (using 'ready to catch' exercises).	<b>Outdoor - Rugby</b> I can follow the rules of a tag game. To be able to throw and catch a rugby ball <b>NC: Objective 1</b> <b>NC: Objective 2</b>  <b>Volleyball</b> To introduce the 'fast catch' VOLLEY Opportunity for reciprocal teaching. Demonstrate the 'grip'	<b>Outdoor – Rugby</b> I can develop an understanding of attacking/ defending. <b>NC: Objective 1</b> <b>NC: Objective 2</b>  <b>Volleyball</b> To develop the VOLLEY pass and pre-contact movement	<b>Outdoor – Rugby</b> I can pass a rugby ball. <b>NC: Objective 1</b> <b>NC: Objective 2</b>  <b>Volleyball</b> Suggest a JUMP VOLLEY from within the attack zone.	<b>Outdoor – Rugby</b> I can apply a variety of skills to a game situation. <b>NC: Objective 1</b> <b>NC: Objective 2</b>  <b>Volleyball</b> Making the link to develop the link between 2 players on a wide court  To play games	
<b>Music</b>	<b>Charanga –</b> performing with Glockenspiels. Listening and appraising.	<b>Charanga –</b> performing with Glockenspiels. Lyric exploration	<b>Charanga –</b> performing with Glockenspiels. Understanding Music	<b>Charanga –</b> performing with Glockenspiels. Learning focus song on instrument.	<b>Charanga –</b> performing with Glockenspiels. Learning focus song on instrument.	<b>Charanga –</b> performing with Glockenspiels. Performing focus song.	
<b>Collective Worship</b>	Summer Term	St George's Day	Walk to School Week	Knights' Way	Respect	Resilient	Knights' Way

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English &amp; Maths</b>	See Separate Subject Overview						
<b>Science</b>	<b>Nutrition and skeletons</b> I can identify that animals need the right types and amounts of nutrients to be healthy <b>NC objective 6</b>	<b>Nutrition and skeletons</b> I can design a healthy lunch box. <b>NC objective 6</b>	<b>Nutrition and skeletons</b> I can identify and sort animal skeletons. <b>NC objective 7</b>	<b>Nutrition and skeletons</b> I can label parts of the human skeleton. <b>NC objective 7</b>	<b>Nutrition and skeletons</b> I can explain how muscles and bones work together to create movement. <b>NC objective 7</b>	<b>Nutrition and skeletons</b> Review knowledge grids	

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<b>Geography</b>	I can name and locate the cities of the UK <b>NS Objective 2</b>	I can name some counties to my local area <b>NS Objective 2</b>	I can name and locate the main rivers and seas of the UK <b>NS Objective 2</b>	I can recognise human and physical features in my local area <b>NS Objective 6</b> / I can understand what our local area is like. <b>NS Objective 8</b>	I can use compass directions to follow instructions <b>NS Objective 7</b>	I can understand what our local area is like. <b>NS Objective 8</b>	
<b>RE</b>	<b>Symbol - Inquire</b> - I can describe what a symbol is	<b>Symbol - Contextualise</b> - I can describe how Christians used stones as a symbol	<b>Symbol - Evaluate</b> - I can describe the importance, for Christians, of using stones as a symbol	<b>Symbol - Communicate</b> - I can describe what I think about stones as a symbol	<b>Symbol - Apply</b> - I can describe what stones as a symbol may mean to people		
<b>Computing</b>	<b>Coding:</b> I can plan an interactive game or animation on scratch <b>NC: objective 1</b>	<b>Coding:</b> I can create sprites and backgrounds on Scratch. <b>NC: objective 1</b>	<b>Coding:</b> I can create an interactive game or animation <b>NC: objective 1</b>	<b>Coding:</b> I can create an interactive game or animation <b>NC: objective 1</b>	<b>Coding:</b> I can create an interactive game or animation <b>NC: objective 1</b>	<b>Coding:</b> I can review and improve an interactive game or animation <b>NC: objective 1</b> <b>NC: objective 6</b>	<b>Coding:</b> I can peer assess an interactive game or animation <b>NC: objective 6</b>
<b>Art/ DT</b>	<b>Castle Creation</b> I can learn about the parts of a castle <b>NC: objective 'Evaluate' 5, 7</b>	<b>Castle Creation</b> I can design my own castle <b>NC: objective 'Design' 1,2</b>	<b>Castle Creation</b> I can build a tower <b>NC: objective 'Make' 3,4</b>	<b>Castle Creation</b> I can build my design <b>NC: objective 'Make' 3,4</b>	<b>Castle Creation</b> I can build my design <b>NC: objective 'Make' 3,4</b>	<b>Castle Creation</b> I can evaluate my design <b>NC: objective 'Evaluate' 5, 7</b>	
<b>French</b>	<b>Counting 11-31</b> I can count up to 31. <b>NS Objective 2 &amp; 5</b>	<b>Days of the Week</b> I can recognise, say and order the days of the week. <b>NS Objective 1</b>	<b>Months of the Year</b> I can recognise, say and order the months of the year. <b>NS Objective 7</b>	<b>Mon Anniversaire</b> I can speak in sentences using known vocabulary and grammar. <b>NS Objective 4</b>	<b>What's the Date Today?</b> I can say the date using day, number and month. <b>NS Objective 6</b>	<b>Yesterday, Today, Tomorrow</b> I can start to change my sentences to past or future. <b>NS Objective 12</b>	<b>Time</b> Revision of unit <b>NS Objective 1, 2, 4, 5, 6, 7, 12</b>
<b>PSHE</b> We are NOT teaching the My changing body lesson	<b>Growing and changing: Relationship Tree</b> I can identify different types of relationships <b>SCARF 12, SCARF 13</b>	<b>Growing and changing: Body space</b> I can understand appropriate body space <b>SCARF 12, SCARF 13</b>	<b>Growing and changing: None of your business!</b> I can keep my personal information safe offline and online <b>SCARF 12, SCARF 13</b>	<b>Growing and changing: Secret or surprise</b> I can explain the difference between a safe and unsafe secret <b>SCARF 12, SCARF 13</b>	<b>Growing and changing: Basic first aid</b> I can do some basic first aid <b>SCARF 12, SCARF 13,</b>		
<b>PE</b>	<b>Tennis</b> I can understand the 'Ready' position	<b>Tennis</b> I can hit the ball and keep a rally going.	<b>Tennis</b> I can understand the flight of the ball	<b>Tennis</b> I can understand where to stand and move on the court	<b>Tennis</b> I can react to the ball direction and	<b>Tennis</b> I can keep a rally going	

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	<p><b>Athletics</b> To Run with rhythm and coordination over obstacles</p>	<p><b>Athletics</b> To Jump for distance from two feet to two feet</p>	<p><b>Athletics</b> To Run with rhythm and coordination over obstacles</p>	<p><b>Athletics</b> To Send and retrieve implements. Knowledge and understanding of applying sending skill with different weight and shape.</p>	<p>positioning ready for the shot</p> <p><b>Athletics</b> To combine jumps, Hop,step,jump</p>	<p><b>Athletics</b> Level 1 competition House Teams</p> <p>Use any of the activities and set in a competitive setting.</p> <p>Learners to compete in teams scoring points.</p>	
Music	<p><b>Charanga – recognising different sounds.</b> How does Music connect us with our environment? Step 1 Michael Row The Boat Ashore (p1)</p>	<p><b>Charanga – recognising different sounds.</b> How does Music connect us with our environment? Step 1 Michael Row The Boat Ashore (p1)</p>	<p><b>Charanga – recognising different sounds.</b> How does Music connect us with our environment? The Dragon Song (p1)</p>	<p><b>Charanga – recognising different sounds.</b> How does Music connect us with our environment? The Dragon Song (p1)</p>	<p><b>Charanga – recognising different sounds.</b> How does Music connect us with our environment? Step 5 – Follow Me</p>	<p><b>Charanga – recognising different sounds.</b> How does Music connect us with our environment? Step 6 – Assessment Checkpoint</p>	
Collective Worship	Summer Term	Clean Air Challenge	Collaborative	Sports Week	Nurturing	Independent	Celebrations