

The Good Shepherd  
Catholic Primary School



Medium Term  
Planning

2025 - 2026

YEAR 3 Autumn 2023				Weekly Science							
Sep 1	Geography	8 points of a compass		Cycle 1	STRONG START						
	Art	Drawing and painting Block A									
	Computing	Computing systems and Networks – How does a digital device work?									
8	Geography	Human and physical features			Cycle 2	How are rocks formed?					
	Art	Drawing and painting Block A									
	Computing	Computing systems and Networks – What parts make up a digital device?									
15	Geography	Human and physical features				Cycle 2	What types of rocks are there?				
	Art	Drawing and painting Block A									
	Computing	Computing systems and Networks – How do digital devices help us?									
22	Geography	Human and physical features					Cycle 2	Can rocks change?			
	DT	Textiles – How can you make a box out of cloth?									
	Computing	Computing systems and Networks – How am I connected?									
29	History	Stone Age – Iron Age						Cycle 2	How can we test a rock to see if it is limestone or chalk?		
	DT	Textiles – How can you make a box out of cloth?									
	Computing	Computing systems and Networks – How are computers connected?									
Oct 6	History	Stone Age – Iron Age		Cycle 2					Is soil just dirt? What makes soil?		
	DT	Textiles – How can you make a box out of cloth?									
	Computing	Computing systems and Networks – What does our school network look like?									
13	ENRICHMENT Use these flexible blocks to enrich the curriculum. The time can be allocated to any term you choose, for example you could use it to support local mapwork, science fieldwork or museum visits.				Cycle 2				How are fossils formed?		
20	History	Stone Age – Iron Age				Cycle 2				What effect does the food we eat have?	
	Art	Printmaking Block B									
	Computing	Stop Frame Animation – Can a picture move?									
27	<b>Half Term</b>						Cycle 2		Where is my skeleton and what does it do?		
Nov 3	History	Stone Age – Iron Age								Cycle 2	Where are my muscles and what do they do?
	Art	Printmaking Block B									
	Computing	Stop Frame Animation – Frame by Frame									
10	History	Stone Age – Iron Age						Cycle 2	How are rocks formed and what types are there?		
	Art	Printmaking Block B									
	Computing	Stop Frame Animation – What's the story?									
17	History	Stone Age – Iron Age		Cycle 2					Remember: how can rocks change?		
	DT	Food and Nutrition Block B									
	Computing	Stop Frame Animation – Picture Perfect									
24	History	Stone Age – Iron Age			Cycle 2	Remember: how are fossils formed and how do we know?					
	DT	Food and Nutrition Block B									
	Computing	Stop Frame Animation – Evaluate and make it great									
Dec 1	DT	Food and Nutrition Block B				Cycle 2	Remember: how are fossils formed and how do we know?				
	Computing	Desktop Publishing – Lights, camera, action!									
8			Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children.				Cycle 2		Revisit Rocks		
15	Christmas Productions – term ends Friday 19 <sup>th</sup> December 2025							Cycle 2		Revisit Rocks	

YEAR 3 Spring 2024			Weekly Science										
Jan 5 <small>(start Tue 6/1)</small>	Geography	UK Study	Cycle 3	STRONG START	Forces and magnets								
	Computing	Programming A – Sequencing sounds – Introduction to Scratch											
	Art	Textiles and collage Block C											
12	Geography	Stone Age – Iron Age		Cycle 3		What are contact forces?	Forces and magnets						
	Computing	Programming A – Sequencing sounds – Programming Sprites											
	Art	Textiles and collage											
19	Computing	Textiles and collage				Cycle 3		How do surfaces affect the motion of an object?	Forces and magnets				
	Art												
26	Geography	UK Study						Cycle 3		How does friction affect moving objects?	Forces and magnets		
		Mechanisms Block C											
	DT												
Feb 2	History	Stone Age – Iron Age								Cycle 3		What is a non-contact force? How is this different to a contact force?	Forces and magnets
	DT	Mechanisms											
9	Computing		Cycle 3		How do magnets attract and repel?							Forces and magnets	
	DT	Mechanisms											
16 Half term													
Mar 2	History	Rome and the impact on Britain		Cycle 4	What are the parts of a flowering plant? What do they do?		Plants						
	Art	3D											
9	Computing	Programming A – Sequencing sounds - Sequences			Cycle 4	Do all plants need the same things to thrive and grow?			Plants				
	Art	3D											
16	Geography	UK Study				Cycle 4		How do leaves make food for the plant?			Plants		
	DT	Food and Nutrition Block D											
23	History	Rome and the impact on Britain						Cycle 4					Plants
	DT	Food and Nutrition											
Easter break													

YEAR 3 Summer 2024			Weekly Science			
Apr 13	Computing	Programming A – Sequencing sounds – Ordering C	Cycle 5	Plants		
	DT	Food and Nutrition				
20	Geography	Revisit human and physical features				STRONG START
	Art	Painting				
27	History	Rome and the impact on Britain				How does water move through a plant?
	Art	Painting				
May 4	Geography	Revisit human and physical features				What do flowers do?
	DT	Systems				
11	History	Rome and the impact on Britain				What is pollination?
	DT	Systems				
18	Computing					
	DT	Systems				
25 <b>Half Term</b>						
Jun 1	Geography	OS maps and scale	Cycle 6	Light		
	Art	Creative Response				
8	History	Rome and the impact on Britain				Do we need light to see things? Remember: what are light sources and what are not light sources?
	Art	Creative Response				
15	Computing					How are shadows formed?
	Art	Creative Response				
22	Geography	OS maps and scale				What happens to the size of a shadow when the object moves closer to, or away
	DT	Structures				
29	History	Rome and the impact on Britain				
	DT	Structures				
6	Computing					
	DT	Structures				
13	ENRICHMENT - Use these flexible blocks to enrich the curriculum 1 - term ends 17 <sup>th</sup> July 2026					

### Learning Goals

Learning Behaviour	Fundamental Movement Skills
 <b>Personal</b>	Coordination Footwork Static Balance One Leg Balance
<p><b>Know Where I am in my Learning</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I try several times if at first I don't succeed.</li> <li>I ask for help when appropriate.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I know where I am with my learning.</li> <li>I have begun to challenge myself.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I cope well and react positively when things become difficult.</li> <li>I can persevere with a task and improve my performance through regular practice.</li> </ul>	<p>In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.</p> <ul style="list-style-type: none"> <li> <b>Emerging</b> I can complete <b>all</b> Green challenges</li> <li> <b>Expected</b> I can complete <b>some</b> Red challenges</li> <li> <b>Exceeding</b> I can complete <b>all</b> Red challenges</li> </ul>

#### Lesson 1

<b>Warm-Up</b> Remote Control	<b>PB Challenge</b> Matching Pairs	<b>Skill</b> Footwork	<b>Review Method</b> Time Shares
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#### Lesson 2

<b>Warm-Up</b> Remote Control	<b>Skill</b> Footwork	<b>Skill Application</b> Footwork Follow the Leader	<b>Review Method</b> Time Shares
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#### Lesson 3

<b>Warm-Up</b> Remote Control	<b>Skill</b> Footwork	<b>PB Challenge</b> Matching Pairs	<b>Review Method</b> Time Shares
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#### Lesson 4

<b>Warm-Up</b> Shadow Play	<b>PB Challenge</b> Balloon Balance	<b>Skill</b> One Leg Balance	<b>Review Method</b> Time Shares
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#### Lesson 5

<b>Warm-Up</b> Shadow Play	<b>Skill</b> One Leg Balance	<b>Skill Application</b> Mirror Challenge (1 Leg)	<b>Review Method</b> Time Shares
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#### Lesson 6

<b>Warm-Up</b> Shadow Play	<b>Skill</b> One Leg Balance	<b>PB Challenge</b> Balloon Balance	<b>Review Method</b> Time Shares
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### Learning Goals

Learning Behaviour	Fundamental Movement Skills
 <b>Social</b>	Dynamic Balance to Agility Jumping and Landing Static Balance Seated Balance
<p><b>Share Ideas</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can help, praise and encourage others.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I show patience and support others listening carefully to them about our work.</li> <li>I am happy to show and tell others about my ideas.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I cooperate well with others and give helpful feedback.</li> <li>I help organise roles and responsibilities.</li> </ul>	<p>In this unit, the children will develop and apply their jumping and landing and seated balance focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.</p> <ul style="list-style-type: none"> <li> <b>Emerging</b> I can complete <b>all</b> Green challenges</li> <li> <b>Expected</b> I can complete <b>some</b> Red challenges</li> <li> <b>Exceeding</b> I can complete <b>all</b> Red challenges</li> </ul>

#### Lesson 1

<b>Warm-Up</b> Alphaball Soup	<b>PB Challenge</b> Develop Jumping Combinations (Competitive)	<b>Skill</b> Jumping and Landing	<b>Review Method</b> Roles on a Bus
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#### Lesson 2

<b>Warm-Up</b> Alphaball Soup	<b>Skill</b> Jumping and Landing	<b>Skill Application</b> Follow the Leader (Stepping Stones)	<b>Review Method</b> Roles on a Bus
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#### Lesson 3

<b>Warm-Up</b> Alphaball Soup	<b>Skill</b> Jumping and Landing	<b>PB Challenge</b>	<b>Review Method</b> Roles on a Bus
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#### Lesson 4

<b>Warm-Up</b> Dice Frenzy	<b>PB Challenge</b> Exchange Objects	<b>Skill</b> Seated Balance	<b>Review Method</b> Roles on a Bus
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#### Lesson 5


<b>Warm-Up</b> Dice Frenzy	<b>Skill</b> Seated Balance	<b>Skill Application</b> Exchange Objects in 4s	<b>Review Method</b> Roles on a Bus
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#### Lesson 6

<b>Warm-Up</b> Dice Frenzy	<b>Skill</b> Seated Balance	<b>PB Challenge</b> Exchange Objects	<b>Review Method</b> Roles on a Bus
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Develop Jumping Combinations (Competitive)

### Learning Goals

Learning Behaviour	Fundamental Movement Skills
 <p><b>Recognise Success</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can begin to order instructions, movements and skills.</li> <li>With help, I can recognise similarities and differences in performance.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I can explain what I am doing well.</li> <li>I have begun to identify areas for improvement.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I can understand ways (criteria) to judge performance.</li> <li>I can identify specific parts of performance to work on.</li> </ul>	<p>Dynamic Balance Dynamic Balance Coordination Ball Skills</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.</p> <p><b>Emerging</b> I can complete <b>all</b> Green challenges</p> <p><b>Expected</b> I can complete <b>some</b> Red challenges</p> <p><b>Exceeding</b> I can complete <b>all</b> Red challenges</p>

#### Lesson 1

<b>Warm-Up</b> Ball Control	<b>PB Challenge</b> 3 Limb Race	<b>Skill</b> Dynamic Balance	<b>Review Method</b> Questions Carousel
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#### Lesson 2

<b>Warm-Up</b> Ball Control	<b>Skill</b> Dynamic Balance	<b>Skill Application</b> Raise the Level	<b>Review Method</b> Questions Carousel
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#### Lesson 3

<b>Warm-Up</b> Ball Control	<b>Skill</b> Dynamic Balance	<b>PB Challenge</b> 3 Limb Race	<b>Review Method</b> Questions Carousel
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#### Lesson 4

<b>Warm-Up</b> To Bank or not to Bank	<b>PB Challenge</b> Getting Around Us (Yr 3/4 competitive)	<b>Skill</b> Ball Skills	<b>Review Method</b> Questions Carousel
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#### Lesson 5

<b>Warm-Up</b> To Bank or not to Bank	<b>Skill</b> Ball Skills	<b>Skill Application</b> All Routes (Yr 3)	<b>Review Method</b> Questions Carousel
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#### Lesson 6

<b>Warm-Up</b> To Bank or not to Bank	<b>Skill</b> Ball Skills	<b>PB Challenge</b> Getting Around Us (Yr 3/4 competitive)	<b>Review Method</b> Questions Carousel
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### Learning Goals

Learning Behaviour	Fundamental Movement Skills
 <p><b>Respond Differently</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can begin to compare my movements and skills with those of others.</li> <li>I can select and link movements together to fit a theme.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I can make up my own rules and versions of activities.</li> <li>I can respond differently to a variety of tasks.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I can change tactics, rules or tasks to make activities more fun or more challenging.</li> <li>I can link actions and develop sequences of movements that express my own ideas.</li> </ul>	<p>Coordination Sending and Receiving Counter Balance Counter Balance</p> <p>In this unit, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.</p> <p><b>Emerging</b> I can complete <b>all</b> Green challenges</p> <p><b>Expected</b> I can complete <b>some</b> Red challenges</p> <p><b>Exceeding</b> I can complete <b>all</b> Red challenges</p>

#### Lesson 1

<b>Warm-Up</b> Ball Handling	<b>PB Challenge</b> Juggle Challenge (Yr 3 / 4)	<b>Skill</b> Sending and Receiving	<b>Review Method</b> Badge of Honour
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#### Lesson 2

<b>Warm-Up</b> Ball Handling	<b>Skill</b> Sending and Receiving	<b>Skill Application</b> Removal Team	<b>Review Method</b> Badge of Honour
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#### Lesson 3

<b>Warm-Up</b>	<b>Skill</b>	<b>PB Challenge</b>	<b>Review Method</b>
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Ball Handling	Sending and Receiving	Juggle Challenge (Yr 3 / 4)	Badge of Honour
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#### Lesson 4

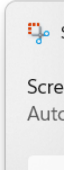
<b>Warm-Up</b> Pass It On	<b>PB Challenge</b> Roller Ball	<b>Skill</b> Counter Balance	<b>Review Method</b> Badge of Honour
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#### Lesson 5





<b>Warm-Up</b> Pass It On	<b>Skill</b> Counter Balance	<b>Skill Application</b> Lean on Me	<b>Review Method</b> Badge of Honour
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#### Lesson 6

<b>Warm-Up</b> Pass It On	<b>Skill</b> Counter Balance	<b>PB Challenge</b> Roller Ball	<b>Review Method</b> Badge of Honour
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### Learning Goals

Learning Behaviour	Fundamental Movement Skills
 <b>Perform and Repeat</b>	Agility Reaction / Response Static Balance Floor Work
<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can perform a range of skills with some control and consistency.</li> <li>I can perform a sequence of movements with some changes in level, direction or speed.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I can perform and repeat longer sequences with clear shapes and controlled movement.</li> <li>I can select and apply a range of skills with good control and consistency.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I can perform a variety of movements and skills with good body tension.</li> <li>I can link actions together so that they flow.</li> </ul>	<p>In this unit, the children will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.</p> <p><b>Emerging</b>   I can complete <b>all</b> Green challenges</p> <p><b>Expected</b>   I can complete <b>some</b> Red challenges</p> <p><b>Exceeding</b>   I can complete <b>all</b> Red challenges</p>

### Lesson 4

<b>Warm-Up</b> Balance Dice Frenzy	<b>PB Challenge</b> Cone Transfer	<b>Skill</b> Floor Work	<b>Review Method</b> Comfort, Stretch, Panic
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### Lesson 5

<b>Warm-Up</b> Balance Dice Frenzy	<b>Skill</b> Floor Work	<b>Skill Application</b> Hoop Limbo	<b>Review Method</b> Comfort, Stretch, Panic
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### Lesson 6

<b>Warm-Up</b> Balance Dice Frenzy	<b>Skill</b> Floor Work	<b>PB Challenge</b> Cone Transfer	<b>Review Method</b> Comfort, Stretch, Panic
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### Lesson 1

<b>Warm-Up</b> Continuous Relay	<b>PB Challenge</b> Quick off the Mark	<b>Skill</b> Reaction / Response	<b>Review Method</b> Comfort, Stretch, Panic
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### Lesson 2

<b>Warm-Up</b> Continuous Relay	<b>Skill</b> Reaction / Response	<b>Skill Application</b> Copy Your Partner	<b>Review Method</b> Comfort, Stretch, Panic
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### Lesson 3

<b>Warm-Up</b>	<b>Skill</b>	<b>PB Challenge</b>	<b>Review Method</b>
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### Learning Goals

Learning Behaviour	Fundamental Movement Skills
 <b>Know How and Why the Body Changes</b>	Agility Ball Chasing Static Balance Stance
<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I use equipment appropriately and move and land safely.</li> <li>I can say how my body feels before, during and after exercise.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I can describe how and why my body changes during and after exercise.</li> <li>I can explain why we need to warm-up and cool down.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I can explain how often and how long I should exercise to be healthy.</li> <li>I can describe the basic fitness components.</li> </ul>	<p>In this unit, the children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.</p> <p><b>Emerging</b>   I can complete <b>all</b> Green challenges</p> <p><b>Expected</b>   I can complete <b>some</b> Red challenges</p> <p><b>Exceeding</b>   I can complete <b>all</b> Red challenges</p>

### Lesson 3

<b>Warm-Up</b> Gate Masters	<b>Skill</b> Ball Chasing	<b>PB Challenge</b> Tunnels	<b>Review Method</b> Always, Sometimes, Rarely
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### Lesson 4

<b>Warm-Up</b> Rock, Paper, Scissors	<b>PB Challenge</b> Balance Transfer (competitive)	<b>Skill</b> Stance	<b>Review Method</b> Always, Sometimes, Rarely
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### Lesson 5

<b>Warm-Up</b> Rock, Paper, Scissors	<b>Skill</b> Stance	<b>Skill Application</b> Mirror Challenge (Stance)	<b>Review Method</b> Always, Sometimes, Rarely
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### Lesson 6

<b>Warm-Up</b> Rock, Paper, Scissors	<b>Skill</b> Stance	<b>PB Challenge</b> Balance Transfer (competitive)	<b>Review Method</b> Always, Sometimes, Rarely
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### Lesson 1

<b>Warm-Up</b> Gate Masters	<b>PB Challenge</b> Tunnels	<b>Skill</b> Ball Chasing	<b>Review Method</b> Always, Sometimes, Rarely
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### Lesson 2

<b>Warm-Up</b> Gate Masters	<b>Skill</b> Ball Chasing	<b>Skill Application</b> Develop Ball Chasing Combinations	<b>Review Method</b> Always, Sometimes, Rarely
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