

Year 3 Curriculum Map Medium Term Plan 2022-2023

Autumn Term One –Stone Age Britain- Did it rock to live in Stone Age Britain?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History- Stone Age Britain – Did it rock to live in the Stone Age?	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture Skills – practise: - Chronology - Cause/Consequence - Connections	For example: - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Forest School Ideas: - Fire-lightning - Charcoal making – create a charcoal picture
MFL- A new start	Pupils should be taught to: - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Appreciate stories, songs, poems and rhymes in the language	Primary Language Network planning scheme to follow: https://pln.myvle.co.uk Username- PLN714 Password- Romanway41 1a) Getting to know you - Discover where Spain is in the world - Learn how to say greetings in Spanish - Learn how to ask and answer how they are feeling - Learn how to ask somebody their name, and how to introduce their name in Spanish 1b) Numbers - Learn to say and remember numbers from 1 to 10 1c) Colours - Learn to say colours in Spanish

RE- Jesus, his teachings and his message

Intended learning outcomes:

Children will be able to:

- Step 1** explain the concept of *messages*
- Step 2** explain what Christians believe Jesus' messages are
- Step 3** explain the value of Jesus' messages to Christians and identify and describe some issues raised
- Step 4** express a personal response to messages in their own experience
- Step 5** explain examples of how messages are significant in their own and others' lives and in different situations.

Key concept: *Message*

Sequence of activities:

Step 1 – Enquire into the concept of *messages*.

- *What is a message? Why are they important? Why do we need them? What do we mean when we talk about someone's teaching or their message? Use a range of pictures of Jesus to prompt further discussion. What does the picture tell us? What is it about? Do we know what Jesus looked like? Do the pictures give us any clues about his message? Children speculate and jot down in groups what they think Jesus' message was.*

Step 2 – Contextualise within Christian practice/belief

- *Examine a series of stories and teachings of Jesus, eg: parables, Sermon on the Mount, Lord's Prayer. Use drama, story telling and hot-seating to explore the messages – focus on the message in the material. Children prepare a character profile of Jesus which features his message.*

Step 3 – Evaluate

- *Ask children to speculate about the impact of some of the messages, eg: Zacchaeus, breaking the Sabbath. Act out and freeze frame. Do they think these messages are important for Christians? How and why/why not? Would it matter if Jesus had not had a clear message? Role play or provide simple case studies for different groups about when some messages might still be useful (eg: forgiveness, turn the other cheek).*
- *Class debate for the motion on Jesus' messages are not significant in today's society. Children speak for or against. They make notes in for and against columns on a sheet of paper.*

Step 4 – Communicate

- *Can they recall any particular messages that someone has given that has had an impact on their lives? (eg: when someone spoke at school about *stranger danger*, when they heard about how smoking can kill you). Share ideas. Do messages change the way people behave? Do you think unpopular messages are still important? Who has popular and unpopular messages for us in today's society or in school? How are the messages delivered? Do they change/affect the way people behave? Why/why not? Discuss.*
- *Children, in pairs, consider what message they would want to give members of the class, or the school, or British society or the world. How would they deliver their message? Children write a poem or a paragraph of persuasive writing about their own message for the class, world, etc. Discuss ideas.*

Step 5 – Apply their responses to different situations and different people.

- *Continue from above. Discuss as a class. Are people always ready to hear a new message? Why/why not? In what situations would people be open to listen to a message? Why are some people resistant to some messages? (For example, the Government telling people to eat five helpings of vegetables or fruit a day.) Did this resistance apply in Jesus' day? Why/why not?*

Computing- Computing Systems and Networks	Understand computer networks including the internet;	To explain how digital devices function - I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process To identify input and output devices - I can classify input and output devices - I can model a simple process - I can design a digital device To recognise how digital devices can change the way we work - I can explain how I use digital devices for different activities - I can recognise similarities between using digital devices and non-digital tools - I can suggest differences between using digital devices and non-digital tools To explain how a computer network can be used to share information - I can recognise different connections - I can explain how messages are passed through multiple connections - I can discuss why we need a network switch To explore how digital devices can be connected - I can recognise that a computer network is made up of a number of devices - I can demonstrate how information can be passed between devices - I can explain the role of a switch, server, and wireless access point in a network To recognise the physical components of a network - I can identify how devices in a network are connected with one another - I can identify networked devices around me - I can identify the benefits of computer networks
Art- Stone Age Cave Art Paintings	- To create sketch books to record their observations and use them to review and revisit ideas - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history through a range of time periods. - Compare/describe the artists and their techniques.	- Examine cave paintings from around the world and from Stone Age period - Investigate why humans would have made cave paintings- Why? How? What does it tell us - Create roleplay/drama pieces to represent a cave painting - Link to History knowledge of life in the stone age. - Children to sketch cave art to tell an activity that they might have completed as a stone age Britain - Use charcoal to make marks including smudge and blend. - Use fingers to mix dirt and water to 'paint' - Art Gallery to promote peer feedback
Music	play and perform in solo and ensemble contexts, using their voices and playing musical	See planning on Charanga https://charanga.com/scheme/1312019-year-3 1. Listen and Appraise the song Let Your Spirit Fly and other songs:

	instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.	- Let Your Spirit Fly by Joanna Mangona - There is currently no listening resource for this part of the lesson, please choose your own - Colonel Bogey March by Kenneth Alford - Consider Yourself from the musical 'Oliver!' - Ain't No Mountain High Enough by Marvin Gaye - You're The First, The Last, My Everything by Barry White 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play Instruments with the Song - Improvise with the Song - Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.
RHE- Living in the Wider World 1	Pupils should be taught: Rights and Responsibilities: - To be given the opportunity to research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations. - To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. - To recognise the role of the voluntary community and pressure groups, especially in relation to health and wellbeing.	- S.H.I.E.L.D revisit and relaunch with new class - International Day of Democracy- What is democracy? - Responsibility- Applying for jobs around the classroom - Democracy in Action- Student Voice and electing School Councilors - Walk to School Week & Road Safety
PE	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	See planning on Getset4PE website https://www.getset4pe.co.uk/ <u>Yoga</u> - To explore connecting breath and movement. - To explore new yoga poses and begin to connect them. - To explore gratitude when remembering and repeating a yoga flow. - To develop flexibility and strength in a positive summer flow. - To develop flexibility in an individual yoga flow.

	- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	- To develop confidence and strength in arm balances. <u>Tag Rugby</u> - To develop throwing, catching and running with the ball. - To develop an understanding of tagging rules. - To begin to use the 'forward pass' and 'off side' rule. - To dodge a defender and move into space when running towards the goal. - To develop defending skills and use them in a game situation. - To apply the rules and skills you have learnt and play in a tag rugby tournament.
SRE- Self Esteem	1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.	- Strengths and weaknesses identification - Growth Mindset values in circle time - Ask children if we are all the same and have the same strengths and weaknesses, explain that some strengths are academic and others are outside of school. - Circle time, share one thing that they are good at; share one thing that they could get better at - I could improve poster - I am unique- Little Mermaid song to highlight that we are all different but with some similarities and that together we can all help each other improve
Science – Magnets	What is a magnet? - Compare how things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance. - 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. - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing.	- Can give examples of forces in everyday life - Can give examples of objects moving differently on different surfaces - Can name a range of types of magnets and show how the poles attract and repel - Can draw diagrams using arrows to show the attraction and repulsion between the poles of magnets - How far away can the magnetic attraction between two magnets be experienced? Is the repulsive force the same size? - Ring magnets can be stacked to create a variety of patterns depending on how their poles are arranged. Challenge children to recreate these patterns and explain how they did it. - How is the magnetic attraction or repulsion force affected by putting materials between the magnets? - Are bigger magnets stronger? (You could make larger magnets by putting together lots of smaller neo or super magnets) - How could you use magnets to measure the number of pages in a book?

Autumn Term Two –When was life in Andover better? The Iron Age or Stone Age?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History – Local History Study	- A depth study linked to one of the British areas of study previously Such Stone Age or Iron Age Skills – practise: - Chronology - Cause/Consequence Connections	- Visit to Andover Iron Museum - Visit to Denbury Hill as it has an Iron Age Hill fort - Children create own museum using own knowledge, children can be pretending be people from Iron Age and explain facts about it, making posters, create objects from Iron Age etc. Other classes can visit the museum and parents could be invited by paying a small amount of money. Forest School Ideas: - Angel out of nature - Whittling/peeling – make an arrow - Weaving
MFL- The calendar and celebrations	Pupils should be taught to: - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Appreciate stories, songs, poems and rhymes in the language	Primary Language Network planning scheme to follow: https://pln.myvle.co.uk Username- PLN714 Password- Romanway41 2a) Bonfire night colours - Revisit colours - Learn new colours for Autumn/Bonfire Night 2b) Calendar time - Learn the names of days of the week - Follow a story about days of the week - Learn the months of the year - Recognise the nouns written down - Express their birthday month - Opportunity to check for learning with Puzzle It Out assessment
RHE- Relationships- Part 1	Pupils should be taught: <u>Families and people who care for me:</u> To recognise different types of relationships, including those	- Anti-Bullying Alliance Anti Bullying Week 2021- One Kind Word - RW Friendship Week- Healthy and positive relationships - RW Internet Safety Week- link with Computing Coordinator - RW Secret Keeping Week – what is a secret, when can we keep secrets, who can we keep secrets from?

between acquaintances, friends, relatives and families.

Caring friendships:

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

Respectful Relationships:

- To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours. To learn about the responsibilities of bystanders. To learn how to respond and ask for help.

Online relationships:

- To learn the rules and principles for keeping safe online and how to recognise risks.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships both face: face and online.
- To realise that some people behave differently online, including by pretending to be someone they are not.
- To learn about people who are responsible for helping me stay healthy and safe; how I can help these people to keep me healthy and safe.
- To realise the nature and consequence of discrimination, teasing, bullying and aggressive

	behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).	
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RE- Angels

Children will be able to:

- Step 1** describe their own responses to *angels*.
- Step 2** describe examples of how their responses to *angels* can be applied to their and others' lives.
- Step 3** describe the meaning of *angels*.
- Step 4** describe how *angels* are used in the stories of the birth of Jesus.
- Step 5** evaluate the importance of *angels* by describing their value to Christians and by identifying an issue raised.

Key concept: Angels

Sequence of activities:

Step 1 – Communicate

- Ask the children, in groups of four, to concept map the word *angels*. Only one person scribes (15 minutes).
- Then as a whole class, discuss the ideas noted. Ask: *What do you think angels are? Where do you think angels come from? What do you think angels do? What do you think angels look like?*
- Draw impressions of what an angel might be like and annotate with words and phrases of their own thoughts.

Step 2 – Apply

- Today, children are going to be reporters finding out about angels. *What questions would you ask?* Collect questions on the board.
- In pairs – as interviewer and interviewee – ask questions. Then swap.
- *When do you think about angels? Why? When do others think about angels? Would you like to see an angel? Why/why not? When? What would it do? What would it say? Do you think others might like to see angels? Why/why not? What difference would an angel make?*
- Children report back to the class what their partner says. Collect ideas on the board.

Step 3 – Enquire

- In groups, children look at a variety of angel picture cards. *Can they sort them in any way? Where would you find images like these? Who would use them? What for? What do you notice about the angels? How do they look? Why do you think that? What are they doing? Are they all the same? What are the differences?*
- Children collect ideas on a group concept map.
- Look up and compare different dictionary definitions. *Can they come up with their own dictionary definition?*

Step 4 – Contextualise

- Read Matthew's Gospel account of the Christmas story to find what part the angels play in the birth narrative (Matthew 1:20–23 and Matthew 2:13), and Luke's birth narrative, noting the angels (Luke 1:26–38 and Luke 2:9–14).
- Consider: *When do angels appear? Who to? Why? What is their role?*
- Children plan and perform a two-minute role play of the angels visiting Joseph or Mary or the shepherds. *What was the message? What was the response?*
- Children complete speech bubbles of an angel and Mary or Joseph or the shepherds.

Step 5 – Evaluate

Discuss in pairs:

- Using the agree/disagree cards, children sort the statements into those they agree with and those they do not, and then those that a Christian would agree with and those they would not.
Why do you think there are angels in the story?
What do you think a Christian thinks about when he or she thinks of angels?
How effective were angels at communicating?
Is their role important? Would it matter if angels did not appear in the story? Why/why not? How would the story be different?
- Revisit the angel pictures. *Did the angels actually appear like this or in some other way? Discuss the possibilities, eg: an inner voice, and pictures*

Step 6 – Second Communicate/Apply

- *Have your ideas of angels changed? How? Do you think God would choose the same method to talk to people today? Why/why not? What do you think an angel might be like today? Do you think we would recognise one? Do you think we would listen to what it says? What kind of thing might the angel say today?*
- Children draw/write their ideas in response to the above questions.

Computing- Creating Media- Animations	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting.	To explain that animation is a sequence of drawings or photographs - I can draw a sequence of pictures - I can create an effective flip book—style animation - I can explain how an animation/flip book works To relate animated movement with a sequence of images - I can predict what an animation will look like - I can explain why little changes are needed for each frame - I can create an effective stop frame animation To plan an animation - I can break down a story into settings, characters and events - I can describe an animation that is achievable on screen - I can create a storyboard To identify the need to work consistently and carefully - I can use onion skinning to help me make small changes between frames - I can review a sequence of frames to check my work - I can evaluate the quality of my animation To review and improve an animation - I can explain ways to make my animation better - I can evaluate another learner's animation - I can improve my animation based on feedback To evaluate the impact of adding other media to an animation - I can add other media to my animation - I can explain why I added other media to my animation - I can evaluate my final film
DT- Levers, pulleys and joints- Skeleton creation	<u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u>	- Children to link with skeleton knowledge to create joints between materials - Use split pins to make joints that can be moved - Investigate levers and pulleys - Skeleton creation for human skeleton and other animals - Cook: Fire Cooking linked with Forest School and Topic.

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Cooking:

- Understand and apply the principles of a healthy and varied diet.

	• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how varieties of ingredients are grown, reared.	
Music-	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	See planning on Charanga https://charanga.com/scheme/1312019-year-3 1 — Musical Activities using glocks The children: Learn to play and read the notes C, D, E + F. Learn to play these tunes: • Easy E • Strictly D • Play Your Music • Drive • Dee Cee's Blues • What's Up • D-E-F-initely • Roundabout • March of the Golden Guards • Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. 2 — Perform & Share Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it? The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions
SRE- Challenging Gender Stereotypes	1b, 4e, to recognise and challenge stereotypes	• Define gender with the class as boys and girls, men and women • Children to draw/label jobs that each gender complete in the workplace • Discuss if it is true that all nurses are women or all the police officers are male • Children sort jobs along their thought process and challenge each other • Identify unconscious bias that we have and that we form concepts from tv, films, books and our own experiences • Role play sexist grouping in the class and ask children to think of the impact of this • Link to British Values and Gender Equality in the UK but that this is not always seen everywhere in the world- Malala

Science- Animals, Skeletons and Movement	Why do we have a skeleton? - Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Chapter 1: Skeletons protect vital organs - All vertebrates have internal skeletons that protect vital organs. - Invertebrates have exoskeletons that protect vital organs - Compare X-rays and skeletons of animals looking for similarities and differences and predicting where vital organs are. Chapter 2: Skeletons support weight Skeletons support the weight of land animals. Stronger bones can support more weight - Look at X rays to identify broken and healed bones. - How does the length of a bone affect its bending strength and compressional strength? (You could use paper tubes) - How does the diameter of a bone affect its bending strength and compressional strength? (You could use paper tubes) Consider why might some bones need to be stronger than others and then get them to predict relative size of bones from some animals based on how they move. Chapter 3: Skeletons support movement Bones are connected (but can move relative to each other) at joints. Muscles connect to bones and move them when they contract. Stronger bones can anchor stronger muscles - Give children a large empty torso where they sketch in pencil what they think the skeleton is like. Get them to move in a variety of ways and feel how they move and adapt their skeleton. Show a real or model skeleton and ask them to identify similarities and differences. - Children draw round their own hands, they feel their hands and look at how it can move and draw in where they think there are bones and put circles wherever they think there are joints, they then compare their ideas with a picture of a real hand. - Give children some bones from a chicken skeleton that is not assembled. They try and identify what each bone does and justify their choices, they again compare with a complete chicken skeleton. - Make a model arm from pieces of wood, string, sellotape (provide other materials including elastic, does the opposite of a muscle because it contracts when relaxed.). - Look at X rays to identify broken and healed bones. Investigate if the length of a bone affects its strength using card tubes. Or could compare thicker real chicken bones. Consider why might some bones need to be stronger than others and then get them to predict relative size of bones from some animals based on how they move. - Compare X rays of animals and predict how they moved. - Show some video footage of an animal moving and children predict what the skeleton of that animal may be like. - Look at a cleaned chicken leg to see how it moves and then let children remove the skin from another one to see how muscles are attached.
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PE	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See planning on Getset4PE website https://www.getset4pe.co.uk/ <u>Dance</u> THEME: Machines • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea. THEME: A Trip to... • To remember, repeat and create actions to represent an idea. • To share ideas of actions and dynamics to create a dance that shows a location. • To use choreographing ideas to develop our dance. <u>Ball Skills</u> • To develop confidence and accuracy when tracking a ball. • To develop confidence and accuracy when tracking a ball. • To explore and develop a variety of throwing techniques. • To develop catching skills using one and two hands. • To develop dribbling a ball with hands. • To use tracking, sending and dribbling skills with feet.
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Spring Term One – How extreme can Earth be?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
Geography- Extreme Earth – How extreme can Earth be?	- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - physical geography, including: vegetation belts, volcanoes and earthquakes.	- Types of extreme weather that is experienced on Earth - Tectonic plates and types of plates - Volcano formation, parts and functions - Earthquakes, Tsunamis- warning posters - Atlas work to locate key regions - iPads for research into major volcanos to compare their structure and impact on human life. Forest School Ideas: - Shelter building - Free standing structure
MFL- Animals I like and don't like	Pupils should be taught to: - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Appreciate stories, songs, poems and rhymes in the language	Primary Language Network planning scheme to follow: https://pln.myvle.co.uk Username- PLN714 Password- Romanway41 Animals I like and don't like - Learn the nouns for animals# - Learn the two ways to say 'a' in Spanish - Learn how to express opinions about animals and say their favourite animal - Learn the plurals of animals - Follow a story about animals - Write sentences about animals using a model
DT – Shelter Design	<u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	- Linked to Forest School and Geography topic. - Children to discuss in class in which conditions we should make a shelter - Discussion: what materials we will use? Where we can build it? How are we going to build it? - Design on DT books – drawing and label - Forest School lesson – to make it - After shelter is made, Evaluate. How can we improve it? What did work? What did not work?

	<u>Make</u> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>Cooking:</u> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how varieties of ingredients are grown, reared.	
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RE- Holi- Good and Evil	Children will be able to: Step 1 describe the concepts of <i>good</i> and <i>evil</i> Step 2 describe ways in which Hindus remember <i>good</i> and <i>evil</i> in the story and celebrations of Holi Step 3 describe the value of the ways in which good over evil is celebrated and identify an issue raised Step 4 describe their responses to the concepts of <i>good</i> and <i>evil</i> Step 5 describe incidents in their own and others' lives where good comes out of evil.	Key concept: <i>Good and evil</i> Sequence of activities: Step 1 – Enquire into the concepts of <i>good</i> and <i>evil</i> - Brainstorm in groups the words <i>good</i> and <i>evil</i>. What associations/ideas do pupils have with these words? Discuss. - Children create collages from magazines and newspapers around the words <i>good</i> and <i>evil</i> – display and discuss. Step 2 – Contextualise the concepts in the story and celebrations of Holi - Tell the story of Prahlaad. Children identify <i>good</i> and <i>evil</i> characters in the story. - Make simple masks or simple puppets to depict good and evil characters. Children act out or puppet-play the story. - Teacher introduces the ways Hindus celebrate Holi and remember good overcoming evil (include worship to the God Vishnu at the shrine, burning of an effigy, remembering the story, cards, decorations, food, etc). Role play aspects of the celebration and take pictures. Pupils annotate pictures. Step 3 – Evaluate the importance of the concepts of <i>good</i> and <i>evil</i> in the stories and celebration - In groups, children sort cards in order of priority: - according to a Hindu response - according to their own ideas. - Hot-seat a child as a Hindu – children ask questions about how good and evil are remembered and what the celebration means to him/her. Children complete a speech bubble: <i>I am celebrating Holi because ...</i> - Pose the question: <i>Prahlaad had Holika killed – could that be good?</i> Discuss. Step 4 – Communicate their own understanding and responses to <i>good</i> and <i>evil</i> - Circle time activity – children share experiences of <i>good</i> or <i>evil</i> in their own lives. Children paint/draw (art link?) and annotate the pictures. Share and discuss. - Discuss current affairs – <i>good in the world and evil in the world</i>. Show clips from the previous night's TV news. Children create poems/writing about <i>good</i> and <i>evil</i>. Step 5 – Apply the concepts to different situations in their own and others' lives - Discuss: <i>How can good come out of evil?</i> Eg: a bad fight in the playground – leads to conflict resolution – how is it made good? In disaster situations, others rally around to support those in need. Role play scenarios – <i>How does good come out of evil? Does good always come out of evil?</i> Discuss.
RHE-	Pupils should be taught: <u>Mental Wellbeing</u> To deepen my understanding of good and not so good feelings, to extend my vocabulary to enable me to	- RW New Year's Resolutions- Health and Wellbeing - RW Safer Internet Week- pre learning - RW Communicating Emotions and Making Choices- Mental Wellbeing Awareness

Health & Wellbeing - part 1	explain both the range and intensity of my feelings to others. • To recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these. • To realise the nature and lasting consequence on mental health of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). <u>Internet Safety and Harms:</u> • To recognise that the internet can be a negative place. • To recognise all types of bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) and that it can have a negative impact on mental health. • To recognise that my actions online affect myself and others	• Children's Mental Health Week & Time to Talk Day (3rd Feb) • Safer Internet Week • Random Acts of Kindness Week
Computing- Creating Media- Desktop Publishing	• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting.	To recognise how text and images convey information • I can explain the difference between text and images • I can recognise that text and images can communicate messages clearly • I can identify the advantages and disadvantages of using text and images To recognise that text and layout can be edited • I can change font style, size, and colours for a given purpose • I can edit text • I can explain that text can be changed to communicate more clearly To choose appropriate page settings • I can define the term 'page orientation' • I can recognise placeholders and say why they are important • I can create a template for a particular purpose To add content to a desktop publishing publication • I can choose the best locations for my content • I can paste text and images to create a magazine cover • I can make changes to content after I've added it To consider how different layouts can suit different purposes • I can identify different layouts • I can match a layout to a purpose • I can choose a suitable layout for a given purpose

		To consider the benefits of desktop publishing ● I can identify the uses of desktop publishing in the real world ● I can say why desktop publishing might be helpful ● I can compare work made on desktop publishing to work created by hand
Music	● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● develop an understanding of the history of music. ●	See planning on Charanga https://charanga.com/scheme/1312019-year-3 1. Listen and Appraise the song Three Little Birds and other songs: ● Three Little Birds by Bob Marley ● Jamming by Bob Marley ● Small People by Ziggy Marley ● 54 - 46 Was My Number by Toots and The Maytals ● Ram Goat Liver by Pluto Shervington ● Our Day Will Come by Amy Winehouse 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: - Warm Up Games (including vocal warm ups) - Flexible Games (optional extension work) - Learn to Sing the Song - Play Instruments with the Song - Improvise with the Song (and optional extension activities) - Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.
SRE- Differences: Male and Female	PSHCE and Citizenship Framework 3c, about how the body changes as they approach puberty National Curriculum Science 2a, to recognise and compare the main external parts of the bodies of humans and of other animals	● Boy-man-male and female-girl-woman ● Clothes and unclothes baby pictures for children to sort them explaining reasoning ● Private parts of the human body is how we can identify male and female-sorting activity ● Define in circle time the meaning of the word private in different contexts ● Similarities and differences, sorting and recording as appropriate ● Matching card game (STP) ● How we ensure that we stay safe with our bodies- keeping private parts private and not touching

Science- Solids, Liquids and Gases

How can I identify materials based on their production?

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Chapter 1: Properties of solids, liquids and gases.

Materials can be divided into solids liquids and gases.

- **Solids** hold their shape unless forced to change.
- **Liquids** flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is.

Gases move everywhere and are not held in containers by gravity.

- Give children a variety of materials (including powders, gels, foams and things like blu tac) ask them to classify them as solids, liquids or gases.
- How does the amount of water added to flour affect its state?
- We need to make the best water slide possible. How does the amount of detergent added to water affect how slippery it is?
- How does the temperature affect how viscous a liquid is (use cooking oil)?
- Put a series of liquids into order of viscosity (choose ones that are similar so they have to perform an accurate test).
- Spray perfume or water (children don't know which) at one end of the room and they raise their hands when they can smell it. They then draw diagrams of their choice to show what happened to the smell (gas) and explain the pattern of its movement.
- Dancing raisins. Place a handful of raisins in a small bottle of lemonade. Children explore why they behave the way they do.

Place a peach in a glass of lemonade and watch it spin. Why does it behave that way and can you prove it?

Chapter 2: Changing state.

- Heating causes solids to melt into liquids and liquids to evaporate to gases.

Cooling causes gases to condense to liquids and liquids to freeze to solids.

- Demonstrate the water cycle by melting ice, heating water to let it evaporate, showing the steam condense on a cold surface and letting it run off and drip like rain back into the original container.
- Children are shown the following equipment and asked to predict what will happen and why, and then they do it.
- The council put salt on ice and snow to melt it. How does the material sprinkled on ice and snow affect how quickly it melts?

Chapter 3: Melting, freezing, boiling and condensation temperatures.

Different substance change state at different temperatures but the temperatures at which given substances change state are always the same.

- ❑ What is the freezing temperature of water? (Mixing ice and salt produces mixtures that can be as cold as -15°C and make good baths for freezing water

		in). ☐ Does the volume of water affect the temperature at which it freezes? ☐ Chocolate smugglers. Children have been trying to smuggle chocolate into class by putting it in their pockets, but it always ends up as a squidgy, liquid mess. What chocolate would be best to smuggle? <i>How does the type of chocolate affect its melting temperature?</i> Give children a range of substances and ask them to put them in order of what they think their melting temperatures may be. Include metals, rocks, and oils. Can they estimate the melting temperatures? Chapter 4 What happens at the melting temperature? • The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid. • The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. Liquids evaporate slowly, even below their boiling temperatures. • What is the melting temperature of ice and how does it compare with the freezing temperature of water? • Is the melting temperature of wax the same as its freezing temperature? Investigate. What do we think will happen to an ice cube if it is left out for a few days? What do we think would happen to a lump of wax and why is there a difference?
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PE-	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See planning on Getset4PE website https://www.getset4pe.co.uk/ <u>Gymnastics</u> • To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment. <u>Fundamentals</u> • To develop balancing and understand the importance of this skill. • To understand how to change speed and be able to demonstrate good technique when running at different speeds. • To demonstrate a change of speed and direction to outwit others. • To develop technique and control when jumping, hopping and landing. • To develop skipping with a rope. • To apply fundamental skills to a variety of challenges.
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Spring Term Two– Why should we save Earth’s Rainforests?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
DT – cooking lesson	<u>Cooking:</u> - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how varieties of ingredients are grown, reared.	- Cooking lesson: Vegan food/Healthy food to be linked with environment topic, such a way of helping the Earth by cooking a plant-based meal. - Burritos/Wraps with veggies and beans - Pizza with tomato, vegan cheese and some vegetables + meat substitutes. - Fruits salad – skewer sticks Forest School Ideas: - Planting wild flowers - Create a habitat for an animal that lives in the rainforest
Geography- Rainforests – Life on our planet – Should we save Earth’s Rainforests?	Locational knowledge - Locate the world’s countries, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities). - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere Place Knowledge - Understand geographical similarities and differences through the study of and physical geography of a region within South America Human and physical geography - Describe and understand key aspects of: climate zone. Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	- Children to use atlases to find countries with rainforests, also to use digital mapping skills. - Importance of the Equator and tropic regions in location of rainforests on Earth - Weather and climate of rainforests with the drama sessions so that children can perform and share information as a weather forecast. - Investigate the layers of the rainforest, the vegetation, wildlife and changes in weather in each layer. - Animals of the rainforest using different senses (hearing& vision)- link to layers of the rainforest and why they are adapted to their habitat. - Amazon rainforest case study to highlight deforestation and rainforest protection efforts- children to create drama pieces/posters to promote saving the rainforests and conservation of wildlife and vegetation.
MFL-	Pupils should be taught to: Listen attentively to spoken language and show understanding by joining in and responding	Primary Language Network planning scheme to follow: https://pln.myvle.co.uk Username- PLN714

Carnival and playground games	• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Appreciate stories, songs, poems and rhymes in the language	Password- Romanway41 Carnival and using numbers - Cultural insight into Carnival in Spain - Opportunity to design a carnival mask - Revisiting numbers and playing number-themed games - Introduce the age question and answer - Revisit personal information - Ask and answer a range of questions - Revisit days and months to say and write the date - Finish with an Easter-themed lesson
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RE- Easter- Changing Emotions	Most pupils will be able to: Step 1 Enquire: describe the concept of <i>changing emotions</i> Step 2 Contextualise: describe how the concept of <i>changing emotions</i> is contextualised within the events of Holy week and the ways in which Christians remember the events Step 3 Evaluate: describe the value of remembering the <i>changing emotions</i> in the story to Christians; describe the value of the concept for themselves Step 4 Communicate: describe their own responses to the idea of <i>changing emotions</i> Step 5 Apply: describe examples of how their responses to <i>changing emotions</i> can be applied in their own lives and the lives of others.	Key concept: <i>changing emotions</i> Sequence of activities: Step 1 - Enquire into the concept of <i>changing emotions</i> • Discuss: <i>What are emotions? How do they affect us? How do they change? Can you give some examples?</i> • In pairs look at some pictures/photos of different emotions. Children to name the emotions shown. • Choose two to freeze frame; add actions for the emotions. • Mindmap the feelings associated with each emotion (eg <i>sad, tearful, lonely</i>). Children to work in groups to create a collage of words, pictures/photos for a chosen emotion. • Listen to music – <i>what emotion do they associate with each piece? Why?</i> • Finish by making sure the children can give some examples of when emotions might change before moving on (for example, happiness at finishing at the end of the Summer term, but changing to worry about a new class). Step 2 - Contextualise <i>changing emotions</i> in some of the events of Holy week (choose activities, see teaching pack) • Triumphant entry to Jerusalem and Barabbas being freed by Pilate • <i>How do Christians remember and express the emotions on Palm Sunday?</i> • The Last Supper • <i>How does Christian art express the emotions in the story?</i> • Garden of Gethsemane • Christ's crucifixion and resurrection. Step 3 - Evaluate the significance of <i>changing emotions</i> • Views and emotions change with extra knowledge. <i>What happens when false information informs people? Which scene could be identified with this issue? How did the emotions felt affect the way people in the story behaved?</i> • <i>How does peer pressure/crowd pressure influence our emotions and actions?</i> • Discuss: <i>how helpful is it for Christians to feel the same changing emotions as they recall the events, sing, hear music, see artwork etc? What would happen if they were not able to recall the events and engage with those emotions? Discuss.</i> • <i>Is the concept of changing emotions important for you? Have your views changed since looking at this concept?</i> Step 4 - Communicate their own understanding and responses to <i>changing emotions</i> • Circle time activity – pupils share experiences of changing emotions in their own lives. Share and discuss. • Discuss current affairs (natural disasters etc) where their emotions may have changed eg plane crash or Tsunami disaster – horror to compassion • In small groups, choose an emotion and make up a scenario to show the emotion. • Can they add another emotion to their plays, linking the two emotions together? • Hot seat children after acting out their plays – <i>how did they feel?</i> Step 5 - Apply the concept to different situations in their own and others' lives • <i>Is it possible to feel more than one emotion at the same time?</i> • Give examples of different situations – <i>how would they feel at each point? Why?</i> Discuss different responses and the emotions felt by the different characters involved. • Children write their own story/story board/poem involving different emotions.
RHE- Relationships Part 2	Pupils should be taught: <u>Families and people who care for me:</u> • To recognise different types of relationships, including those between acquaintances, friends, relatives and families. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	• RW Family- Families and people that care for me • RW Friendships Week- Caring and compassionate friendships • RW Being Safe Week/Online Relationships • RW Challenging Stereotypes- International Day for the Elimination of Racial Discrimination • RW Challenging Stereotypes (Invisible and visible disabilities- World Autism Awareness Month)

	• To realise that some people behave differently online, including by pretending to be someone they are not. • To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). • To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours. To learn about the responsibilities of bystanders. To learn how to respond and ask for help. <u>Being safe:</u> • To learn about people who are responsible for helping me stay healthy and safe; how I can help these people to keep me healthy and safe. • To know how/ where to ask for advice or report concerns.	
Computing-Data and information-Branching databases	• Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To create questions with yes/no answers • I can investigate questions with yes/no answers • I can make up a yes/no question about a collection of objects • I can create two groups of objects separated by one attribute To identify the object attributes needed to collect relevant data • I can select an attribute to separate objects into groups • I can create a group of objects within an existing group • I can arrange objects into a tree structure To create a branching database • I can select objects to arrange in a branching database • I can group objects using my own yes/no questions • I can prove my branching database works To explain why it is helpful for a database to be well structured • I can create yes/no questions using given attributes • I can explain that questions need to be ordered carefully to split objects into similarly sized groups • I can compare two branching database structures To identify objects using a branching database • I can select a theme and choose a variety of objects

		• I can create questions and apply them to a tree structure • I can use my branching database to answer questions To compare the information shown in a pictogram with a branching database • I can explain what a pictogram tells me • I can explain what a branching database tells me • I can compare two ways of presenting information
Art – Pointillism – Animal Faces	• To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history through a range of periods. • Compare/describe the artists and their techniques.	• Investigate, compare and identify themes in George Seurat’s work • Record thoughts and reflections on his animal themes work thinking about content, media used and process • Background, mid-ground and foreground focus with children creating a jungle/hillside landscape to outline with whiteboard pen • Learn about pointillism technique - painting in small, distinct dots of colour applying in patterns to form an image about animals • Linked to Rainforest • Art Gallery for children to give peer feedback and assessment using growth mind-set.
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	See planning on Charanga https://charanga.com/scheme/1312019-year-3 1. Listen and Appraise The Dragon Song and other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. The Dragon Song is a lengthy song so the more time singing along with it, the better. The supporting activities are shorter to allow for more time singing the song. • The Dragon Song by Joanna Mangona and Pete Readman • Birdsong - Chinese Folk Music • Vaishnava Java - A Hindu Song • A Turkish Traditional Tune • Aitutaki Drum Dance from Polynesia • Zebaidir Song from Sudan 2. Musical Activities - These activities are reduced and optional to give more singing time. Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work)

		c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. Or, the whole song so you can decide when to learn each section during the 6 steps d. Option: Play Instruments with the Song (in the chorus only) - decide who will sing and who will play. Everybody can learn the parts but decide upon a group for performance or swap around each time you perform? e. Option: Improvise with the Song (in the chorus only) - decide if you want to include this and then decide upon a group for the performance f. Option: Compose with the Song (in the chorus only) - decide if you want to include this and then decide upon a group to perform the class or group composition in the performance 3. Perform the Song - perform and share your learning as you progress through the Unit of Work
SRE- Family Differences	4c, to be aware of different types of relationship, including marriage and those between friends and families 4e, to recognise and challenge stereotypes	• Define and compare definitions of family • Circle time to reflect on the similarities and differences of the families in our class • Discussion of family groups that are seen in the local community, country and across the world to challenge and widen concept of family beyond their own understanding • Who can I talk to? The role of families as someone they can trust, link to in school figures of trust and figures of trust in the community.
Science- Plants and their food production	How do plants make their food? • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants.	Chapter 1: Reproductive parts of a flowering plant Teach children how pollination and fertilisation occur, let them dissect a flower (lilies and daffodils are good) and identify the parts of the flower. Use a microscope to observe the pollen. Children then chose a flower from the school and try and identify the reproductive organs. Chapter 2: All flowers are similar but different Bring in as many different flowers as possible, including grasses and trees. Children try and work out if they are wind or insect pollinated. They could check their predictions using the internet. Chapter 3: Seed dispersal Investigate seed dispersal around the school with different seeds and pots set up to see if seeds grow. Sorting activity for children to complete applying their knowledge of seed types to unknown seeds Chapter 4: What does a seed do? Plants grow best when they are damp, warm and in light. Is this true for seed

		germination? What can you predict about a plant and how it grows from the size of its seed? Plan and carry out investigations to test your ideas.
PE	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See planning on Getset4PE website https://www.getset4pe.co.uk/ <u>Hockey</u> • To develop sending the ball with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament. <u>Dodgeball</u> • To apply rules to a game situation. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching a dodgeball at different heights. • To learn how to block using the ball. • To understand the rules of dodgeball and use them to play in a tournament.

Summer Term One– Who were the Romans? What did they do for us?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History- Who were the Romans? What did they do for us?	Roman Empire + Impact on Britain: - To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires. - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should understand how our knowledge of the past is constructed from a range of sources. - Locate the world's countries, using maps to focus on Europe. Skills – practise: - Chronology - Cause/Consequence - Connections	This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, - culture and beliefs, including early Christianity - Map work to locate Italy and Britain - Tracing the invasion and expansion of the Roman Empire through Europe - Roads in Roman Britain and their importance Forest School Ideas: - Making Aqueducts - Tracking Signs - Lolly Stick Mangonel Catapult
MFL- The Hungry Giant	Pupils should be taught to: - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions	Primary Language Network planning scheme to follow: https://pln.myvle.co.uk Username- PLN714 Password- Romanway41 Fruit nouns and polite requests - Revisit 1 – 15 in Spanish - Singular and plural nouns for fruit and some vegetables - Identifying singular and plural nouns looking for simple patterns of change - Play a simple board game - Follow and understand a simple story

	and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Appreciate stories, songs, poems and rhymes in the language	- Sequence and join in with retelling a story - Write a simple sentence in Spanish
RE-Sacred Places-Sacred	Children will be able to: 1. Children can describe what people mean by sacred 2. Children can describe a sacred place which is significant to believers 3. Children can describe the value of sacred places to and believers and to themselves 4. Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives 5. Children can describe how sacred places can affect their own and others' lives	Key concept: Sacred Sequence of activities over several lessons: Step 1 – Enquire into the concept of sacred places Children brainstorm the word 'sacred' in small groups. Take feedback and compare ideas. <i>What might we mean by a 'sacred place'? Why might a place be sacred? Is there a difference between special and sacred? In what sort of ways might people show a place is sacred? eg Music, pictures or colour, objects, stories or objects from stories, writing. How would being in a sacred place make you feel or behave?</i> Step 2 – Contextualise the concept within religious practice (Lessons A & B) A). Remind children of any visits to local church/mosque, etc – <i>what sort of atmosphere did it have? Was it different from any old place? Could it be described as sacred and if so what made it feel so?</i> Watch Buddhism at Key Stage 2 about Buddhist temples and shrines. <i>What makes the temple seem very special and contributes to its sense of being sacred? Why have people bothered to make it like this? How would you feel if you visited such a place?</i> Draw or paint a temple. Find out about the features on the internet and label. B) Sacred places don't just have to be buildings – some people make a sacred place in their homes. (See sheet <i>the Buddhist Home</i>). Look at objects you would find on a Buddhist shrine (PowerPoint Buddhist shrine + artefacts in resources) and discuss reasons. <i>Why candles? Why bodhi leaves? Why (lotus) flowers?</i> Make the shrine and decorate with prayer flags which the children could make; cut out bodhi leaves, draw mandalas, pictures of Buddha etc. Children make a card to put on the shrine explaining the meaning of each object. When finished, light candles and sit quietly for a few minutes, taking note of own thoughts. Leave the shrine set up if possible. Step 3 - Evaluate the concept of a sacred place to believers <i>What if we just had ceremonies in an ordinary house and there were no 'proper' churches or places of worship? No temples for Buddhists to visit? Would it be alright to swap so the Buddhists went to a church and vice versa? (remind children of all the crosses etc at St Faith's). Can you make an ordinary place sacred? Can a place designed as a 'sacred' building sometimes not be sacred? Say a Christian or Buddhist group has found out their sacred place must be pulled down to make way for road. How would they feel? What if they were offered another building? In groups of 4 or 5, pupils discuss their response to a notice of demolition from the council. One member of the group scribes. Reconvene and discuss ideas.</i> Step 4 – Communicate the concept Children decide on what they would put on their own 'shrine'. Draw on paper first – 3 or 4 objects? <i>A photo, objects, words? What music might they want played? Decide on a value you think is important (love, freedom) and make a plasticine object to represent it. Make a label of explanation and take photos.</i> Each child may choose one thing to place on a class shrine which could be put next to the 'Buddhist' one. Make a circle and each child in turn says briefly what they have chosen. Step 4 – Apply the concept Look at some of the things the children have chosen to put on the shrine and discuss. <i>Are they sacred or just special? What about the Buddhist shrine? If something is sacred to someone else and not to us, how should we treat it? Is it important to have sacred places? Why/not? Pose 3 questions for children to talk about it pairs, ready to vote. Can a place be sacred to one person and not another? Can any place be sacred? Could a place be sacred if there were no people who thought it was? Have a vote and record the results. Allow abstainers. Write up 2 words: SPECIAL, SACRED. In the light of what we have learnt, invite comments about what, if any, the difference is. A useful way to understanding is that sacred things could be said to be 'touched by God'.</i>
RHE-	Pupils should be taught: <u>Rights and Responsibilities:</u>	• RW People in the Community- Key Workers • RW People who keep us safe • RW Choices- ambitions and aspirations- Money & The World we live in.

Living in the Wider World- Part 2	• To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. • To recognise the role of the voluntary community and pressure groups, especially in relation to health and wellbeing. <u>Money:</u> • To learn that money comes from different sources and can be used for different purposes, including concepts of spending and saving. • To learn about the role money plays in their lives including how to keep safe, choices about spending or saving money and what influences those choices.	
Computing- Programming A- Sequence in Music	Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs	To explore a new programming environment • I can identify the objects in a Scratch project (sprites, backdrops) • I can explain that objects in Scratch have attributes (linked to) • I can recognise that commands in Scratch are represented as blocks I can identify that each sprite is controlled by the commands I choose • I can choose a word which describes an on-screen action for my design • I can create a program following a design To explain that a program has a start • I can start a program in different ways • I can create a sequence of connected commands • I can explain that the objects in my project will respond exactly to the code To recognise that a sequence of commands can have an order • I can explain what a sequence is • I can combine sound commands • I can order notes into a sequence To change the appearance of my project • I can build a sequence of commands • I can decide the actions for each sprite in a program • I can make design choices for my artwork To create a project from a task description • I can identify and name the objects I will need for a project • I can relate a task description to a design

		• I can implement my algorithm as code
Art- Roman Pottery (Sculpture)	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	• Linked to History topic. • Discussion of types of Roman potteries such design, materials, uses. • Sketch on books design of Pottery, labelling. • Make pottery out of clay, using small tool to design patterns if desired - adult to model. • Paint the pottery when it's dry. • Evaluate: how can we improve? What did work? What didn't work?
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	See planning on Charanga https://charanga.com/scheme/1312019-year-3 1. Listen and Appraise the song Bringing Us Together and other Disco songs: • Bringing Us Together by Joanna Mangona and Pete Readman • Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge • Ain't No Stopping Us Now by McFadden and Whitehead • Car Wash by Rose Royce 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Option: Play Instruments with the Song in the chorus sections only e. Option: Improvise with the Song in the chorus sections only f. Option: Compose with the Song in the chorus sections only 3. Perform the Song - perform and share your learning as you progress through the Unit of Work
SRE- Decision Making	• 1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action • 2f, to look after their money and realise that future wants and needs may be met through saving • 4a, that their actions affect themselves and others, to care about other people's	• Children practice decision making in a non-threatening environment • Link to growth mindset about mistakes being normal and focus on how to learn from them • Encourage wide thinking of all options in a situation • Scenarios for children to role-play and consider decisions that they would make • Peer discussion about different decisions that others may take • Link to RHE focus on empathy and <i>Someone Else's Shoes</i> • Decisions that you need help with and decisions that you can make on your own.

	feelings and try to see things from their point of view	Red choices, amber choices and green choices for situations for children to consider what impacts their decisions may have on themselves and others
Science-Light –	Why can you see your reflection in the mirror but not the floor? - 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 an opaque object - Find patterns in the way that the size of shadows change.	- Investigate seeing in dark, lit and medium light rooms - Brightness investigation- distance from light and how bright something looks - Impact of darkness on hearing- blindfold children and navigate following instructions and react to sounds - Transparency, opacity and reflective investigation - Predictive skills and scientific enquiry skills progression and assessment
PE	- use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See planning on Getset4PE website https://www.getset4pe.co.uk/ <u>Cricket</u> - To develop overarm throwing and catching. - To develop underarm bowling. - To learn how to grip the bat and develop batting technique. - To be able to field a ball using a two handed pick up and a short barrier. - To develop overarm bowling technique. - To play apply skills learnt to mini cricket. <u>Basketball</u> - To develop the attacking skill of dribbling. - To use protective dribbling against an opponent. - To develop the bounce and chest pass and begin to recognise when to use them. - To develop tracking and defending an opponent. - To develop the technique for the set shot. - To be able to apply the skills, rules and tactics you have learnt to a mini tournament.

Summer Term Two – Andover- How do we use our land?

Geography- Local Area	Pupils should be taught to: <u>Human and physical geography:</u> describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity. <u>Geographical skills and fieldwork:</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 4 points of a compass, four-figure grid references, symbols and key. - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	• Children to use digital and physical maps to investigate the geography of Andover – google maps • Children to investigate the local environment of Andover and the use of land for different purposes • Use of OS maps to find local amenities • Work with grid references to locate different areas of a map • Global content in local context, children to create their own maps Andover town • Children to use grid references to locate areas of Andover high street. • Children to make maps for the immediate local area (Andover town centre/High Street). Forest School Ideas: • Leaf/tree identification • Make a water filter
MFL- Going on a picnic	Pupils should be taught to: • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Appreciate stories, songs, poems and rhymes in the language	Primary Language Network planning scheme to follow: https://pln.myvle.co.uk Username- PLN714 Password- Romanway41 Going on a picnic - Explore nouns for picnic items - Explore possible locations for a picnic - Follow a story about a picnic, revisiting colours and numbers - Build own picnic story Aliens in Spain - Explore map of Spain - Ask 'where do you live? And answer 'I live in ...' in Spanish - Revisit personal information questions and answers - Experience a less in another language

RE- Raksha Bandhan- Protection	1. Children can express a personal response to the concept of protection. 2. Children can describe how the concept can be applied in their own and others' lives. 3. Children can describe what protection means. 4. Children can describe how protection is expressed by Hindus in the festival of Raksha Bandhan. 5. Children describe the value, for Hindus, of celebrating protection.	Theme/Unit: Raksha Bandhan Key concept: <i>Protection</i> Sequence of activities over several lessons: Step 1 Communicate: what does protection mean to me? Circle time: <i>what makes you feel safe? How and when do you feel protected? What or who protects you?</i> Step 2 Apply: how is protection significant in pupils' experience? Create scenarios where protection and being kept safe is important. Using prompt cards, children explore the scenarios through drama. Take photos and display on IWB with speech bubbles added. Discuss: <i>Do we always want to be protected? Why/not? Are there times when we want to look after ourselves? When? Why?</i> Step 3 Enquire: what does protection mean? Ask children to give an example of protection from everyday life – drama? <i>Can we say what protection means?</i> In pairs, children come up with a short definition to share. Discuss. Discuss what <i>protection</i> means by demonstrating making a concept map on board. Include people who keep us safe. Generate question for a visiting policeman, fire officer, coastguard officer, for example. Step 4 Contextualise: how do different cultures and religions express their ideas about protection? Show a rakhi – ask children to speculate on use, origins, etc. <i>Why/how used? By whom? Might it be important? What, if anything, could it have to do with protection?</i> Tell the story of the great God Indra and his rakhi of protection. Demonstrate how a Hindu brother and sister would exchange a rakhi and gifts. Talk about the idea of <i>protection</i> and show that sisters can care for their brothers. Each child makes a simple rakhi out of card, tinsel and thread. Make rakhi cards; children write an appropriate greeting inside. Read the traditional tale <i>The Mango Tree</i>. Step 5 Evaluate: what is the value of the concept of protection to believers? Whole class discussion/debate. <i>What difference does protection make? What would happen if Hindus did not have rakhis? Would they still be able to protect each other? Is it important for them to think about protection? Why/not?</i>
RHE- Health and Wellbeing- Part 2	Pupils should be taught: <u>Health and Prevention:</u> • To learn about the importance of, and how to, maintain good personal hygiene; including dental health, handwashing and how diseases can be spread. • To learn about the responsibility I have for my own health and that of others and to develop skills to help prevent disease spreading. • To learn about safe and unsafe exposure to the sun. • To learn about the benefits of good quality sleep as part of a healthy lifestyle. <u>Drugs, Alcohol and Tobacco</u> • To learn the facts about legal substances and associated risks, including smoking, alcohol use and drug taking. <u>Basic First Aid</u> • To learn about the concepts of first aid (for example dealing with common injuries, including head injuries) and where and how to get help.	• RW Sun Awareness Week • RW National Smile Week- National Smile Month Inclusive • RW Being Safe at Home • RW Transition for change- new school year • RW First Aid Week

	<u>Mental Wellbeing</u> To recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these.	
Computing- Programming B- Event and Actions	- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting.	To explain how a sprite moves in an existing project - I can explain the relationship between an event and an action - I can choose which keys to use for actions and explain my choices - I can identify a way to improve a program To create a program to move a sprite in four directions - I can choose a character for my project - I can choose a suitable size for a character in a maze - I can program movement To adapt a program to a new context - I can use a programming extension - I can consider the real-world when making design choices - I can choose blocks to set up my program To develop my program by adding features - I can identify additional features (from a given set of blocks) - I can choose suitable keys to turn on additional features - I can build more sequences of commands to make my design work To identify and fix bugs in a program - I can test a program against a given design - I can match a piece of code to an outcome - I can modify a program using a design To design and create a maze based challenge - I can make design choices and justify them - I can implement my design - I can evaluate my project
DT- Making a water filter	<u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u>	- Link to Science Rocks and Soil - Discussion how to filter dirty water - Design the filter on DT books. Draw picture and label. - To make a water filter out of a plastic bottle. - Evaluate results, how can we improve it, what worked, what didn't work.

	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products <u>Cooking:</u> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how varieties of ingredients are grown, reared.	
Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory	See planning on Charanga https://charanga.com/scheme/1312019-year-3 1. Listen and Appraise 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Games (Warm-up Games and Flexible Games) b. Singing

	• use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	c. Playing Instruments (classroom and or band instruments) d. Improvisation e. Composition 3. Perform and Share
SRE-Safety	PSHCE and Citizenship Framework 2k, to explore how the media present information 3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable Learning intention: To be able to use basic techniques to resist pressure Learning Outcomes: - To be able to identify potential dangers in different environments - To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know - To demonstrate basic techniques to resist pressure - To know who they can go to for support and help	• Children identify different dangers that they may face in different situations • Links to e-safety awareness, anti-bullying Diana Award work that has been central all year • Drama sessions for children to role play scenarios and how to resist pressure • RHE link to talking to supporting adults/people around them
Science-Rocks and Soils	What is the Earth made from? • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Recognise that soils are made from rocks and organic matter.	Chapter 1: There are different types of rock. There are different types of soil. • Locate Soil and Rock types in school grounds. (<i>Rock Scavenger Hunt</i>) • Soil Detectives (<i>How are the soils different? What characteristics are the same? Which do you think has best drainage? Which is more likely to lead to flooding? How many soil types have we found? Where might you find more? How might the soil be different in different countries?</i>) • What rock is best for a kitchen chopping board? (<i>What might be the issues with various materials and what they have to withstand? Lots of rock samples, foods such as ketchup, 'vinegar'</i>) • Make chocolate rocks: Chocolate can be ground into small particles (weathered), heated, cooled, and compressed — just like rocks. Unlike rocks, chocolate can undergo these processes safely and at reasonable temperatures. • Use your chocolate to create “sedimentary,” “metamorphic,” and “igneous” chocolate. And at the end of it all, make a tasty treat!

		Chapter 2: Soils change over time. Different plants grow in different soils. • The Soil Factory (<i>Why is your recipe the best for effective soil? What would grow best in your soil? Why do you think worms are important to the creation of soil? How can we use composting to make our own soil? Does it currently look like real soil? How long do you think this process will take and why?</i>) • Use rocks in school grounds to build a structure. • <i>This could be a structure that becomes a permanent fixture within the school grounds and links to a topic</i>
PE	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	See planning on Getset4PE website https://www.getset4pe.co.uk/ <u>Athletics</u> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. <u>Tennis</u> • To develop racket and ball control. • To develop returning the ball using a forehand groundstroke. • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score. • To develop playing against an opponent. • To work collaboratively with a partner and compete against others.