

Coit Primary School Long Term Plan 2023-2024 Year Group: 3

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

Autumn Term		Spring Term		Summer Term	
	Visit and Visitors				
	Lyceum Theatre	Chapeltown Library		Weston Park	Visit to church
	Maths				
	Problem Solving Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Diagrammatic Problems				
<u>Place Value</u>	<u>Addition and Subtraction</u>	<u>Multiplication and Division</u>	<u>Fractions</u>	<u>Fractions</u>	<u>Time</u>
Represent and partition numbers within 100	Complements to 100	Multiply 2-digit by 1-digit no exchange and exchange	Making a whole	Equivalent fractions	Durations
	Estimate answers	Divide 2-digit by 1-digit	Finding tenths	Compare and order fractions	Start and end times
	Inverse operations	Scaling	Fractions on a number line	Add and subtract fractions	Measuring time in seconds
Number lines within 100	<u>Multiplication and Division</u>	<u>Length and Perimeter</u>	Making fractions of amounts of objects	<u>Money</u>	
	Multiplication, equal groups	Measure length		Pounds/pence	<u>Shape</u>
	Use arrays	Compare lengths		Convert pounds pence	Turns/angles
Represent and partition numbers to 1000	Multiples of 2	Equivalent lengths (mm/cm/m)	<u>Mass and Capacity</u>	Add and subtract money	Right angles
	Multiples of 5 and 10	Add and subtract lengths		Give change	Compare angles
	Sharing and grouping 3 times table, multiply and divide by 3	Measure perimeter	Measure and compare mass	<u>Time</u>	Horizontal/vertical
Number lines		Calculate perimeter	Add and subtract mass	Months/years	
		<u>Fractions</u>		Hours in a day	
				Tell the time to the minute	Parallel/

<p>within 1000</p> <p>One, ten, hundred more/less</p> <p>Estimate, compare and order numbers within 1000</p> <p>Count in 50s</p> <p><u>Addition and Subtraction</u></p> <p>Apply number bonds</p> <p>Add and subtract 1s 10s 100s</p> <p>Add and subtract 2-digit numbers not crossing and</p>	<p>4 times table, multiply and divide by 4</p> <p>8 times table, multiply and divide by 8</p> <p><u>Shape</u></p> <p>RECAP</p> <p>2D and 3D shape names and properties</p> <p>Lines of symmetry</p>	<p>Recap half quarter thirds</p> <p>Unit and non-unit fractions</p> <p>Count in fractions</p>	<p>Measure capacity/volume</p> <p>Compare capacity</p> <p>Add and subtract capacity</p> <p>Compare temperature</p>	<p>Use am and pm</p> <p>24-hour clock</p>	<p>Perpendicular</p> <p>Recognise and name 2D and 3D shapes</p> <p><u>Statistics</u></p> <p>Pictograms</p> <p>Bar Charts</p> <p>Tables</p>
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crossing tens					
	Add 2 and 3- digit numbers				
	Subtract 2-digit from 3- digi				
<div><div></div><div>Number Sense and Fluency</div><div>Range of problem solving and reasoning activities</div><div></div></div>					
English Class Texts					
The Egyptian Cinderella	Gregory Cool			Theseus and the Minotaur	
The Story of Tutankhamun	Under the Moon & Over the Sea (poems)			Falling Out of the Sky (poems)	
The Lion, the Witch and the Wardrobe	Miranda the Explorer			Myths and Legends	
				The Great Kapok Tree	
				The Explorer	
				There's a Rang-Tan in My Bedroom	
Phonics					
Intervention Phonics where necessary					
Reading Focus					

<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Demonstrating an increasing familiarity with a wide range of books from different genres including <b>myths</b>, <b>legends</b> and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)</p> <p>Identifying <b>themes</b>, conventions and features of familiar stories such as the triumph of good over evil or the use of magical</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Discussing <b>words and phrases</b> that capture the reader's interest and imagination.</p> <p>Drawing <b>inferences</b> from characters' feelings, thoughts</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>Can read longer words with support and tests out different pronunciation s.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>Reading further exception words (Y3/4</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Demonstrating an increasing familiarity with a wide range of books from different genres including <b>myths</b>, <b>legends</b> and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Discussing <b>words and phrases</b> that capture the reader's interest and imagination.</p> <p>Identifying <b>themes</b>, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories</p>
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<p>devices in fairy stories and folk tales.</p> <p><b>Predicting</b> what might happen from details stated and implied. (KPI)</p> <p>Identifying main ideas drawn from a simple text and <b>summarising</b> these. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p>		<p>list), noting the unusual correspondences between spelling and sound and where these</p>	
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Reading aloud (including performing) showing understanding through intonation, tone, volume and action

Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart.

Understanding how language, structure, and presentation contribute to meaning.

Using dictionaries to check the meaning of words that they have read. (KPI)

Discussing words and phrases that capture the reader's interest and imagination.

Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.

Asking questions to improve their understanding of a text.

**Retrieving and recording information from non-fiction. (KPI)**

and motives that justifies their actions and supporting these views.

**Identifying main ideas drawn from a simple text and summarising these. (KPI)**

Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes

Using dictionaries to check the meaning of words that they have read. (KPI)

Asking questions to improve their understanding of a text.

**Retrieving and recording information from non-fiction. (KPI)**

Participating in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.

occur in the word. (KPI)

**Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**

When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.

Drawing **inferences** from characters' feelings, thoughts and motives that justifies their actions and supporting these views.

**Predicting**

and folk tales.

Drawing **inferences** from characters' feelings, thoughts and motives that justifies their actions and supporting these views.

**Predicting** what might happen from details stated and implied. (KPI)

**Identifying main ideas drawn from a simple text and summarising these. (KPI)**

Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes.

Using dictionaries to check the meaning of words that they have read. (KPI)

Discussing words and phrases that capture the reader's interest and imagination.

Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.

Asking questions to improve their understanding of a text.

**Retrieving and recording information from non-fiction. (KPI)**

Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes.

Discussing words and phrases that capture the reader's interest and imagination.

Using dictionaries to check the meaning of words that they have read. (KPI)

Checking that the text makes sense by questioning and explaining unfamiliar

words or  
phrases.

Asking  
questions to  
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of a text.

**Retrieving  
and  
recording  
information  
from non-  
fiction.  
(KPI)**

Participating  
in discussion  
about books  
that are read  
to them and  
those they can  
read for  
themselves,  
taking turns  
and listening  
to what others  
say



## Writing Focus

<b>Main focus:</b> 1. Non-chronological report Skill - Subordination and coordination (revisit KSI) 2. Explanation Skill - Subordination and possessive apostrophes <b>Oral:</b> discussing and recording ideas 3. Narrative 1st person Writing in role - character descriptions Skill- use of adverbs and prepositions  <b>Oral:</b> Poetry	<b>Main focus:</b> 1. Narrative - dialogue Skill-inverted commas and speech punctuation 2. Persuasion - persuasive language (recap, flattery, exaggeration, command) <b>Oral:</b> discussing and recording ideas  <b>Oral:</b> Poetry	<b>Main focus:</b> 1. Narrative - 1 <sup>st</sup> person Dialogue, setting description Skill-adverbs, sentence length for effect 2. Non-chronological report Skill - prepositional phrases, present perfect  <b>Oral:</b> poetry	<b>Main focus:</b> 1. Non chronological reports Skills - layout features, captions, headings, sub-headings <b>Oral:</b> composing and rehearsing ideas orally 2. Narrative- 3 <sup>rd</sup> person Mythical stories Setting descriptions Skills - tenses, direct speech, subordination and coordination 3. Persuasion Skills - conjunctions, adverbs, possessive apostrophes <b>Oral:</b> composing and rehearsing ideas orally
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## Vocabulary, Grammar and Punctuation

<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech

	<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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<p><u><b>Rocks and Fossils</b></u></p> <p>We will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>We will describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>We will recognise that soils are made</p>	<p><u><b>Forces and Magnets</b></u></p> <p>We will compare how things move on different surfaces</p> <p>We notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>We can observe how magnets attract or repel each other and attract some materials and not others</p> <p>We can 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</p> <p>We describe magnets as having 2 poles</p> <p>We can predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p><u><b>Animals Including Humans</b></u></p> <p>We will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>We will identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Making predictions</li> <li>• Setting up tests</li> <li>• Observing and measuring</li> <li>• Recording data</li> <li>• Interpreting and communicating results</li> <li>• Evaluating</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>• Identifying, Classifying and grouping</li> <li>• Observing over time</li> <li>• Comparative and fair testing</li> <li>• Research using secondary sources</li> <li>• Pattern seeking</li> </ul>	<p><u><b>Plants</b></u></p> <p>We will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>We will explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>We will investigate the way in which water is transported within plants</p> <p>We will explore the part that flowers play in the life cycle</p>	<p><u><b>Light</b></u></p> <p>We will recognise that they need light in order to see things and that dark is the absence of light</p> <p>We will notice that light is reflected from surfaces</p> <p>We will recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>We will recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>We will find patterns in the way that the size of shadows change</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Making predictions</li> <li>• Setting up tests</li> <li>• Observing and measuring</li> <li>• Recording data</li> <li>• Interpreting and communicating results</li> <li>• Evaluating</li> <li>•</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>• Identifying, Classifying and grouping</li> <li>• Observing over time</li> <li>• Comparative and fair testing</li> <li>• Research using secondary sources</li> <li>• Pattern seeking</li> </ul>
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	<p>from rocks and organic matter</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Making predictions</li> <li>Setting up tests</li> <li>Observing and measuring</li> <li>Recording data</li> <li>Interpreting and communicating results</li> <li>Evaluating</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul>	<p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Making predictions</li> <li>Setting up tests</li> <li>Observing and measuring</li> <li>Recording data</li> <li>Interpreting and communicating results</li> <li>Evaluating</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul>		<p>of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Making predictions</li> <li>Setting up tests</li> <li>Observing and measuring</li> <li>Recording data</li> <li>Interpreting and communicating results</li> <li>Evaluating</li> </ul> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> </ul>	
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	<p>nicating results</p> <ul style="list-style-type: none"> <li>Evaluating</li> </ul> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul>			<ul style="list-style-type: none"> <li>Comparative and fair testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul>	
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	<p>Working Scientifically</p> <p>During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> </ul>
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- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

## History

Ancient Egypt  
7500BC-51BC  
Dynasty  
Settlements  
Kingdom  
Inventions  
Civilisation  
Society  
Architecture  
Government  
Religion and Beliefs  
Archaeology  
Hierarchy  
Trade  
Rulers  
Myths and legends

Ancient Greece  
3500BC-AD1500  
Settlements  
Kingdom  
Inventions  
Civilisation  
Society  
Democracy  
Architecture  
Archaeology  
Trade  
Rulers  
Myths and legends  
Religion

History 23-24	Historical Skills Chronological Knowledge	Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance how do historians choose what is most important in history as there are too many events to use everything? <b>5Rs Resulting in change, Remarked upon, revealing resonated and remembered</b>	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	Interpretation of History The study of historical interpretation s relates to an understanding of how and why interpretation s of the past are different.	Cause and Consequence how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	Historical Sources and Evidence what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? <b>HOW DO WE KNOW?</b>
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**Egyptian dynasty start/end and key events**  
**Old kingdom, Middle Kingdom, New Kingdom**

How Egyptian life changed during the Egyptian dynasty?

What modern day inventions are an Egyptian legacy?

What is the role of the river Nile today?

Why was the river Nile important?

Why was the discovery of the pyramids and texts important?

Was religion important for all Ancient Egyptians?

What was the hierarchy in Ancient Egypt?

What did the Ancient Egyptians trade and who with?

Do historians agree about how the pyramids were built?

Why did the Egyptian dynasty come to an end?

How did historians think that religion affected life in Ancient Egypt?

Was religion important for the Ancient Egyptians?

**Classical Greece Hellenistic Greece and Roman Greece**  
**start/end and key events**

What changed and what stayed the same?

What impact on modern day living did Greeks have?

How does AE and AG compare?

Which period of ancient Greece was most significant?

Who was an important Greek Figure?

How was life different/same between Sparta and Athens?

How was Society structured?

Was religion important for the Ancient Greeks?

What did the ancient Greeks trade with and who with?

How do historians know about Ancient Greece?

Why did Ancient Greece come to an end?

What can historians tell us about how the Ancient Greeks governed?

Were Ancient Greeks religious?

Why do historians believe that Alexander the Great was great?



How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?		
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Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place ? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence Understanding the social, economic, environmental, or political connections between places	Sustainability : Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
Aut 1 Egypt-History Orientation lesson Egypt Focus on River Nile  Locate-continent surrounding countries, oceans and seas	Autumn 2/Spring 1 and 2 North America/Native American Creation Stories/Fieldwork Size of Jamaica Mexico Canada Alaska  Where is North America's place in the world?  What countries are there in North America?  Equator line and North/South Pole  Predict climate based on position from equator  Explore countries of NA			Summer 1 Greece Where is Greece in the world?  What do you know about the capital of Greece-Athens?  What does Greece produce-world trade?  What is Athens doing about the Pollution issues?	Summer 1 and South America and Rainforests What is the scale of the SA rainforests?  Where is South America?  Where is the SA Rainforest?  What is a climate Zone?  What is a biome?  What are the different characteristics of a rainforest biome?  What are the names and functions of the different rainforest layers? Brazil Population		

	<p>Importance of the Nile - Nile facts</p> <p>How the Nile supports employment?</p> <p>What does Egypt produce-world trade?</p> <p>How the impact of flooding on the River Nile has improved?</p> <p>How did the building of the dam change lives?</p>	<p>Explore Caribbean -Jamaica/Mexico Canada/Alaska and Artic circle</p> <p>Physical/Human Landmarks</p> <p>Climate</p> <p>Capital cities New York States USA</p> <p>What do you know about Jamaica/Mexico/Canada/Alaska?</p> <p>Population</p> <p>Official Languages</p> <p>Major Religions</p> <p>Famous People</p> <p>Popular Food</p> <p>Festivals</p> <p>What are the most common Livelihoods in..?</p> <p>Mexico</p> <p>Jamaica</p> <p>Canada</p> <p>How do these jobs affect the environment?</p> <p>Settlements/people's lives (economy)</p> <p>What projects are in place to improve the environment In Mexico/Jamaica?</p> <p>How has Mexico changed over time-physical and chemical affects?</p>	<p>What has changed in Athens over time?</p> <p>Pollution issues</p>	<p>Official Languages</p> <p>Major Religions</p> <p>Famous People</p> <p>Popular Food</p> <p>Festivals</p> <p>Rainforest</p> <p>Indigenous people</p> <p>Population</p> <p>Official Languages</p> <p>Major Religions</p> <p>Famous People</p> <p>Popular Food</p> <p>Festivals</p> <p>How are climate/ plants and animals interconnected?</p> <p>How does the rainforest support Indigenous people's homes, livelihood?</p> <p>How are the supply chains of resources from the rainforest which provide food and medicine protected?</p> <p>Who has and what has affected the rainforest over time and why?</p>	
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## Strand 1 - Communicating: Text and images

### 1.3 What makes a good poster?

In this unit children focus on combining information to improve communication. They will learn how to communicate by using a combination of graphics and text. Children will create, edit, organise and store content for a given purpose both as a led task and independently.

#### Concepts:

Logic

Machines

Data

## Strand 2 - Communicating: Multimedia

### Making Digital Music (Teach Computing unit)

In this unit, children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. The children will compare creating music digitally and non-digitally as well as looking at patterns and purposefully creating music.

#### Concepts:

Logic

Machines

Program

Sequence

## Strand 4 - computational thinking: programming A

### 4.3 Sequence and events in programs

In this unit, children will recognise that changing the sequence of code in a program affects the outcome. They will use a range of inputs in a program to make things happen and create an algorithm to plan out a program.

#### Concepts:

Algorithm

Program

Sequence

## Strand 3 - Understanding and sharing data

### Flat-file databases (Teach Computing unit)

In this unit, children will look at how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. The children will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others.

#### Concepts:

Logic

Machines

Program

Data

## Strand 4 - computational thinking: programming B

### 5.3 Count-controlled loops in Scratch

In this unit, children recognise that an algorithm is a sequence of instructions to fulfil a task and that when inputted on a computer, it is called a program. Children will use a range of events to start part of a program and use count-controlled loops to make things happen a certain number of times.

			<i>Debugging</i> <i>Input</i>		<b>Concepts:</b>  <i>Algorithm</i> <i>Program</i> <i>Sequence</i> <i>Debugging</i> <i>Input</i>
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## Y3 Sheffield Music Hub Expert Teacher Aims and Objectives

### Autumn Term Objectives

Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping.

Pupils will be taught to identify changes in speed (*tempo*)

Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests

Pupils will use their voices expressively and creatively using

- chants
- rhythms
- raps
- body percussion
- tongue twisters

Pupils will learn to experiment with sounds using the inter-related dimensions of music

- duration
- structure
- tempo
- dynamics

Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening

Pupils will listen with attention to detail to recall sounds with increasing aural memory

## Y3 Sheffield Music Hub Expert Teacher Aims and Objectives

### Spring Term Objectives

Pupils will understand the relationship between higher and lower notes.

Pupils will be introduced to the word *pitch* and will understand the context in which this word is used.

Pupils will learn to identify and use notes happening at the same time using:

- match songs
- Rounds
- Kodaly Method
- Simple Harmonies
- Visualisations/Notation

Pupils will rehearse to improve aural accuracy and control with a pitch range of do-do

Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy

Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison

Pupils will learn to sing a widening range of rounds and partner songs in different time signatures (2, 3, and 4 time).

Pupils will begin to sing songs with small and larger leaps in pitch

Pupils will explore singing with different positions in the room, i.e. discrete parts (in 2 circles or 2 separate groups) and non-discrete parts to develop listening skills, balance between parts and vocal independence

Pupils will create, select and combine sounds using the inter-related dimensions of music

### Outcomes

Most students will be confident in singing at pitch in unison

Most students will be confident singing in simple match songs or rounds

## Y3 Sheffield Music Hub Expert Teacher Aims and ObjectivesY3 Summer Term Objectives

Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique

Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes

Pupils will learn to identify different inter-related dimensions of music including

- Dynamics (forte/piano/crescendo/diminuendo)
- Structure (Verse/chorus/part 1/part 2/ bridge)
- Tempo
- Articulation
- Expression

Pupils will take ownership of their sound and apply their understanding of music making to their voices and performances

Pupils will learn to observe phrasing, accurate pitching and appropriate style

Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applause

Pupils will compare different performance styles and examine what decisions performers have made to best affect their audience

Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience

Peer feedback will be actively encouraged; creating an environment where pupils can

Pupils will learn to understand stave and other musical notations including:

- simple bars
- crochets
- quavers
- rests

Pupils will begin to feel the weight and stress on words to indicate bars, beat groupings and begin to understand pulse keeping to aid musical precision and speed.

Pupils will learn to adapt and create lyrics to a given rhythm understanding how to link each syllable to one musical note

#### **Outcomes**

Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices

Most students will identify the difference between a pulse and rhythm and show this in practice

Most students will be able to visually identify a crochet, quaver and rest (ta/te-te/rest)

Some students might be able to visually identify a semi-quaver rhythm and quaver/semi-quaver rests #

Some students might need support with confidently creating their own lyrics to add to a given rhythm

Some students might be confident in singing a simple harmony line alongside a unison song  
Students might need support to sing longer and more complex harmonies or rounds in 3 or 4 parts

constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary

#### **Outcomes**

Most students will sing confidently and with expression in a performance

Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically

Some students will sing solos or in small groups

Some students might need support to identify areas in which a performance can improve

	<b>Musicianship Sheffield Music Hub</b>  Aut 1	<b>Musicianship Sheffield Music Hub</b>  Aut 2	<b>Musicianship Sheffield Music Hub</b>  Spr 1	<b>Musicianship Sheffield Music Hub</b>  Spr 2	<b>Musicianship Sheffield Music Hub</b>  Sum 1	<b>Musicianship Sheffield Music Hub</b>  Sum 2
	<b>FOCUS:</b> technical and constructive technical – producing and controlling sound technical – symbol system used to ‘read’ music constructive – interrelated dimensions of music constructive – basic musical form		<b>FOCUS:</b> technical, constructive, expressive continuing development of previous term’s technical and constructive components expressive – developing quality of musical sound and awareness of		<b>Focus:</b> technical, constructive, expressive increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms	
	<b>Activities and Songs</b>  warm up activities  physical warm ups should be done to include a strong beat or backing track	<b>Activities and Songs</b>  warm up activities  <b>Physical Movement</b>  Heart rate increasing activity  Stretches particularly focussing on shoulders/nec	<b>Activities and Songs</b>  warm up activities  <b>Physical Movement/Fricatives/Vocalised Sounds</b>  Games such as ‘opposites’ including different vocalised sounds and fricatives (ask students to develop some new ‘opposites’	<b>Activities and Songs</b>  warm up activities  <b>Physical Movement</b>  Pupils will be encouraged to devise their own physical warm up and lead the class through it  Experiment with standing and sitting positions  <b>Fricatives/Vocalised Sounds</b>	<b>Activities and Songs</b>  warm up activities  <b>Physical Movement</b>  Pupils will be encouraged to devise their own physical warm up and lead the class through it 2  Experiment with standing and sitting positions  <b>Fricatives/Vocalised Sounds</b>	



	<p><b>Physical movement</b></p> <p><b>Fricatives</b></p> <p>‘shh’ ‘huh’ ‘pah’ ‘k’ ‘t’ etc.</p> <p><b>Vocalised Sounds</b></p> <p>‘ooo’ ‘ahh’ ‘mmm’ ‘bzzz’ ‘eee’ etc.</p>	<p>k/faces and tongue</p> <p><b>Fricatives</b></p> <p>Blow a balloon up</p> <p>Blow out a candle (finger)</p> <p><b>Vocalised Sounds</b></p> <p>‘Coooeeee’ ‘It’s Me’</p> <p>Catch the flying buzzy bee in your hands</p>			Bubble Gum Warm Up	Bubble Gum Warm Up asking students to tell parts of the story
	<p><b>Listening and Appraising</b></p> <p>Kerry Andrew No place like Home</p> <p><a href="https://www.bbc.co">https://w ww.bbc.co</a></p>	<p><b>Listening and Appraising</b></p> <p>Brazil Amazon Theme</p> <p>Trailblazers Little Train of the Caipira Brazil x 6</p>	<p><b>Listening and Appraising</b></p> <p>Winter Theme Vivaldi Trailblazer (artwork inspiration)</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/winter-from-the-four-seasons-by-vivaldi-ks2-lesson-plans/zvwbnd">https://www.bbc.co.uk/teach/ten-pieces/winter-from-the-four-seasons-by-vivaldi-ks2-lesson-plans/zvwbnd</a></p>	<p><b>Listening and Appraising</b></p> <p>Mason Bates Anthology of Fantastic Zoology</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbfn7nb">https://www.bbc.co.uk/teach/ten-pieces/mason-bates-anthology-of-fantastic-zoology-sprite/zbfn7nb</a></p>	<p><b>Listening and Appraising</b></p> <p>Troy songs linked to the story of the Trojan War x7 (5 mins max)</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs">https://www.bbc.co.uk/teach/school-radio/music-ks2-heroes-of-troy-index/zn4d8xs</a></p>	

	<a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j">.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j</a>	lessons Heitor Lobos  <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr">https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</a>	<a href="https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3">https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</a>			
	Performance  Harvest Festival	Performance  Watching  Christmas Pantomime  Violin Quarter	Performance  Spring showcase for children	Performance  Spring Showcase for parents  Smaller group songs  Solos	Performance  Summer 1 Reflect Rewind and Replay  Children to choose their performance song	Performance  Summer 2  End of year showcase for parents/grandparents
	Vocabulary  SHOULD  Pulse (beat)  Rhythm  Pitch (high/low)  Dynamics (loud/soft)  Tempo (fast/slow)  Expression (facial expression)		Vocabulary  COULD  Harmony  Articulation  Body Percussion  Call and Response  Beat groupings  Time Signature  Improvise		Vocabulary  MIGHT  Kodaly (do-do)  Notation  Legato (smooth)  Staccato (spikey)  Fluency  Control  Crescendo (gradually getting louder)	

	Posture (good standing) Chants Tongue Twisters Rhyming Unison (all together) Match Song (partner song) Round Structure Crochet (Ta) Quaver (Tee-Tee) Rest	Compose	Diminuendo (gradually getting quieter)
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P E	<p><b>Gymnastics (GS4PE)</b></p> <p>Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their</p>	<p><b>Dance (GS4PE)</b></p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Key Skills:</u> Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Coordination</li> <li>• Collaboration</li> <li>• Sequence</li> <li>• Evaluation and improvement</li> </ul>	<p><b>Dodgeball (GS4PE)</b></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p><u>Key Skills:</u> Throwing, catching, dodging, blocking</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Agility</li> <li>• Competition</li> <li>• Collaboration</li> <li>• Fairness</li> </ul>	<p><b>Basketball (GS4PE)</b></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use</p>	<p><b>Athletics (GS4PE)</b></p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Key Skills:</u> sprinting, running over obstacles, jumping for height and distance, push and pull throw for distance</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Agility</li> <li>• Coordination</li> <li>• Fitness</li> <li>• Technique</li> </ul>	<p><b>OAA (GS4PE)</b></p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><u>Key Skills:</u> map reading, working as a team, using new vocabulary, communication</p> <p><b>Key Concepts:</b></p>
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sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

Key Skills:  
Individual point

skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.

Key Skills:  
Throwing, catching, dribbling, intercepting, changing direction and speed, shooting

Key Concepts:

- Movement
- Balance
- Agility
- Coordination
- Competition
- Collaboration
- Fairness
- Technique

- Movement
- Coordination
- Collaboration
- Sequence

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<b>Hockey (GS4PE)</b>  Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning	<b>Yoga (GS4PE)</b>  Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.  <b>Key Skills:</b> Breathing, balance, flexibility, strength, coordination  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Balance</li> <li>Coordination</li> <li>Fitness</li> <li>Sequence</li> <li>Technique</li> </ul>	<b>Fitness (GS4PE)</b>  Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.  <b>Key Skills:</b> Agility, balance, coordination, speed, stamina, strength, power  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Movement</li> <li>Balance</li> <li>Agility</li> <li>Coordination</li> <li>Fitness</li> <li>Sequence</li> </ul>	<b>Ball skills (GS4PE)</b>  Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.  <b>Key Skills:</b>	<b>Golf</b> Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.  Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. <b>Key Skills:</b> Accuracy, balance, co-ordination, striking  <b>Concepts:</b> <ul style="list-style-type: none"> <li>Movement</li> <li>Balance</li> <li>Agility</li> <li>Coordination</li> <li>Competition</li> </ul>	<b>Sports Day Practice</b>  Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.  <b>Key Skills:</b> Running, throwing, catching, teamwork  <b>Key Concepts:</b> <ul style="list-style-type: none"> <li>Movement</li> <li>Agility</li> </ul>
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	<p>the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>		<ul style="list-style-type: none"> <li>Evaluation and improvement</li> </ul>	<p>Tracking, throwing, catching, dribbling</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Coordination</li> <li>Collaboration</li> <li>Technique</li> </ul>		<ul style="list-style-type: none"> <li>Coordination</li> <li>Competition</li> <li>Collaboration</li> <li>Fairness</li> <li>Technique</li> </ul>
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Key Skills:

Dribbling,  
passing,  
receiving,  
intercepting,  
tackling

Key Concepts:

- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Technique

	<ul style="list-style-type: none"><li>• Sequence</li><li>• Health</li><li>• Fitness</li></ul>					
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Drawing**Research: Pencil artists**

Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions?

Developing skills:

Understanding pencil grades

Line

Shape

Tone (shading)

Texture

Tones:

<https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t>

Bringing drawing to life:

<https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee>

NSEAD (experimenting with tone):

<https://www.nsead.org/resources/units-of-work/uow-experimenting-with-tone/>

Applying skills:



Painting

Research:

Henri Rousseau

Developing skills:

Colour mixing

Blocking colour

Washes

Thickened paint

Hue, shade, tones, tints

Colour mixing:

<https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1>

Applying skills:

Progressing to create 'Rainforest scene' in the style of Henri Rousseau

Evaluation:

Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the final piece? How does it compare to Henri Rousseau's?



3D form

Research:

## Greek architecture

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

Papier mache? Clay?

Working with clay:

<https://classroom.thenational.academy/lessons/an-introduction-to-clay-work-slabbing-and-joining-74r62d>

Working with clay 2:

<https://classroom.thenational.academy/lessons/pinching-and-coiling-adding-details-cmtk0t>

Applying skills:

	<p>Creating an observational drawing of Tutankhamun's death mask</p> <p>Evaluation:</p> <p>Children to evaluate how well they were able to apply their pencil skills to form line, shape, tone and texture.</p> <p>How have your skills developed? How could you improve their pencil drawing?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Tone</p> <p>Texture</p>	<p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Colour</p> <p>Texture</p>	<p>Design and form own Greek building in the style of the Parthenon - papier mache/clay</p> <p>Evaluation:</p> <p>How does their model compare to other Greek architecture? Similar components? How did they achieve these effects? What skills have they developed?</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Space</p> <p>Texture</p>
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**Mechanisms:** To design and make a moving animal.

Skill retrieval from previous years: Hinges, levers and Sliders, Strengthening and stiffening, free standing structures

NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Investigate, disassembly, evaluate

- Investigate a variety of familiar objects that use air to make them work.
- Examine, sketch, label and/or describe a variety of these kinds of objects.
- Disassemble products to understand how they work.
- Improve on existing designs, giving reasons for choices.
- Identify some of the great designers in different areas of study to generate ideas from their designs.

Focus Practical tasks:

- Make a variety of simple pneumatic systems using basic equipment.  
Learn about pulleys and learn how to make a simple pulley.

**Food/Nutrition:** To design and make a pizza dish for Year 3 parents.

NC: Understand and apply the principles of a healthy and varied diet.

Investigate, disassembly, evaluate

- Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using The Eatwell Guide
- Carry out sensory evaluations on the contents of the food from
- Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food?
- Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.
- Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed

Focus Practical tasks:

**Structure:** To design and make a structure to protect a plant to withstand heavy rainfall and high winds.

Skill retrieval from previous years: strengthening and stiffening, free standing structures

NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Investigate, disassembly, evaluate

- Investigate greenhouses and other structures which can be used as shelter
- Investigate structures and how they are made stable.

Focus Practical tasks:

- Explore nets of shape and the 3D shapes it creates
- Compare the strength and stability of different structures
- Explore the properties of different materials and think about which ones are suitable for each section of their structure.
- Think about strength, stability, malleability and other features in this exploration lesson.
- Explore how materials can be made stronger and stiffer.

Design

Children will use their previously learnt skills to draw and a design to protect a plant.

- Compare pneumatic systems with other mechanisms taught previously (hinges, levers, sliders)

### Design

Children will use their knowledge of mechanisms to design an animal with moving parts.

- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Explore, develop and communicate design proposals by modelling ideas
- Make drawings with labels when designing

### Make

- Children will create an animal with at least one moving part.
- Utilise mechanisms to ensure at least one part is moving
- Make appropriate design decisions to ensure their product is fit for purpose
- Measure, mark out, cut, score and assemble

- Cutting and slicing different food
- Tasting different food stuff  
Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.

Measure and weigh ingredients appropriately. Follow a recipe.

Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc)

Children will measure, mark out and assemble components with more accuracy.

- Practise kneading, ready for bread making using playdough.
- Food preparation and cooking techniques practised by making a food product using an existing recipe.
- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?

### Design

Children will design their own pizza, considering the order of working

- Generate ideas for an item, considering its purpose and the user/s

- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Explore, develop and communicate design proposals by modelling ideas

### Make

Children will follow their designs to create their structure, using the skills they have previously learnt. They will need to also consider building safely and solving problems that may occur.

- Measure, mark out, cut, score and assemble components with more accuracy
- Think about their ideas as they make progress and be willing change things if this helps them improve their work
- Measure, tape or pin, cut and join fabric with some accuracy
- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT

### Evaluate

- Children will evaluate their own design process as well as their finished product.

components with more accuracy

- Think about their ideas as they make progress and be willing change things if this helps them improve their work
- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT

#### Evaluate

- Children will demonstrate their finished moving models, then evaluate both their process and their finished product.
- Children will identify successful areas of their finished products. Children will identify areas that could be improved upon.
- Children will describe what they would do differently if they were to make their moving crocodile again?
- Evaluate their product against original design criteria e.g. how well it meets its intended purpose

- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Make drawings with labels when designing
- Design purposeful, functional, appealing products for themselves and parents based on design criteria in the context of designing a traditional Greek dip.

#### Make

- Children to prepare a dish in the context of following a recipe
- Cut materials accurately and safely by selecting appropriate tools.
- know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.
- Measure and weigh ingredients appropriately.
- Follow a recipe

#### Evaluate

Children will evaluate their dip against original design criteria. Did it meet the criteria of being part of a healthy and varied diet?

Children will also request feedback from parents. Children will consider what was successful and if they would change anything in future recipes.

- Children will suggest ways in which they would change their design if they were to make their product again..
- Children will assess how well their finished product meets the original design criteria?



			Evaluate their product against original design criteria e.g. how well it meets its intended purpose	
RE	3.2 What is it like to be a Hindu?  Religion: Hinduism  Key strands: <ul style="list-style-type: none"><li>Forms of religious expression and ways of expressing meaning</li><li>Questions of identity, diversity and belonging</li></ul>	3.1 Why do some people think Jesus is inspirational?  Religion; Christianity  Key Strands: <ul style="list-style-type: none"><li>Beliefs, teachings and sources</li><li>Religious forms of expression</li><li>Questions of identity and belonging</li><li>Questions of values and commitment</li></ul>	3.3 Christian Worship: How and why do some people find peace and strength by belonging to a church?  Religion: Christianity  Key Strands: <ul style="list-style-type: none"><li>Beliefs, Values and teaching</li><li>Religious practices and ways of life</li><li>Questions of Meaning, purpose and truth</li><li>Questions of Values and commitment</li></ul>	
	Visit to a church in Sheffield			
RHE	Friendship  What makes a good friend?  Online Safety  Os1) Online strangers (PI)  Online Safety  Os2) Sharing	Tolerance and mutual respect Family Do families always stay the same?  Tolerance and mutual respect Family Are all families like mine?	Physical Health PI) How do I keep my body healthy?  Rule of Law Drugs and Alcohol H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  Drugs and Alcohol H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns  Online Safety Screen Time LI*	Mental Wellbeing MI) How do I manage my feelings?  Online Safety Os3) Friendship Online (SI)  Physical Health P2) How do I get a healthy diet?
				Rule of Law Online Safety Os4) Personal Information (C2)  Physical Health P3) How do I stop getting ill?  Rule of Law Drugs and Alcohol H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  Rule of Law Drugs and Alcohol Drugs-Safety rules and risks- Medicines and Household Products
				Rule of Law Online Safety Deciding what is appropriate L3 *  Online Safety Suspicious Messages C4 *

online		Online Safety Sleep L2*			
Racism					
<u>Lesson 1:</u> <u>Talking</u> <u>about</u> <u>race and</u> <u>racism</u>					
<u>Lesson 2:</u> <u>Defining</u> <u>anti-</u> <u>racism</u>					

Languages French AUTUMN TERM Stage 1 Lessons 1- 8 Christmas lessons 1-4		Languages French SPRING TERM New Year lessons 5-6 Stage 1 Lessons 9-18		Languages French SUMMER TERM Stage 1 Lessons 19-30	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Greetings x 2 Monsieur/Madame Classroom commands x 8 Saying how you feel x 5 Colour x 5 Christmas nouns x 7	Indefinite article - un Imperative vous form -er verbs	Numbers 0-6 Comment t'appelles- tu? Je m'appelle Consonne/voyelle	Pronouns - je/tu	Numbers 0-10 Verbs x 3 Vite/lentement Je veux/Tu veux S'il vous plait S'il te plait Merci Pencil case items x 6	1 <sup>st</sup> and 2 <sup>nd</sup> person singular - er verbs present tense 1 <sup>st</sup> and 2 <sup>nd</sup> person singular - vouloir present tense Indefinite article - un/une
STRUCTURES/FEATUR ES	PHONICS	STRUCTURES/FEATUR ES	PHONICS - GRAPHEMES	STRUCTURES/FEATU RES	PHONICS - GRAPHEMES
Simple sentence - voici/et Rising intonation - question	Introduction to the sounds of French	Question word	Silent letter rules  a/au/e + 2 cons./e in 1 syllable/eu/g/j/g before e/i/ou/r/u	Rising intonation- question Simple sentence - 1st and 2nd person singular + verb+ adverb	Silent letter rules  a/an/au/c before i/ch/e + 2 cons./e in 1 syllable/é/eu/j/g before e/i/in/o/oi/r/u/z

				Formal and informal form of you Introduction to gender of nouns	
<b>STORIES/RHYMES/SONGS</b>	<b>DICTIONARY/CULTURE</b>	<b>STORIES/RHYMES/SONGS</b>	<b>DICTIONARY/CULTURE</b>	<b>STORIES/RHYMES/SONGS</b>	<b>DICTIONARY/CULTURE</b>
<b>Stories</b> Toutes les couleurs Silence Père Noël  <b>Rhymes/Songs</b> Voici ma main Bonjour ça va	French speaking countries Christmas traditions	<b>Stories</b> Roule galette L'automne arrive  <b>Rhymes/Songs</b> J'aime la galette 2 petits oiseaux Monsieur Pouce Meunier tu dors?	Bi-lingual dictionary - meanings  Epiphany Festival Dance - galette Traditional rhymes	<b>Stories</b> Je veux manger  <b>Rhymes/Songs</b> Meunier tu dors 1 à 12 Une poule sur un mur Que fait ma main? Dans ma trousse j'ai	Traditional rhymes