

YEAR 3 - SPRING 1



English		Maths	
<p>Fiction: 'Gregory Cool' - Caroline Binch Non-fiction: Formal Letters Poetry: 'The Sun is Laughing' - Edited by Sue Ellis.</p>		<p><i>See Maths Plan</i></p>	
Science	Computing	History	
<p>Key Question/Theme: <i>Forces and Magnets</i></p>	<p>Key Question/Theme: <i>What is a database and how can they help us?</i></p>	<p>Key Question/Theme: <i>How has Southall changed since WWII?</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Comparing how things move on different surfaces. Noticing that some forces need contact between two objects but magnetic forces can act at a distance. Observing how magnets attract or repel each other and attract some materials and not others. Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identifying some magnetic materials. Describing magnets as having two poles. Predicting whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Collecting, recording and organising data to answer questions and present findings. Interpreting findings, questioning plausibility and recognising that poor-quality information leads to unreliable results. Understanding the need for collecting information in a format that is suitable for processing. 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Using chronological knowledge</u> Applying correct spaces on the timeline indicating the time in history of MODERN Southall. <u>Understanding the diversity of societies</u> Interpreting picture sources of changes in the area of Southall <u>Developing cartography skills</u> Drawing key streets, objects and monuments of Southall on a map. <u>Investigation</u> Investigating how the canals and railway changed Southall over the years. 	
PSHE	RE		Art & Design
<p>Key Question/Theme: <i>Living in the Wider World</i></p>	<p>Key Question/Theme <i>Prayer and Worship</i></p>		<p>Key Question/Theme: <i>British Art</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) Career (including enterprise, employability and economic understanding) 	<p>Key Skills:</p> <ul style="list-style-type: none"> Understanding practises and lifestyles. Explaining the practises and lifestyles involved in belonging to a faith community. Identifying the impacts of beliefs and practices on people's lives. Recognising and express feelings about their own identities and relating these to religious beliefs or teachings 		<p>Key Skills:</p> <ul style="list-style-type: none"> Continuing to create a sketch book to record observations and using them to revisit ideas. Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Communicating about great artists, architects and designers in history.

Music	French	PE
<p>Key Question/Theme: UKULELE LESSONS (TAUGHT BY EALING MUSIC SERVICE)</p>	<p>Key Question/Theme: <i>French</i></p>	<p>Key Question/Theme: <i>PE Skills and Games</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Exploring the patterns and sounds of French language through songs and rhymes. • Linking the spelling of French words to their sound and meaning. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.