

YEAR 3 - SPRING 2



English		Maths	
Fiction: 'The Miraculous Journey of Edward Tulane' by Kate di Camillo Non-fiction: Explanation Texts 'The Pebble in my Pocket: A History of Our Earth' by Meredith Hooper Poetry: 'The Sun is Laughing' - (ed. Sue Ellis)		Maths planning is based on the Collins 'Busyant' scheme of work.	
Science	Computing	Geography	
Key Question/Theme: Rocks, Fossils & Soils	Key Question/Theme: Text/Animation & Music	Key Question/Theme: Is England a better place to live than Bolivia?	
Key Skills: <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and recording and reporting findings in different ways. Using results to draw simple conclusions, make predictions for new values & suggest improvements. Identifying differences, similarities or changes related to simple scientific ideas and processes. Comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties Describing how fossils are formed when things that have lived are trapped within rock. Recognising that soils are made from rocks and organic matter. 	Key Skills: <ul style="list-style-type: none"> Selecting, using and combining 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, analysing, evaluating and presenting data and information. 	Key Skills: <ul style="list-style-type: none"> <u>Physical characteristics</u> - Main physical characteristics of London and Bolivian village. <u>Knowledge of global climates</u> - Identify seasonal and daily weather patterns (in London and in La Paz); <u>Human characteristics</u> - Main human characteristics of London and Bolivian village. <u>Develop cartography skills</u> - Sketching South American continent with accuracy <u>Unusual features</u> - To discuss unusual features of London and Bolivian village. 	
PSHE	RE		Design & Technology
Key Question/Theme: Living in the Wider World (Continued from Spring 1)	Key Question/Theme Prayer and Worship (Continued from Spring 1)		Key Question/Theme: Bolivian Weaving
Key Skills: <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 	Key Skills: <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. 		Key Skills: <ul style="list-style-type: none"> Designing innovative, functional, appealing products that are fit for purpose. Generating, developing, modelling and communicating their ideas in a range of ways. Choosing and using appropriate tools and equipment.

<p>and others) and safety (including behaviour and strategies to employ in different settings)</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Recognising and express feelings about their own identities and relating these to religious beliefs or teachings 	<ul style="list-style-type: none"> • Evaluating against design criteria and make improvements.
Music	French	PE
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Music is taught by a specialist teacher</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>portraits</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>PE Skills and Games (Specialist Teacher)</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"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words. • Ask and answer questions; express opinions and respond to those of others. • Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. • Understand basic grammar appropriate to the language being studied, including key features and patterns of the language. 	<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.

Spiritual, Moral, Social and Cultural Development

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.