

YEAR 3 - SPRING 2



English		Maths	
Fiction: 'The Tin Forest' - Helen Ward and Wayne Anderson Non-fiction: Explanation Texts Poetry: 'The Sun is Laughing' - (ed. Sue Ellis)		<i>Following the Collins 'Busyant' scheme of work.</i>	
Science	Computing	Geography	
Key Question/Theme: <i>Rocks, Fossils & Soils</i>	Key Question/Theme: <i>What does an algorithm do?</i>	Key Question/Theme: <i>Is England a better place to live than Bolivia?</i>	
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"> Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Using sequence, selection, and repetition in programs; work with variables and various forms of input and output. Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	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: <i>Living in the Wider World (Continued from Spring 1)</i>	Key Question/Theme <i>Prayer and Worship (Continued from Spring 1)</i>		Key Question/Theme: <i>Bolivian Weaving</i>
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;">UKULELE LESSONS (TAUGHT BY EALING MUSIC SERVICE)</p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>French (Specialist Teacher)</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"> • 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.