

YEAR 3 - SUMMER 1



English		Maths	
<p>Fiction: 'Leon & the Place Between' by Angela McAllister</p> <p>Non-fiction: Non-Chronological Reports 'The Tudors, Kings, Queens, Scribes and Ferrets!' by Marcia Willams</p> <p>Poetry: 'The Sun is Laughing' - ed. Sue Ellis</p>		<p><i>Maths planning is based on the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	History	
<p>Key Question/Theme: <i>How do plants survive and grow?</i></p>	<p>Key Question/Theme: <i>Programming</i></p>	<p>Key Question/Theme: <i>Why was the Tudor Dynasty so famous?</i></p>	
<p>Key Skills:</p> <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. Able to identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. Able to 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>Key Skills:</p> <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. 	<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. <u>Understanding of history</u> Researching key information about Tudor London. <u>Using historical enquiry</u> Analysing a period of history. <u>Developing cross curricular links</u> 	
PSHE	RE	Art & Design	
<p>Key Question/Theme: <i>Relationships</i></p>	<p>Key Question/Theme: <i>Seeds of Unity</i></p>	<p>Key Question/Theme: <i>Tudor 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) Relationships (including different types and in different settings) Risk (identification, assessment and how to manage) 	<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 expressing feelings about their own 	<p>Key Skills:</p> <ul style="list-style-type: none"> Creating sketch books to record observations and using them to revisit their ideas. Improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Learning about great artists, architects and designers 	

<p>risk rather than simply the avoidance of risk for self 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) • A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) 	<p>identities and relating these to religious beliefs or teachings.</p>	<p>in history.</p>
<p style="text-align: center;">Music</p>	<p style="text-align: center;">French</p>	<p style="text-align: center;">PE</p>
<p><u>Key Question/Theme:</u> <i>Music is taught by a specialist teacher</i></p>	<p><u>Key Question/Theme:</u> <i>Four friends</i></p>	<p><u>Key Question/Theme:</u> <i>PE Skills and Games (Specialist Teacher)</i></p>
<p><u>Key Skills:</u></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><u>Key Skills:</u></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. • Appreciate stories, songs, poems and rhymes in the language. • Describe things and actions orally and in writing. • 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 feminine and masculine forms. 	<p><u>Key Skills:</u></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

- **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.