YEAR 3 – SUMMER 2

English	Maths
Fiction: 'I Was a Rat!' or 'The Scarlet Slippers' by Philip Pullman **Non-fiction:** Journalistic Writing 'First News' **Poetry:** 'The Sun is Laughing' – Sue Ellis (ed.)	*Maths planning is based on the Collins 'Busyant' scheme of work.*

Science	Computing	Geography
Key Question/Theme: *Light and Seasonal Changes*	**Key Question/Theme:** *Networks and Text/Animation & Music*	**Key Question/Theme:** *What is life like in Cuba?*
Key Skills: • 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, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, record, classify and present data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labeled 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, making predictions for new values, suggesting 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.	**Key Skills:** • Understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • 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. • Using technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Key Skills:** • <u>Developing contextual knowledge of the location</u> Researching key information about Cuba. • <u>Human and physical characteristics</u> Finding differences between physical and human characteristics in Cuba. • <u>Knowledge of global climates</u> Learning how the Cuban climate differs to the climate of the UK. • <u>Developing cartography skills</u> Drawing maps of Cuba with accuracy.

PSHE	RE	Design & Techonology
Key Question/Theme: *Relationships*	**Key Question/Theme** *Hinduism*	**Key Question/Theme:** *South American Cuisine*
Key Skills:	**Key Skills:**	**Key Skills:**

Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) **Relationship**s (including different types and in different settings) **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) **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)	- 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. Relate these to religious beliefs or teachings.	- Understanding and applying the principles of a healthy and varied diet. - Understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. - Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques.
Music	**French**	**PE**
Key Question/Theme: *Music is taught by a specialist teacher*	**Key Question/Theme:** *growing things*	**Key Question/Theme:** *PE Skills and Games/Swimming* *(Specialist Teacher)*
Key Skills: - 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.	**Key Skills:** - 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.	**Key Skills:** - 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. **Swimming & Water Safety** - Swimming competently, confidently and proficiently over a distance of at least 25 metres

		• Using a range of strokes effectively.
		• Performing safe self-rescue in different water-based situations.

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' used 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, nationals 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.

| | *Following the Collins 'Busyant' scheme of work.* |