

Year 3 – Spring

English – George’s Marvellous Medicine by Roald Dahl

Guided Reading – The Twits by Roald Dahl

Class text -

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> I can place the Stone Age on a timeline I understand that the Stone Age people evolved from being Nomads to settlers I understand that the Stone Age people evolved from being hunter/gathers to farmers I can describe some of the tools and weapons that the Stone Age people made and used I am able to describe some of the changes from Stone Age through to the Iron Age 	<ul style="list-style-type: none"> Create a timeline to show significant historical periods Archaeological dig - create a dig site, children to become archaeologists and gather evidence linked to the Stone Age. Create Top Trump cards for homes - safety, warmth, build quality etc Create a Stone Age menu Stone Age Day - Stone Age cave art, tool building, fire lighting, hunting and gathering game, den building Create an set of instructions to show the process of smithing metal Educational visit - Beeston Castle/Creswell Craggs 	Timeline Archaeological/archaeologist Evidence Settlers/settlement Hunter Gatherer Spears Bronze/iron	Prehistoric Prehistoric animals - mammoth, sabre toothed cat, mastodon Stone Age tools/weapons - flint, ivory, barbs, harpoon, sickles, quern Nomad Wattle and duab hillfort smithing Celts	
Geography	<ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> I can understand how land can be used for settlements I can compare the use of the local land and farming 	<ul style="list-style-type: none"> Use maps to find local hillforts Compare Stone Age settlements, Iron Age hillforts and the use of the land in Weston Coyney today Draw an ariel view of the local area (school, Princess Drive, Kingsway shops) 	Settlers/settlement	Hillforts ariel	
Art and Design	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay 	<ul style="list-style-type: none"> I can improve my drawing techniques using a pencil I can use a range of line making techniques to add texture to a drawing 	<ul style="list-style-type: none"> Experiment the use of different line marking techniques Draw sketches of different types of Stone Age homes Create detailed drawings of different Stone Age homes using the line making techniques 	Sketch Hatching/cross hatching Shading Texture Line		

<p style="text-align: center;">Design and Technology</p>	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate 	<ul style="list-style-type: none"> • I can explain a range of ways of joining materials • I can choose appropriate materials and joining techniques to design a Stone Age tool • I can use a range of joining techniques to create Stone Age tools 	<ul style="list-style-type: none"> • Design a Stone Age tool • Stone Age Day - den building, tools - focusing on joining the materials 	<p>Techniques Construction Stiffen Reinforce Strengthen Tools</p>		
<p style="text-align: center;">R.E.</p>	<p>Locally agreed syllabus What do different people believe about God?</p> <p>Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> • I can describe some of the ways in which Christians, Hindus and Muslims describe God • I can ask questions and give my own thoughts and ideas about God • To understand that faith or belief in something can be hard • I can identify how and say why it makes a difference in people's lives to believe in God <ul style="list-style-type: none"> • I can make connections between stories, symbols and beliefs with what happens in at least two festivals • I can ask questions and give ideas about what matters most to believers in festivals • I can identify similarities and differences in the way festivals are celebrated within and between religions • I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in our own lives 	<ul style="list-style-type: none"> • Explore our ideas about God. If God was a flower, he would be...create a class poem with pupils responses • Create a Trinity showing meaning • Look at different prayer artefacts from different religions • Compare the stories Moses and the burning and Saint Paul is knocked from his horse. What is God's message in these stories? How does it change the person? • Listen to a Muslims perspective about what they believe about Allah and the important role he plays in their lives. • Create a symbol or picture showing Durga (Hindu goddess) <ul style="list-style-type: none"> • Sort celebrations into religious and non-religious • Compare artists' interpretations of the Last Supper. Why are these pieces of artwork important to Christians? • Use drama to look at the points of views of the Romans in the crucifixion of Jesus • Compare and contrast how Easter is celebrated within Christianity • Use drama to retell the story of Rama and Sita. Design Diwali cards exploring symbols that are most significant to Hindus during this festival 	<p>God Pray/prayer Muslims Christians Hindus</p> <p>Festival/celebration Beliefs</p>	<p>Durga Allah Trinity</p> <p>Crucifixion Diwali Hindu/Hinduism Christians/Christianity</p>	

- Britain

- I can describe what it is like to live in Britain
- I can talk about what democracy is, and why it is important
- I can talk about what rules and laws are
- I can talk about what liberty means
- I can identify the rights of a British person
- I can describe a diverse society
- I can explain what being British means to me and to others

- Writing a letter to a pen pal describing Britain: weather, food, culture
- Hold a mock election
- Matching the laws to the image
- Role play Human Rights drama cards
- Create a PicCollage to show diversity in our school
- Create a class collage of what 'Being British' means to us

Diversity/diverse
Society
Democracy
Liberty
Citizen
Cultural/ multicultural
Community
Identity
Value
Respect
Belief

Ethnicity/ethnic

- Be Yourself

- I can say why I am proud of myself
- I can identify the feelings I have and how different emotions feel
- I can describe different ways to cope with any uncomfortable feelings
- I know what assertive means and how to be it
- I can say whether messages from the media are helpful or harmful
- I can describe different strategies to use if I make a mistake

- Add moments of feeling proud and achievement to a person template (written or drawn)
- Emotion emoji. Draw a facial expression to show the feelings from the different scenarios
- Role play - which coping strategy will you use?
- Predict the ending - read the first part of the story and predict the outcome based on the chosen behaviour
- Design a poster to encourage others to stay media-wise
- Making it right - create a class book of strategies/suggestions that the children could use to make things right when a mistake has been made

Pride
Achievement
Gloating
Talents
Range of emotions
Emotional wellbeing
Resolve/resolution
Assertive
Influence
Manipulated
Consequence

<p style="text-align: center;">Computing</p>	<p>Magpie Scheme – Touch-Typing/Email</p> <ul style="list-style-type: none"> • Select, use and combine 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. • Understand 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. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Touch-Typing</p> <ul style="list-style-type: none"> • I can understand what is meant by - home, bottom and top rows • I can use two hands to type the letters on the keyboard • I can touch type using the left and right hands. <p>Email</p> <ul style="list-style-type: none"> • I know the strengths and weaknesses of different ways to communicate. • I can open an email and respond to it. • I know how to use email safely. • I can attach work and files to an email. 	<ul style="list-style-type: none"> • Use videos to correct posture and finger position. • Learn the names of the fingers i.e. middle finger, index finger • Learn which finger to use for each key. • Play the Purple Mash typing games to increase speed and accuracy. <ul style="list-style-type: none"> • Use 2Connect to show strengths and weaknesses of different communication. • Open an email and respond to it. • Play e safety class quiz. • Send an email with a cc, attachment and file. • Participate in an email scenario using 2Respond Creator. • 	<p>Posture Accuracy Index finger</p>	<p>Touch type</p>	<p>N -</p>
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Science	<p>Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter <p>Animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> I can describe the layers of Earth I can describe how different types of rock are formed I compare and group together different kinds of rocks I can describe in simple terms how fossils are formed I can say that soils are made from rocks and organic matter. <ul style="list-style-type: none"> I can name the main organs of the body. I know why each food type is important to our bodies. I know why we have skeletons and muscles. I can give examples of animals that are vertebrates and invertebrates I can give examples of animals that are carnivore, herbivore and omnivore 	<ul style="list-style-type: none"> Use Playdoh to create a model of the cross section of Earth with labelled layers Draw diagrams to show how the three different forms of rock are made Make careful observations to group rocks into sedimentary, igneous and metamorphic Carry out investigation to find out the different properties of a range of rocks Research Mary Annings Create a flow diagram to show the process of fossilisation <ul style="list-style-type: none"> Label the main organs in the outline of a human. Design and create a poster to teach children about one food group and how to stay healthy. Investigate which foods are most popular. Sort animals into a Venn diagram according to carnivore, omnivore or herbivore. Explore animal skeletons and group animals according to vertebrate/invertebrates Label a diagram of a skeleton. Investigate which muscles are used during exercise. 	<p>fossil</p> <p>Carnivore Herbivore Omnivore Skeleton Muscles Dairy, Protein, Carbohydrates Nutrients/nutrition Diet organs</p>	<p>Geologist Igneous Sedimentary Metamorphic Crust, mantle, core</p> <p>Endoskeleton (internal skeleton) Exoskeleton (external skeleton) Hydro skeleton</p>	
Music	<ul style="list-style-type: none"> See Charanga scheme play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<ul style="list-style-type: none"> I can appraise a genre of songs I can sing as a group. I can perform and appraise how performances could be improved. I can play selected notes on an instrument along to the chosen song. 	<ul style="list-style-type: none"> Follow the rhythm/beat of a song "Clap" the beat back Learn the lyrics and tune to a song Rehearse and perform the songs as a group Learn A and G on a glockenspiel and play in time with the song the class have learned. 	<p>Pitch Tempo Volume Rhythm Beat</p>	<p>Crotchets Paired quavers Minims Allegro Adagio Forte Piano (quiet) notation</p>	

<p style="text-align: center;">Languages</p>	<p>The focus of study in modern languages will be on practical communication</p>	<ul style="list-style-type: none"> To say their age and to ask others their age. To recognise the Spanish flag. Classroom instructions: Stand, sit, silence repeat Please and thank you. You are welcome. To understand and say the days of the week. To know the multiples of 10 up to 100 To ask what day is it and to answer. 	<ul style="list-style-type: none"> Role play conversation Play 'Simon Says' for classroom instructions Match the English to the Spanish days of the week Count in multiples of 10 to 100 	<p>See Spanish Scheme for translations of: I am...years old How old are you? Stand, sit, silence Please, thank you, you are welcome Days of the week 10, 20, 30...</p>		
<p style="text-align: center;">P.E.</p>	<p>Health Related Fitness</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Cricket</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> I can develop balance (walking along a bench), agility (change direction quickly) and coordination (catch a ball in different ways) I can say why stamina is important I understand what flexibility is I can demonstrate good muscular control when performing a range of skills. (press up, sit ups, balances) I can hold the bat correctly and with the correct stance to receive a ball bowled. I can throw accurately to a partner 2 metres away I can attempt an overarm bowl to a partner I will be able to show good concentration and correct fielding techniques within a mini game 	<ul style="list-style-type: none"> Take part in a series of circuit training exercises. Gather data week by week to compare performances Practise throwing and catching with a partner Practise using an overarm bowl to a partner 'Bat up, bat down' game Take part in small team games of cricket 	<p>Stamina Agility Flexibility Balance Muscles/muscular</p>	<p>Wicket Overarm bowl Fielding</p>	