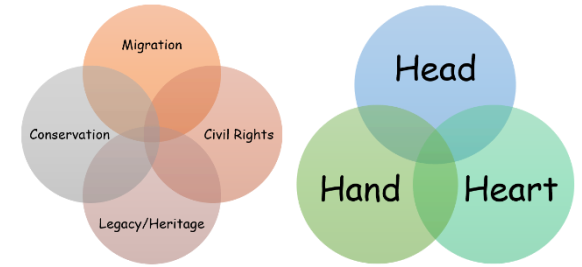




# Riversdale Primary School

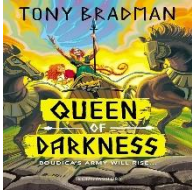
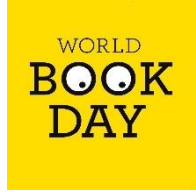
## Medium Term Planning



<b>Year Group</b>	<b>Year 3</b>
<b>Term</b>	<b>Spring 2</b>

**Learning Overview**

This half term, the pupils in Year 3 will continue their learning around the Roman Empire and their impact/legacy in Britain. They will be introduced the key figure Boudicca, and how her rebellion was a contributing factor to the withdrawal of the Roman Empire from Britain. In Art and Design the children will build on their understanding of drawing from the Autumn term focusing specifically on how texture, surface detail and shading can be used to create a realistic drawing of an animal, inspired by the work of a significant artist. In Religious Education, the pupils will explore the concept of a Guru in relation to Sikhism. In geography, the pupils will continue to compare an area of the UK (London) with an area of Italy (Rome) looking specifically at how land use and landmarks feed into their economic activity. In science, they will deepen their understanding of working scientifically, in relation to the topic of plants. This half term will also see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

Quality Stimulus Text(s)	
Queen of Darkness WORLD BOOK DAY BOOK	 

Significant People Past & Present	
<ul style="list-style-type: none"> <li>Jean-Louis Sauvat (Art)</li> <li>Boudicca (History)</li> </ul>	<ul style="list-style-type: none"> <li>Guru Nanak (RE)</li> <li>Guru Gobind Singh (RE)</li> </ul>

## Linked UNCRC Articles

- Article 5: Family Guidance as Children Develop
- Article 6: Life, Survival & Development
- Article 14: Freedom of Thought & Religion
- Article 15: Setting Up or Joining Groups
- Article 24: Health, Water, Food, Environment
- Article 27: Food, Clothing, Safe Home
- Article 30: Minority Culture, Language & Religion

Subject	<b>Consolidating:</b> <small>What skills specific to this topic are being built upon?            What knowledge specific to this topic is being consolidated?</small>	<b>Head*</b> <small>What substantive KNOWLEDGE should the children learn?</small>	<b>Hand*</b> <small>What disciplinary knowledge and SKILLS should the children learn?</small>	<b>Heart*</b> <small>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?</small>
<b>English:</b>	Year 2: <ul style="list-style-type: none"> <li>• Know that a non-chronological report needs a clear and simple title that tells the reader what the report is about (e.g. All About Sparrows or Amazing Dinosaurs).</li> <li>• Understand that a brief introduction tells the reader what the report is about.</li> <li>• Know that a conclusion summarises the main points of the report.</li> <li>• Recognise that information should be organised into sections based on specific categories (e.g. What Sparrows Eat, Where They Live).</li> <li>• Know that each section focuses on one key idea to make the report clear.</li> <li>• Identify that subheadings help to organise information and make it easier for the reader to find details (e.g. What Do Sparrows Eat?).</li> <li>• Recognise that present tense is used when writing about things that are still true (e.g. Sparrows build their nests in trees).</li> <li>• Know that past tense is used when writing about things from the past (e.g. Dinosaurs lived millions of years ago).</li> <li>• Understand that a non-chronological report includes facts, not opinions.</li> </ul>	<u>NON-CHRONOLOGICAL REPORT:</u> <ul style="list-style-type: none"> <li>• Know that a non-chronological report must have a simple yet engaging title to draw the reader's attention.</li> <li>• Understand that a clear introduction is needed to explain what the report is about.</li> <li>• Recognise that a conclusion summarises the key points.</li> <li>• Know that information should be organised into paragraphs, with each paragraph shaped around a key topic sentence.</li> <li>• Recognise that subheadings help to organise the content clearly.</li> <li>• Identify that additional or interesting facts can be signposted using phrases like Did you know...?</li> <li>• Understand that a simple glossary can be used to define technical language.</li> <li>• Know that simple sentences can be expanded with extra detail using expanded noun phrases and adverbs.</li> <li>• Recognise that complex sentences can be formed using subordinating conjunctions such as when, if, and as.</li> <li>• Understand that adverbial phrases can add more detail to sentences.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• A non-chronological report comparing London and Rome, including human and physical features. (Sentence Stacking – Geography Link)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>• A short 3rd person narrative inspired by the school's selected World Book Day text. (Independent Write)</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Persuade:</b> <ul style="list-style-type: none"> <li>• A persuasive Speech as Boudicca to persuade the tribe to fight back against the Romans.</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of their handwriting.</li> </ul> Composition:	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise that formal language should be used to inform the reader (e.g. Sparrows are small birds that can be found all over the world).</li> <li>Know that linking words like because, so, and if can help to explain information (e.g. Sparrows eat seeds because they need energy to fly).</li> <li>Recognise that simple conjunctions (e.g. and, but, or) can be used to join facts together.</li> <li>Identify that capital letters are used for proper nouns (e.g. Europe, Tyrannosaurus Rex).</li> <li>Know that full stops, question marks, and exclamation marks must be used correctly.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>Identify the difference between 1<sup>st</sup> and 3<sup>rd</sup> person.</li> <li>Explain the format and structure of a 1<sup>st</sup> person narrative, including a clear beginning, middle and end.</li> <li>Explain what adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing.</li> <li>Know how to punctuate speech in a narrative piece, including the term inverted commas.</li> <li>Define the reporting verb and how this can be changed to add specificity and engagement.</li> <li>Explain the format and structure of a non-chronological report, including the concept of subheadings for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Know that nouns and pronouns should be used to avoid repetition.</li> <li>Recognise that nouns can be formed using a range of prefixes.</li> <li>Understand that adjectives should be chosen carefully to match the context.</li> <li>Identify that conjunctions can express time and cause.</li> <li>Know that present perfect verbs can be used where appropriate.</li> <li>Recognise that tense should be consistent throughout the report.</li> <li>Understand that possessive apostrophes must be used correctly for plural nouns.</li> <li>Know that commas should be used to separate adjectives in a longer expanded noun phrase.</li> <li>Identify that adverbs can express time and cause.</li> <li>Understand that prepositions help to add specificity to descriptions.</li> </ul> <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> <li>Know that time and place should be referenced to guide the reader.</li> <li>Understand that narratives must be organised into paragraphs.</li> <li>Recognise that cohesion is strengthened by referring to characters using nouns and pronouns.</li> <li>Know that simple sentences can be expanded with extra description using expanded noun phrases.</li> <li>Recognise that complex sentences can be formed using conjunctions such as because, which, where.</li> <li>Identify that tense must be consistent, typically past tense for narration and present tense in dialogue.</li> <li>Understand that realistic and conversational dialogue should be used.</li> <li>Know that specific verbs should be used to describe action.</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by discussing and recording ideas within a given structure.</li> <li>Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning.</li> <li>Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure.</li> </ul>	
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- Recognise that adjectives should be chosen carefully for the intended impact.
- Understand that a range of adverbials should be used to add detail.
- Know that time conjunctions and adverbials help to guide the reader.
- Recognise that a range of adverbs should be used, not just those ending in "-ly".
- Identify that prepositions make descriptions more specific.
- Know that nouns can be formed using a range of prefixes.
- Recognise that nouns and pronouns should be used to avoid repetition.
- Understand that present perfect forms of verbs should be used where appropriate.
- Identify that conjunctions can be used to express time and cause.
- Know that possessive apostrophes should be used correctly for plural nouns.
- Recognise that inverted commas must be used correctly to punctuate direct speech.
- Understand that commas should be used between adjectives in a longer expanded noun phrase.

PERSUASIVE SPEECH:

- Recognise that a simple yet engaging title should draw the reader's or listener's attention.
- Understand that there should be a clear introduction and conclusion to frame the argument.
- Identify that the speech should be organised into paragraphs, each shaped around a key topic sentence.
- Know that simple sub-headings can be used to structure the speech.

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|  |  | <ul style="list-style-type: none"><li>• Understand that simple sentences can be expanded with descriptive noun phrases and adverbs.</li><li>• Recognise that complex sentences can be formed using conjunctions such as when, if, because, as.</li><li>• Know that consistent tense should be used, typically present tense for persuasion, with past tense where relevant.</li><li>• Recognise that adverbial phrases can be added to give more detail.</li><li>• Identify that starting sentences with verbs can make the speech more impactful.</li><li>• Understand that direct address can be used to appeal to the listener.</li><li>• Know that rhetorical questions can engage the listener.</li><li>• Recognise that imperative verbs can call the listener to action.</li><li>• Identify that persuasive phrases can be used to structure the argument.</li><li>• Understand that nouns can be formed using a range of prefixes.</li><li>• Know that nouns and pronouns should be used to avoid repetition.</li><li>• Recognise that contextually appropriate adjectives should be chosen for impact.</li><li>• Explain that time and cause can be expressed through a range of conjunctions.</li><li>• Recall that tense should be correct and consistent, typically present tense with occasional use of past tense.</li><li>• Identify that adverbs can be used to add detail and clarity.</li><li>• Know that commas should be used to separate adjectives in longer expanded noun phrases.</li><li>• Understand that inverted commas should be used for quotations, where appropriate.</li></ul> |  |  |
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<b>Mathematics:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p).</li> <li>• Combine amounts to make a particular value.</li> <li>• Find different combinations of coins that equal the same amounts of money.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>• Compare and sequence intervals of time.</li> <li>• Tell and write the time to five minutes, including quarter past/to the hour.</li> <li>• Draw the hands on a clock face to show these times.</li> <li>• Know the number of minutes in an hour and the number of hours in a day</li> </ul>	<ul style="list-style-type: none"> <li>• Know that money in the UK is measured in pounds (£) and pence.</li> <li>• Explain that there are multiple ways to make a given monetary value using a combination of coins and notes.</li> <li>• Explain that items in a shop have a given monetary value.</li> <li>• Identify the meaning of the term “change” in relation to money.</li> <li>• Know that “change” can be calculated through subtraction of the total cost of the item(s) from the total money owned.</li> <li>• Recognise the meaning of the term difference in relation to subtraction.</li> <li>• Know the number of seconds in a minute.</li> <li>• Know the number of minutes in an hour.</li> <li>• Know the number of days in each month/year and leap year.</li> <li>• Recognise that the term a.m. refers to the morning (before noon), whilst p.m. refers to the afternoon/evening.</li> <li>• Understand that midday is 12pm in the middle of the day, whilst midnight is 12am and in the middle of the night.</li> <li>• Explain the relationship between the minute hand and the hour hand on an analogue clock.</li> <li>• Know that when the minute hand is pointing to 12, this is referred to as o’clock.</li> <li>• Recognise that the term “past” refers to how many minutes after the hour.</li> <li>• Recognise that the term “to” refers to how many minutes until the next hour.</li> <li>• Identify the roman numeral representations of the numbers 1 to 12.</li> </ul>	<p>Measurement – Money:</p> <ul style="list-style-type: none"> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul> <p>Measurement – Time:</p> <ul style="list-style-type: none"> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute.</li> <li>• Record and compare time in terms of seconds, minutes and hours.</li> <li>• Use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight.</li> <li>• Compare durations of events.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>
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<b>Science:</b>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Consider their prior knowledge when asking questions.</li> <li>• Independently use a range of question stems.</li> <li>• Where appropriate, they answer these questions.</li> <li>• Answer questions posed by the teacher.</li> <li>• Given a range of resources, decide for how to gather evidence to answer the question.</li> <li>• Identify the type of enquiry to answer a question.</li> <li>• Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>• Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking</li> <li>• Make systematic and careful observations.</li> <li>• Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers.</li> <li>• Use standard units for their measurements.</li> </ul>	<p>Plants – Working Scientifically Focus Part 2:</p> <ul style="list-style-type: none"> <li>• To stay healthy, plants need nutrients and minerals.</li> <li>• Water is taken in by the roots and travels up to the stem.</li> <li>• The stem carries water and nutrients through the plant.</li> <li>• The flower contains male and female reproductive parts.</li> <li>• The male part is the stamen. The female part is the carpel.</li> <li>• Pollination is the carrying of pollen to the stigma of the plants.</li> <li>• Fertilisation is the joining of pollen and an ovum/ovule to form a seed.</li> <li>• Seeds need to be dispersed to avoid growing too close to the parent plant.</li> <li>• Seeds can be dispersed by wind, water, explosion or animals.</li> </ul> <p><i>Vocabulary:</i>  <i>function, nutrition, absorb, repeatable, results table, conclusion, pollen, reproduction, ovum/ovule, dispersal</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> <li>• Consider their prior knowledge when asking questions.</li> <li>• Independently use a range of question stems.</li> <li>• Where appropriate, they answer these questions.</li> <li>• Answer questions posed by the teacher.</li> <li>• Given a range of resources, decide for how to gather evidence to answer the question.</li> <li>• Identify the type of enquiry to answer a question.</li> <li>• Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>• Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking</li> </ul> <p>Observe:</p> <ul style="list-style-type: none"> <li>• Make systematic and careful observations.</li> <li>• Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers.</li> </ul>	<p>Value: Reflect, Aspire, Entrust, Value</p> <ul style="list-style-type: none"> <li>• Pupils should be supported to reflect on how they are working scientifically throughout the lesson. For example, using their prior knowledge form their hypothesis and prediction, OR if their method is clear and repeatable, etc.</li> <li>• Pupils should be encouraged to work as scientists in the development of their results table, being precise and considered.</li> <li>• Pupils are entrusted by the teacher and each other to ensure they are taking accurate and regular measurements as this is key to the success of the investigation.</li> <li>• Recognise the value that each part of the flower has for successful reproduction.</li> <li>• Understanding the value of role of insects in the process of plant reproduction and why they are so important.</li> <li>• Reflecting on the negative repercussions of seeds growing too close to the parent plant will help the pupils see the importance of having space to grow – linked to own growth and development.</li> </ul>

	<ul style="list-style-type: none"> <li>• With support, decide how to record and present evidence.</li> <li>• Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>• Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> <li>• Draw conclusions based on evidence and current subject knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>• Use standard units for their measurements.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• With support, decide how to record and present evidence.</li> <li>• Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> </ul> <p>Conclusion:</p> <ul style="list-style-type: none"> <li>• Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> <li>• Draw conclusions based on evidence and current subject knowledge.</li> </ul>	
<p><b>Art:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time.</li> <li>• Use a sketch book to express feelings about a piece of art.</li> <li>• Make notes in a sketch book about techniques used by artists studied.</li> <li>• Explain how a piece of art makes them feel with increasing clarity.</li> <li>• Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques.</li> <li>• Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work.</li> </ul>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>• Pencils have different grades, from H to B.</li> <li>• Hard pencils (H) make light, fine lines and are used for lighter shading.</li> <li>• Soft pencils (B) make dark, bold lines and are used for darker shading.</li> <li>• Sauvat uses charcoal in his drawings to show the shadow.</li> <li>• Charcoal is a very dark, soft medium and easily smudges.</li> <li>• Chalk can be used to show the light areas / highlights on the object drawn.</li> <li>• Chalk is also soft and easily smudges. It is a good contrast to the charcoal.</li> <li>• Smooth shading and blending create depth and texture in drawings.</li> </ul>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>• Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time.</li> <li>• Use a sketch book to express feelings about a piece of art.</li> <li>• Make notes in a sketch book about techniques used by artists studied.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Explain how a piece of art makes them feel with increasing clarity.</li> <li>• Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques.</li> <li>• Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work.</li> </ul>	<p>Values: Value, Aspire, Reflect, Individuality, Share</p> <ul style="list-style-type: none"> <li>• Pupils should be supported to value the work of Jean Louis Sauvat and his dedication to his craft.</li> <li>• Pupils will reflect on previously learnt skills and how they might have improved or could build upon them this term.</li> <li>• Support pupils to value the use of different media to achieve different textures and effects.</li> <li>• Show individuality in their observational skills and choice of perspective and style.</li> <li>• Pupils share their work with others, giving and receiving feedback to appreciate and learn from each other's drawings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to draw objects with accuracy.</li> <li>• Experiment with different grades of pencil to create different lines and marks.</li> <li>• Experiment with ways in which surface detail can be added to drawings through texture and pattern.</li> <li>• Discuss the importance of shadow, light and dark.</li> <li>• Explore smooth shading and blending with different media to achieve a range of light and dark tones.</li> <li>• Begin to explore how artists draw foregrounds and backgrounds for perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• It can be used to draw an objects shadow, making the drawing more realistic.</li> <li>• Different tools, including fingers, can help to blend and smudge media.</li> <li>• Adding surface detail makes objects look more realistic.</li> </ul> <p><b>Significant People</b> Jean-Louis Sauvot:</p> <ul style="list-style-type: none"> <li>• Is a French artist known for drawing and painting of animals.</li> <li>• Spends time observing them to make his art look real.</li> <li>• His art is colourful and lively, showing animals in motion and full of energy.</li> </ul> <p><i>Vocabulary:</i> <i>shading, shadow, pattern, line, blending, smudging, surface detail, texture</i></p>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>• Begin to draw objects with accuracy.</li> <li>• Experiment with different grades of pencil to create different lines and marks.</li> <li>• Experiment with ways in which surface detail can be added to drawings through texture and pattern.</li> <li>• Discuss the importance of shadow, light and dark.</li> <li>• Explore smooth shading and blending with different media to achieve a range of light and dark tones.</li> <li>• Begin to explore how artists draw foregrounds and backgrounds for perspective.</li> </ul>	
<b>Computing:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Recognising that buttons cause effects and that technology follows instructions.</li> <li>• Explaining what an algorithm is.</li> <li>• Following an algorithm.</li> <li>• Creating a clear and precise algorithm.</li> <li>• Learning that programs execute by following precise instructions. Incorporating loops within algorithms.</li> <li>• Using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>• Using an algorithm to write a basic computer program.</li> <li>• Using loop blocks when programming to repeat an instruction more than once.</li> <li>• Using software (and unplugged means) to create story animations.</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Scratch Lessons 4 – 5:</p> <ul style="list-style-type: none"> <li>• Know that Scratch is a programming language and some of its basic functions.</li> <li>• Explain how to use loops to improve programming.</li> <li>• Know how decomposition is used in programming.</li> <li>• Understand that you can remix and adapt existing code.</li> </ul> <p><i>Vocabulary:</i> <i>algorithm, animation, application, code, code block, debug, decompose, game, interface, loop, predict, program, remixing, code, repetition code, review, Scratch, sprite, tinker</i></p>	<ul style="list-style-type: none"> <li>• Using decomposition to explore the code behind an animation.</li> <li>• Using repetition in programs.</li> <li>• Using logical reasoning to explain how simple algorithms work.</li> <li>• Explaining the purpose of an algorithm.</li> <li>• Forming algorithms independently.</li> <li>• Using logical thinking to explore more complex software; predicting, testing and explaining what it does.</li> <li>• Incorporating loops to make code more efficient.</li> <li>• Continuing existing code.</li> <li>• Making reasonable suggestions for how to debug their own and others' code.</li> </ul>	<p>Values: Share, Individuality, Respect</p> <ul style="list-style-type: none"> <li>• Encourage pupil to share their improvements and explain their thinking to peers.</li> <li>• Highlight that sharing ideas in programming builds a collaborative community and helps others learn.</li> <li>• Celebrate pupil's creativity when forming algorithms independently or creating unique animations.</li> <li>• Encourage pupils to personalise their projects to reflect their ideas, showing how individuality enhances programming.</li> <li>• Support pupils to use logical reasoning to explore, predict, and explain how code works while respecting the original creator's intent.</li> </ul>
<b>DT:</b>	Year 3:	CONTEXT:	Cooking & Nutrition:	Value: Aspire, Entrust, Reflect

	<ul style="list-style-type: none"> <li>• Begin to learn which foods are specifically grown, reared and caught in the UK.</li> <li>• Identify that different parts of a plant can be eaten, including the root, tuber, stem, leaf, fruit and flower.</li> <li>• Make healthy eating choices using the Eatwell plate when planning a dish.</li> <li>• Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise.</li> <li>• Describe the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Gather information about the needs and wants of particular individuals and groups.</li> <li>• Develop their own design criteria and use these to inform their idea.</li> <li>• Share and clarify ideas through discussion.</li> <li>• Generate realistic ideas, focusing on the needs of the user.</li> <li>• Make design decisions that take account of the availability of resources.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> <li>• Select tools and equipment suitable for the task.</li> <li>• Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Begin to explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Order the main stages of making.</li> <li>• Follow procedures for safety and hygiene.</li> </ul>	<p><i>“Hi everyone! I’m Bradley. My auntie and cousin are coming to stay with me while they are on holiday soon. I would like to cook them a healthy meal when they arrive that uses ingredients grown, here in the UK. They are vegetarian and I only have an oven, so I am not sure what to make. Can you help me design and make something for them?”</i></p> <p>Oven Roasted Vegetables Lessons 4 – 6:</p> <ul style="list-style-type: none"> <li>• Roasting uses less oil compared to frying and preserves vitamins and minerals in vegetables.</li> <li>• Washing hands before cooking keeps germs away from our food.</li> <li>• Wearing aprons keeps our clothes clean; tying hair back stops it getting in the food.</li> <li>• Different foods need different cutting boards to stop bad bacteria spreading.</li> </ul> <p><i>Vocabulary:</i>  <i>grow, rear, catch, plant, root, tuber, fruit, flower, vitamin, mineral, roast</i></p>	<ul style="list-style-type: none"> <li>• Begin to learn which foods are specifically grown, reared and caught in the UK.</li> <li>• Identify that different parts of a plant can be eaten, including the root, tuber, stem, leaf, fruit and flower.</li> <li>• Make healthy eating choices using the Eatwell plate when planning a dish.</li> <li>• Follow instructions/recipes and begin to make appropriate adaptations.</li> <li>• Join and combine a range of ingredients.</li> <li>• Develop simple cooking techniques: roasting.</li> <li>• Build on established safe and hygienic practices by also using aprons and tying back long hair.</li> <li>• Understand the importance of using different cutting boards for raw meat (red) and salad vegetables (green).</li> <li>• Cut, peel, grate, slice and chop a range of ingredients.</li> <li>• Develop more confidence with cutting/chopping techniques (bridge hold and claw grip).</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>• Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise.</li> <li>• Describe the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Gather information about the needs and wants of particular individuals and groups.</li> <li>• Develop their own design criteria and use these to inform their idea.</li> <li>• Share and clarify ideas through discussion.</li> <li>• Generate realistic ideas, focusing on the needs of the user.</li> </ul>	<ul style="list-style-type: none"> <li>• This lesson links to aspire by encouraging children to design a creative and appealing dish, aiming for a high standard.</li> <li>• This lesson links to entrust by focusing on the trust required to follow safety and hygiene practices effectively.</li> <li>• This lesson links to reflect by encouraging children to evaluate their dish and think about how they can improve next time.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>• Assemble, join and combine materials and components with some accuracy.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Use their design criteria to evaluate their completed products.</li> </ul>		<ul style="list-style-type: none"> <li>• Make design decisions that take account of the availability of resources.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Begin to explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Order the main stages of making.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>• Assemble, join and combine materials and components with some accuracy.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Refer to their design criteria as they design and make.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Use their design criteria to evaluate their completed products.</li> </ul>	
<b>Geography:</b>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Compare physical and human features in the UK with an area of a European country (Rome, Italy).</li> <li>• Know and understand aspect of human geography including: settlements, land use and economic activity.</li> </ul>	<p>Ciao, Italia Lessons 4 – 5:</p> <ul style="list-style-type: none"> <li>• Rome is known for ancient landmarks such as the Colosseum, the Roman Forum, and Vatican City.</li> <li>• London has landmarks like the Tower of London, Buckingham</li> </ul>	<p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>• Compare physical and human features in the UK with an area of a European country (Rome, Italy).</li> </ul> <p>Human &amp; Physical Geography:</p> <ul style="list-style-type: none"> <li>• Know and understand aspect of human geography including:</li> </ul>	<p>Values: Value, Empathy</p> <ul style="list-style-type: none"> <li>• Explore how natural and human resources are utilised and respected in these cities.</li> <li>• Foster an understanding of the different ways people live in each city.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know and understand aspects of physical geography including: mountains and rivers.</li> <li>• Identify human features of a location (e.g. rural vs urban setting).</li> <li>• Identify physical features of a location (UK vs. Italy).</li> <li>• Explain that topography refers to the shape, height and depth of a place.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p>Palace, and the Houses of Parliament.</p> <ul style="list-style-type: none"> <li>• Both cities are major tourist destinations.</li> <li>• London's economy is based on banking, technology, media and fashion.</li> <li>• Rome's economy is based on tourism, fashion, and food production.</li> </ul> <p><i>Vocabulary:</i>  <i>capital city, river, peninsula, Mediterranean, landmark, climate, tourism, agriculture, industry, economic activity</i></p>	<p>settlements, land use and economic activity.</p> <ul style="list-style-type: none"> <li>• Know and understand aspects of physical geography including: mountains and rivers.</li> <li>• Identify human features of a location (e.g. rural vs urban setting).</li> <li>• Identify physical features of a location (UK vs. Italy).</li> <li>• Explain that topography refers to the shape, height and depth of a place.</li> </ul> <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> <li>• Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps.</li> <li>• Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid.</li> </ul> <p>Communicate Geographical Information</p> <ul style="list-style-type: none"> <li>• Research and collect information about a place and present it, e.g., a report, a poster, a brochure.</li> </ul>	
<p><b>History:</b></p>	<p>Years 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Recount main events from a significant event in history.</li> <li>• Recognise that some objects belong in the past.</li> <li>• Begin to sequence artefacts, photographs and events that are in time order.</li> <li>• Begin to understand where people and events fit on a timeline.</li> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after.</li> <li>• Find answers to simple questions about the past using sources.</li> </ul>	<p>The Romans Lessons 4 – 5:</p> <ul style="list-style-type: none"> <li>• The Romans built towns such as Londinium with roads connecting them.</li> <li>• Roman towns had stone houses, public baths, marketplaces, and amphitheatres for entertainment.</li> <li>• The Romans introduced central heating, aqueducts for clean water, and a calendar similar to the one we use today.</li> </ul> <p><b>Significant People</b></p> <p>Boudicca:</p> <ul style="list-style-type: none"> <li>• Queen of the Iceni tribe.</li> <li>• Rebelled against the Romans.</li> <li>• Her rebellion led to the destruction of towns like Londinium (London).</li> </ul> <p><i>Vocabulary:</i></p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>• Recognise the difference between primary and secondary sources.</li> <li>• Using a range of sources, to find out about a period.</li> </ul> <p>Change &amp; Continuity:</p> <ul style="list-style-type: none"> <li>• Identify what the situation was like before a change occurred.</li> <li>• Identify reasons for change and reasons for continuity.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>• Identify some significant features of the past, including ideas and beliefs.</li> <li>• Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning.</li> <li>• Recognise significant people from historical sources/accounts.</li> </ul>	<p>Values: Individuality, Empathy</p> <ul style="list-style-type: none"> <li>• Explore how different people lived in Roman Britain, from wealthy Romans to local Britons, highlighting the individuality of various groups and how their lifestyles differed based on their roles in society.</li> <li>• Boudicca's rebellion is a story of injustice and resistance. Pupils can learn to empathise with the struggles of others, particularly women and oppressed groups, and understand why Boudicca might have taken the actions she did.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask a range of simple questions to develop an understanding of a historical event.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Identify simple reasons for change.</li> <li>• Know that some people and events are considered more 'special' or significant than others.</li> <li>• Know that 'historically significant' people or events changed many people's lives.</li> <li>• Discuss a significant person within a historical event and why they were important.</li> <li>• Discuss why a historical event was significant in relation to its impact on society.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Accurately sequence several events, artefacts, and/or historical figures on a timeline.</li> <li>• Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during.</li> <li>• Recognise the difference between primary and secondary sources.</li> <li>• Using a range of sources, to find out about a period.</li> <li>• Recognise significant people from historical sources/accounts.</li> </ul>	<p><i>empire, Emperor, General, revolt, conquer, invasion, rebellion, treaty, Iceni, source</i></p>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>• Accurately sequence several events, artefacts, and/or historical figures on a timeline.</li> <li>• Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>• Begin to interpret why the past may be represented in different ways.</li> <li>• Describe accounts of a historical event, explaining some of the reasons why accounts may differ (e.g. author bias).</li> </ul>	
<p><b>Music:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Understanding that music from different parts of the world, and different times, has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> </ul>	<p>Kapow Music Scheme</p> <p>Pentatonic Melodies &amp; Composition</p> <ul style="list-style-type: none"> <li>• To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>• To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>• To understand that a pentatonic melody uses only the five notes C D E G A.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Understanding that music from different parts of the world, and different times, has different features.</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic and textural details of a piece of</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Respect different musical traditions, genres, and cultures.</li> <li>• Appreciate the skills and efforts of their peers and musicians.</li> <li>• Respect for the instruments and equipment used in music-making.</li> <li>• Express individual creativity through music composition and performance.</li> </ul>

	<ul style="list-style-type: none"> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>Offering constructive feedback on others' performances.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>	<p><i>Vocabulary:</i>  <i>accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion</i></p>	<p>music, both verbally and through movement.</p> <ul style="list-style-type: none"> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.</li> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> <li>Offering constructive feedback on others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> </ul>
<p><b>PE:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Explain the different types of passing</li> <li>Send and receive with control.</li> <li>Identify how to utilise the space effectively.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition.</li> <li>Explain the meaning of being able to 'read the game'.</li> <li>Know and use rules fairly to keep games going.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the impact that warm ups have on the body and why these are important.</li> <li>Describe different types of sending.</li> <li>Define the term striking.</li> <li>Explain what they need to do to get ready to play games</li> <li>Explain some simple tactics that can be employed in a game of tennis.</li> </ul> <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> <li>Carry out warm ups with care.</li> <li>Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy.</li> <li>Choose and vary skills and tactics to suit the situation in a game.</li> <li>Carry out simple tactics successfully.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> </ul>

		<p><i>ready position, underarm throw, overarm throw, hold, racket, strike.</i></p>		<ul style="list-style-type: none"> <li>• Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<p><b>RE:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Describe a few things that a believer might learn from a religious story.</li> <li>• Talk about some of the things that are the same for religious people.</li> <li>• Briefly describe some similarities and differences between religions.</li> <li>• Describe some religious sources and explain that these teachings affect religious groups.</li> <li>• Use the right religious words to describe and to briefly compare different practices and experiences.</li> <li>• Compare some of the things that influence them with those that influence others.</li> <li>• Ask important questions about life and compare their ideas with those of other people.</li> <li>• Ask questions about the meaning of life and about identity.</li> <li>• Begin to link things that are important to them and other people with the way people behave.</li> <li>• Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people.</li> <li>• Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.</li> </ul>	<p>What is a Guru?</p> <ul style="list-style-type: none"> <li>• Guru Nanak taught about: one God, equality, sharing, honest living, helping others and remembering God.</li> <li>• He introduced the langar.</li> <li>• He taught that Sikhism should continue under a line of gurus.</li> <li>• His teachings were recorded in hymns (shabads).</li> <li>• Guru Gobind Singh said that Sikhs should defend the weak and fight for justice.</li> <li>• He completed the Guru Granth Sahib, adding more hymns to the Sikh holy book.</li> <li>• The Guru Granth Sahib is treated with great respect.</li> <li>• Sikhs believe that it continues to guide them in life.</li> </ul> <p><b>Significant People</b></p> <p>Guru Nanak:</p> <ul style="list-style-type: none"> <li>• Lived in modern-day Pakistan</li> <li>• Founder of Sikhism.</li> <li>• Disappeared into a river for three days and had a divine experience</li> <li>• After he died there were 9 more human gurus.</li> </ul> <p>Guru Gobind Singh:</p> <ul style="list-style-type: none"> <li>• 10th Sikh Guru</li> <li>• The last human guru.</li> <li>• Created the Khalsa.</li> <li>• Introduced the 5 Ks.</li> <li>• Said that the Sikh holy book would be the Guru after his death.</li> </ul>	<p>Learning About Religion &amp; Beliefs</p> <ul style="list-style-type: none"> <li>• Describe a few things that a believer might learn from a religious story.</li> <li>• Describe some religious sources and explain that these teachings affect religious groups.</li> <li>• Use the right religious words to describe and to briefly compare different practices and experiences.</li> <li>• Briefly describe some similarities and differences between religions.</li> </ul> <p>Learning From Religion &amp; Beliefs</p> <ul style="list-style-type: none"> <li>• Ask questions about the meaning of life and about identity.</li> <li>• Ask important questions about life and compare their ideas with those of other people.</li> <li>• Begin to link things that are important to them and other people with the way people behave.</li> <li>• Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people.</li> <li>• Compare some of the things that influence them with those that influence others.</li> </ul>	<p>Values: Individuality, Share, Entrust, Aspire, Respect</p> <ul style="list-style-type: none"> <li>• Guru Nanak challenged unfair traditions and stood by his beliefs, even when others disagreed. Pupils can reflect on the importance of being true to themselves and standing up for what is right.</li> <li>• Guru Nanak taught that everyone should share food, kindness, and respect, as seen in the langar tradition. Pupils can think about ways they can share with others, whether it's time, kindness, or support.</li> <li>• Guru Nanak entrusted his teachings to a successor, showing that wisdom and guidance should be passed on. Pupils can consider how they can learn from others and share their own knowledge and kindness.</li> <li>• Guru Gobind Singh set high expectations for Sikhs, encouraging bravery, honesty, and selflessness. Pupils can think about their own aspirations and how they can strive to be the best version of themselves.</li> <li>• Sikhs show deep respect for the Guru Granth Sahib, treating it as a living teacher. Pupils can reflect on what respect means in their own lives and how they show it to people and beliefs.</li> </ul>

		<p><i>Vocabulary:</i> guru, Sikhism, teachings, equality, langar, successor, Khalsa, tradition, gurdwara, legacy</p>		
<b>RSE:</b>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• How to focus their mind to help them train their brain.</li> <li>• About Team H-A-P and their roles in more detail.</li> <li>• How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried.</li> <li>• Why our Amygdala behaves the way it does and how evolution has shaped how it works.</li> <li>• How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise.</li> <li>• About Neurons and Neural Pathways and the role they play in learning.</li> <li>• How to look after their brains to help them to be at their best.</li> </ul>	<p>My Happy Mind Scheme:</p> <p>Celebrate:</p> <p>To know that:</p> <ul style="list-style-type: none"> <li>• Scientists discovered that we all have 24 Character Strengths but in different amounts.</li> <li>• We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets.</li> <li>• The five main categories of Character Strengths are: <ul style="list-style-type: none"> <li>- Love and Kindness</li> <li>- Bravery and Honesty</li> <li>- Exploring and Learning</li> <li>- Teamwork and Friendship</li> <li>- Love of Life and our World</li> </ul> </li> <li>• That half of our character is set by genetics and the other half from our experiences.</li> <li>• That our character can grow based on our experiences, just like their brains do with Neuroplasticity.</li> <li>• Why it is important to spot strengths in others and how they can be used.</li> <li>• That strengths can help them to approach difficult situations.</li> <li>• When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.</li> </ul> <p><i>Vocabulary:</i> character strengths, genetics, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, spotting, neuroplasticity, Team H-A-P</p>	<ul style="list-style-type: none"> <li>• Identifying and recognising their own and others' Character Strengths.</li> <li>• Categorising and sorting different Character Strengths into the 5 main categories.</li> <li>• Reflecting on personal experiences and how they have influenced their strengths.</li> <li>• Practicing growth mindset and understanding how personal development occurs over time.</li> <li>• Observing others' strengths and considering how to apply those strengths in various situations.</li> <li>• Problem-solving and using Character Strengths as tools to face challenges effectively.</li> <li>• Developing emotional intelligence, self-regulation, and a sense of well-being through the use of Character Strengths.</li> <li>• Collaborating in teams, using positive emotions to support each other and promote group success.</li> </ul>	<p>Values: Respect, Individuality, Empathy, Aspire</p> <ul style="list-style-type: none"> <li>• Recognising and respecting others' Character Strengths fosters a respectful environment where each person's abilities are valued.</li> <li>• Emphasising that each person has unique strengths aligns with valuing individuality and appreciating the diverse qualities in everyone.</li> <li>• When children use their strengths to create positive emotions, they develop empathy by understanding how others feel and how to contribute to their well-being.</li> <li>• The idea that character growth is possible through effort and learning encourages pupils to aspire to develop and improve themselves, fostering a growth mindset.</li> </ul>
<b>Spanish:</b>	Year 3:	Kapow Spanish Scheme:	Language Comprehension:	<ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening and responding to single words and short phrases.</li> <li>• Recognising some familiar Spanish words in written form.</li> <li>• Beginning to understand and notice cognates and near cognates.</li> <li>• Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li> <li>• Practising speaking with a partner.</li> <li>• Using short phrases to give information.</li> <li>• Recognising that sounds and spelling patterns can be different from English.</li> <li>• Discussing strategies for remembering and applying pronunciation rules.</li> <li>• Building confidence by repeating short phrases with increasing accuracy.</li> <li>• Experimenting with simple writing, copying with accuracy.</li> <li>• Recognising and using adjectives of colour and size.</li> </ul>	<p>Classroom Objects in Spanish: Phonics: To Know:</p> <ul style="list-style-type: none"> <li>• The key phonemes represented by the following letters: a, e, i, o, u and r.</li> </ul> <p>Grammar: To Know:</p> <ul style="list-style-type: none"> <li>• Every Spanish noun is either masculine or feminine.</li> <li>• Gender affects the form of the indefinite article un or una.</li> <li>• Feminine nouns usually (but not always) end in 'a' and masculine nouns usually (but not always) end in 'o'.</li> <li>• The ending of a noun can change when the noun is in the plural form.</li> <li>• Most nouns in Spanish become plural by adding an 's' at the end, as in English.</li> <li>• Placing no before the verb makes it negative.</li> <li>• How to use conjunctions such as y – and, and pero – but to join clauses.</li> </ul> <p><i>Vocabulary:</i> <i>una regla, una goma, una botella de agua, un lápiz, un bolígrafo, un cuaderno, un estuche, tengo, no tengo, ¿Tienes...?, ¿Qué tienes...?, en mi mochila, y, pero</i></p>	<ul style="list-style-type: none"> <li>• Listening and responding to single words and short phrases.</li> <li>• Recognising some familiar Spanish words in written form.</li> <li>• Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li> </ul> <p>Language Production</p> <ul style="list-style-type: none"> <li>• Asking and/or answering simple questions.</li> <li>• Forming simple statements with information including the negative.</li> <li>• Practising speaking with a partner.</li> <li>• Using short phrases to give information.</li> <li>• Listening and repeating key phonemes with care.</li> <li>• Recognising that sounds and spelling patterns can be different from English.</li> <li>• Building confidence by repeating short phrases with increasing accuracy.</li> <li>• Experimenting with simple writing, copying with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> <li>• Acknowledge that we are each individuals, with varying identities which can be expressed in a range of languages.</li> </ul>
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage