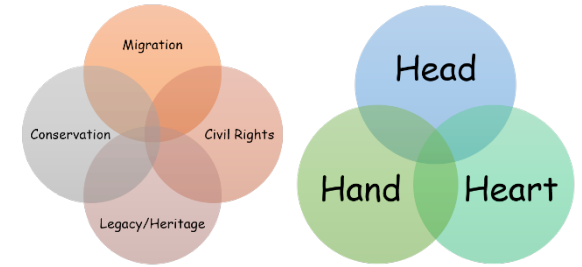




Riversdale Primary School

Medium Term Planning



Year Group	Year 3
Term	Summer 2

Learning Overview
<p>In science this half term, Year 3 pupils will revisit the topic of Animals Including Humans, focusing on the concept of nutrition. They will explore how animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Following this, the pupils will explore the importance of skeleton and muscles for support, protection, and movement. They will link the idea of nutrition to this, by looking at what humans need to keep their skeletons and muscles strong and healthy. In geography, the pupils will continue to compare the Lake District to Portland Parish. They will explore the human features of both areas and make connections between these and the physical features. Building on this, the pupils will explore the types of jobs that people living in these areas typically have and how this is linked to the areas' geography. In history, the pupils will complete their extended study of Roman Britain. They will look at Roman art as well as a range of other artefacts and discuss how historians use these sources to reveal what life was like at the time. Finally, the pupils will explore why the Romans ultimately left Britain and what happened when they did. In art, Year 3 will revisit and build on their learning about sculpture from Year 2. They will explore the work of artist Alexander Calder before using a range of malleable materials to create a mobile inspired by Calder's work. In Design & Technology, the pupils apply their learning around concepts such as templates/patterns, seam allowance, and buttons and loops to design, make and evaluate a product in response to a design brief.</p>

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> Windrush Child 	

Significant People Past & Present	
<ul style="list-style-type: none"> Alexander Calder (Art) 	<ul style="list-style-type: none"> Muhammad (PBUH) (RE)

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Life, Survival and Development
- Article 12: Respect for Children’s Views
- Article 14: Freedom of Thought and Religion
- Article 17: Access to Information
- Article 24: Health, Water, Food, Environment

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 3: <ul style="list-style-type: none"> • 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. • Understand that simple sentences can be expanded with descriptive noun phrases and adverbs. • Recognise that complex sentences can be formed using conjunctions such as when, if, because, as. • Know that consistent tense should be used, typically present tense for persuasion, with past tense where relevant. • Recognise that adverbial phrases can be added to give more detail. • Identify that starting sentences with verbs can make the speech more impactful. • Understand that direct address can be used to appeal to the listener. • Know that rhetorical questions can engage the listener. 	<u>PERSUASIVE BROCHURE:</u> <ul style="list-style-type: none"> • 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 brochure should be organised into paragraphs, each shaped around a key topic sentence. • Know that simple sub-headings can be used to structure the brochure. • Understand that simple sentences can be expanded with descriptive noun phrases and adverbs. • Recognise that complex sentences can be formed using conjunctions such as when, if, because, as. • Know that consistent tense should be used, typically present tense for persuasion, with past tense where relevant. • Recognise that adverbial phrases can be added to give more detail. • Identify that starting sentences with verbs can make the speech more impactful. • Understand that direct address can be used to appeal to the reader. • Know that rhetorical questions can engage the reader. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade: <ul style="list-style-type: none"> • A persuasive brochure designed to encourage holiday makers to visit Jamaica. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • An informal letter from the Windrush child to a friend back home describing life in their new home (England). • A non-chronological report about Jamaica, including physical and human features. (Independent Write, Geography Link) Handwriting: <ul style="list-style-type: none"> • 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. • Increase the legibility, consistency and quality of their handwriting. Composition: <ul style="list-style-type: none"> • Plan writing by discussing and recording ideas within a given structure. • Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning. 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> • Recognise that imperative verbs can call the listener to action. • Identify that persuasive phrases can be used to structure the argument. • Understand that nouns can be formed using a range of prefixes. • Know that nouns and pronouns should be used to avoid repetition. • Recognise that contextually appropriate adjectives should be chosen for impact. • Explain that time and cause can be expressed through a range of conjunctions. • Recall that tense should be correct and consistent, typically present tense with occasional use of past tense. • Identify that adverbs can be used to add detail and clarity. • Know that commas should be used to separate adjectives in longer expanded noun phrases. • Understand that inverted commas should be used for quotations, where appropriate. • Recognise the format of an informal letter, including placement of address and salutation. • Identify that letter require a clear introduction. • Notice that the writer will often open with a question to the reader, e.g. "How are you?" • Understand that points about the issue should be organised into paragraphs denoted by time/place. • Know that simple sentences with extra description through expanded noun phrases can help the reader understand the topic. • Recognise that more complex sentences can be made using subordinating conjunction such as when, if, as etc. 	<ul style="list-style-type: none"> • Recognise that imperative verbs can call the listener to action. • Identify that persuasive phrases can be used to structure the argument. • Understand that nouns can be formed using a range of prefixes. • Know that nouns and pronouns should be used to avoid repetition. • Recognise that contextually appropriate adjectives should be chosen for impact. • Explain that time and cause can be expressed through a range of conjunctions. • Recall that tense should be correct and consistent, typically present tense with occasional use of past tense. • Identify that adverbs can be used to add detail and clarity. • Know that commas should be used to separate adjectives in longer expanded noun phrases. • Understand that inverted commas should be used for quotations, where appropriate. <p><u>INFORMAL LETTER:</u></p> <ul style="list-style-type: none"> • Recognise the format of an informal letter, including placement of address and salutation. • Identify that letter require a clear introduction. • Notice that the writer will often open with a question to the reader, e.g. "How are you?" • Understand that points about the issue should be organised into paragraphs denoted by time/place. • Know that simple sentences with extra description through expanded noun phrases can help the reader understand the topic. • Recognise that more complex sentences can be made using 	<ul style="list-style-type: none"> • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure. 	
--	---	---	--	--

	<ul style="list-style-type: none"> • Understand the importance of simple adverbs to help sequence events. • Identify that questions used at the end of a letter is used to elicit a response from the reader. • Know that all letters must have an appropriate sign off. • Know that a non-chronological report must have a simple yet engaging title to draw the reader’s attention. • Understand that a clear introduction is needed to explain what the report is about. • Recognise that a conclusion summarises the key points. • Know that information should be organised into paragraphs, with each paragraph shaped around a key topic sentence. • Recognise that subheadings help to organise the content clearly. • Identify that additional or interesting facts can be signposted using phrases like Did you know...? • Understand that a simple glossary can be used to define technical language. • Know that simple sentences can be expanded with extra detail using expanded noun phrases and adverbs. • Recognise that complex sentences can be formed using subordinating conjunctions such as when, if, and as. • Understand that adverbial phrases can add more detail to sentences. • Know that nouns and pronouns should be used to avoid repetition. • Recognise that nouns can be formed using a range of prefixes. • Understand that adjectives should be chosen carefully to match the context. • Identify that conjunctions can express time and cause. 	<p>subordinating conjunction such as when, if, as etc.</p> <ul style="list-style-type: none"> • Understand the importance of simple adverbs to help sequence events. • Identify that questions used at the end of a letter is used to elicit a response from the reader. • Know that all letters must have an appropriate sign off. <p><u>NON-CHRONOLOGICAL REPORT:</u></p> <ul style="list-style-type: none"> • Know that a non-chronological report must have a simple yet engaging title to draw the reader’s attention. • Understand that a clear introduction is needed to explain what the report is about. • Recognise that a conclusion summarises the key points. • Know that information should be organised into paragraphs, with each paragraph shaped around a key topic sentence. • Recognise that subheadings help to organise the content clearly. • Identify that additional or interesting facts can be signposted using phrases like Did you know...? • Understand that a simple glossary can be used to define technical language. • Know that simple sentences can be expanded with extra detail using expanded noun phrases and adverbs. • Recognise that complex sentences can be formed using subordinating conjunctions such as when, if, and as. • Understand that adverbial phrases can add more detail to sentences. • Know that nouns and pronouns should be used to avoid repetition. • Recognise that nouns can be formed using a range of prefixes. 		
--	---	--	--	--

	<ul style="list-style-type: none"> • Know that present perfect verbs can be used where appropriate. • Recognise that tense should be consistent throughout the report. • Understand that possessive apostrophes must be used correctly for plural nouns. • Know that commas should be used to separate adjectives in a longer expanded noun phrase. • Identify that adverbs can express time and cause. • Understand that prepositions help to add specificity to descriptions. 	<ul style="list-style-type: none"> • Understand that adjectives should be chosen carefully to match the context. • Identify that conjunctions can express time and cause. • Know that present perfect verbs can be used where appropriate. • Recognise that tense should be consistent throughout the report. • Understand that possessive apostrophes must be used correctly for plural nouns. • Know that commas should be used to separate adjectives in a longer expanded noun phrase. • Identify that adverbs can express time and cause. • Understand that prepositions help to add specificity to descriptions. 		
<p>Reading:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Unit to be confirmed <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Unit to be confirmed. <p>Poetry:</p> <ul style="list-style-type: none"> • Unit to be confirmed <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils will listen respectfully during reading discussions and show respect for different characters, cultures, and viewpoints encountered in a wide range of fiction, non-fiction, plays, and poetry. • Pupils will express their individual opinions about books, justify their preferences, and explore how characters in stories show unique thoughts, feelings, and motives. • Pupils will value a broad range of books and texts for different purposes, recognising the importance of reading for information, entertainment, and learning. • Pupils will take ownership of their reading by using strategies such as skimming, re-reading, and self-correcting to ensure understanding, and by selecting

	<ul style="list-style-type: none"> • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. 	<ul style="list-style-type: none"> • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through. • intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. <p><i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i></p>	<ul style="list-style-type: none"> • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. 	<p>books suited to their level and interest.</p> <ul style="list-style-type: none"> • Pupils will reflect on main ideas, characters' actions and motives, and their own understanding by summarising information and justifying their inferences with evidence from the text. • Pupils will share their thoughts and opinions during group discussions, read poems and play scripts aloud, and present information or ideas to the class with expression and confidence. • Pupils will take turns in reading and discussions, respect differing views, and contribute fairly when making decisions as a group about text choices or interpretations. • Pupils will aspire to read more fluently and with greater understanding, build their vocabulary, and engage with increasingly challenging texts across genres. • Pupils will develop a love of reading through exposure to engaging stories, poetry, and non-fiction, and will speak with enthusiasm about books they enjoy. • Pupils will develop empathy by exploring characters' feelings, thoughts, and motives, and by justifying these with evidence from the text, particularly when making inferences.
--	--	---	--	---

	<ul style="list-style-type: none"> • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through. • intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. 			
Mathematics:	<p>Year 2:</p> <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm). 	<ul style="list-style-type: none"> • Explain that an angle is made where two straight lines meet at a point. • Recognise that an angle is the amount of turn between the two lines. • Know that the point at which two lines meet is called the vertex. • Understand that the plural of vertex is vertices. • Identify that some angles are greater or less than others. • Recognise that a right angle is a special type of angle. • Know that the corner of a ruler makes a right angle. • Recognise that a right angle is marked using a square in the corner rather than an arc. • Identify that a triangle has three angles. 	<p>Properties of Shape:</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. • Identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Measurement:</p> <ul style="list-style-type: none"> • Measure the perimeter of simple 2-D shapes. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

- | | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none">• Identify that quadrilaterals have four angles.• Begin to recognise that all shapes/polygons have the same number of angles as sides.• Know that an angle that is smaller than a right angle is called an acute angle.• Know that an angle that is greater than a right angle is called an obtuse angle.• Connect the concept of quarter turns to right angles. E.g. one quarter turn is equal to one right angle turn, half turn is equal to two right angle turns.• Recall the terms clockwise and counter clockwise.• Understand that the lines which form a right angle are known as perpendicular lines.• Know that parallel lines are lines that do not make an angle, as they never meet, no matter how long they are.• Identify that parallel lines are marked with arrows along the lines.• Explain that horizontal lines are parallel to the floor (link to the horizon).• Explain that vertical lines are perpendicular to the floor.• Recognise that the terms vertical, horizontal, parallel and perpendicular can be used to describe different 2D shapes.• Identify that edges on a 3D shapes are lines.• Know that a prism is a 3D shape which has faces and two identical ends.• Explain that cubes and cuboids are similar because they have the same number of faces, edges and vertices.• Explain that cubes and cuboids are different because on a cube ALL | | |
|--|--|--|--|--|

		<p>faces are identical, whereas on a cuboid only opposite faces are identical.</p> <ul style="list-style-type: none"> • Define perimeter as the total length of the outside of a 2D shape. • Recognise that we can measure/calculate the perimeter of a 2D shape by adding up the length of each side, including irregular shapes. • Identify that to calculate the perimeter of a square, we only need to measure one side and then multiply this by four, as all four sides are identical. • Identify that to calculate the perimeter of a rectangle we only need to add the length and width and multiply by two as opposite sides are identical. • Recognise that to calculate the perimeter of a composite shape, we may need to partition the shape and finding unknown lengths. 		
<p>Science:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Answer questions posed by the teacher. • Consider their prior knowledge when asking questions. • Asking questions and recognising that they can be answered in different ways. • Given a range of resources, decide for how to gather evidence to answer the question. • Engaging in practical enquiry to answer questions. • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Communicate findings to an audience both orally and in writing, using appropriate scientific language. 	<p>Animals Including Humans:</p> <ul style="list-style-type: none"> • Some of the major organs in the human body include: the brain, heart, lungs, stomach, liver, kidneys and bladder. • Animals need food for growth, energy and staying healthy: • Proteins are used by the body for growth. • Carbohydrates are used by the body for energy. • Vitamins and minerals are used by the body to keep healthy. • The human skeleton has 206 bones. • The functions of the skeleton are to support, protect and enable movement. • Important bones include: skull, collar bone, ribs, shoulder blade, 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Answer questions posed by the teacher. • Consider their prior knowledge when asking questions. • Asking questions and recognising that they can be answered in different ways. • Given a range of resources, decide for how to gather evidence to answer the question. <p>Enquiry:</p> <ul style="list-style-type: none"> • Engaging in practical enquiry to answer questions. • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. <p>Communicate:</p> <ul style="list-style-type: none"> • Communicate findings to an audience both orally and in 	<p>Values: Value, Respect, Individuality, Entrust, Reflect, Share</p> <ul style="list-style-type: none"> • Pupils will value the importance of their body and learn how to take care of it. • Pupils will respect how their bodies work and how each part plays an important role. • Pupils will recognise that everyone may need different diets and show respect for others' choices. • Pupils will learn to trust how their skeleton protects and supports them every day. • Pupils will reflect on how their bodies move and why their skeleton is so important. • Pupils will share ideas and work together to model how muscles and joints help us move.

	<ul style="list-style-type: none"> • Make systematic and careful observations. • Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers. • Record classifications, for example: using tables, Venn diagrams, Carroll diagrams. • Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. • Draw conclusions based on evidence and current subject knowledge. • Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. • Following a scientific experience, ask further questions which can be answered by extending the same enquiry. 	<p>spine, pelvis, kneecaps, thigh bone.</p> <ul style="list-style-type: none"> • A joint is where two bones meet and allows movement. • Muscles work in pairs around a joint to make it move. While one contracts, the other relaxes. <p><i>Vocabulary:</i> <i>organ, waste, nutrition, diet, nutrients, fibre, skeleton, protection, support, movement, muscles, joints</i></p>	<p>writing, using appropriate scientific language.</p> <p>Observe:</p> <ul style="list-style-type: none"> • Make systematic and careful observations. • Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers. <p>Record/Present:</p> <ul style="list-style-type: none"> • Record classifications, for example: using tables, Venn diagrams, Carroll diagrams. • Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. <p>Conclusions:</p> <ul style="list-style-type: none"> • Draw conclusions based on evidence and current subject knowledge. • Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. <p>Evaluation:</p> <ul style="list-style-type: none"> • Following a scientific experience, ask further questions which can be answered by extending the same enquiry. 	
<p>Art:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Manipulate malleable materials to make simple 3D forms by rolling, kneading and shaping. • Experiment with simple joins. • Use some decorative techniques such as adding lines and shapes to clay work. <p>Year 3:</p> <ul style="list-style-type: none"> • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. 	<p>Sculpture:</p> <ul style="list-style-type: none"> • Clay and wire are often used for sculpture because they are soft and easy to mould with your hands. • Clay can be dried and hardened to keep its shape. • Wire can be bent, twisted, coiled, and looped to create 3D lines and shapes. • Sculptors use wire to show movement, balance, and direction. • Layering is used to create depth and texture in the artwork. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work. and that of others, explaining the process they have used, identifying thoughts 	<p>Values: Individuality, Aspire, Entrust, Reflect, Value, Share</p> <ul style="list-style-type: none"> • Pupils will recognise and celebrate the individuality of Calder’s abstract style and explore how artists express their personal ideas and emotions through sculpture. • Pupils will aspire to create original artwork by using Calder’s mobiles as inspiration, developing ambitious ideas for their own sculpture designs. • Pupils will be entrusted to safely and responsibly explore wire as a

	<ul style="list-style-type: none"> • Make notes in a sketch book about techniques used by artists studied. • Explain how a piece of art makes them feel with increasing clarity. • 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. • 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. 	<ul style="list-style-type: none"> • Patterns can be added by carving or painting onto the surface of the sculpture. • Wire can be bent, twisted, coiled, and looped to create 3D lines and shapes. • Sculptors use wire to show movement, balance, and direction. • Layering is used to create depth and texture in the artwork. • Patterns can be added by carving or painting onto the surface of the sculpture. <p>Significant People Alexander Calder:</p> <ul style="list-style-type: none"> • An American sculptor. • Famous for introducing movement into sculpture through mobiles. • Also known for use of bold colours. <p><i>Vocabulary:</i> <i>mobile, malleable, wire, form, balance, movement, texture, pattern, layering, assemble</i></p>	<p>and feelings which are supported by their knowledge of artists and techniques.</p> <ul style="list-style-type: none"> • 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. <p>Sculpture:</p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Manipulate clay through carving, rolling, pinching, cutting and coiling. • Join clay, constructing a simple tile base and then layering shapes onto it to create 3D form. • Explore ways of creating surface patterns and textures. 	<p>sculpture material, showing care, independence and perseverance when shaping it.</p> <ul style="list-style-type: none"> • Pupils will reflect on the process of building with clay, considering how their choices affect strength, balance and form in their sculpture. • Pupils will value their own ideas by decorating their clay shapes with care and precision, knowing their contributions will be part of a complete sculpture. • Pupils will share their finished mobiles and discuss their creative decisions, listening to and appreciating the ideas and artwork of others.
<p>Computing:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Learning how to explore and tinker with hardware to find out how it works. • Learning where keys are located on the keyboard. • Learning how to operate a camera to take photos and videos. • Developing the skills associated with sequencing in unplugged activities. • Using a basic range of tools within graphic editing software. • Taking and editing photographs. • Developing control of the mouse through dragging, clicking and resizing of images to create different effects. • Developing understanding of different software tools. <p>Year 3:</p>	<p>Kapow Computing Scheme:</p> <p>Video Trailers: Using iPads (Lessons 4 – 5):</p> <ul style="list-style-type: none"> • To know that different types of camera shots can make my photos or videos look more effective. • To know that I can edit photos and videos using film editing software. • To understand that I can add transitions and text to my video. <p><i>Vocabulary:</i> <i>application, camera angle, clip, cross dissolve, edit, fade to black, fade to white, film, film editing software, graphics, import, key events, music, photo, plan, recording, slide, sound effects, storyboard, time code, trailer, transition, video, voiceover, wipe</i></p>	<ul style="list-style-type: none"> • Using logical thinking to explore more complex software; predicting, testing and explaining what it does. • Taking photographs and recording video to tell a story. • Using software to edit and enhance their video adding music and text on screen with transitions. 	<p>Values: Respect, Individuality, Value, Reflect, Entrust, Share, Democracy, Aspire</p> <ul style="list-style-type: none"> • Encourage students to respect each other's work by providing constructive feedback during editing sessions. • Emphasise the importance of respecting consent when using images or music in their projects. • Encourage students to experiment with different editing techniques to develop their unique style. • Appreciate the value of effective communication through visual storytelling. • Encourage students to reflect on the impact of different camera shots and editing techniques on the effectiveness of their videos.

	<ul style="list-style-type: none"> Using logical thinking to explore more complex software; predicting, testing and explaining what it does. 			<ul style="list-style-type: none"> Encourage students to take pride in their work and to feel entrusted with the task of creating compelling visual stories. Promote collaboration by providing opportunities for students to share their ideas and techniques with their peers. Foster a classroom environment where students have a voice in the decision-making process, such as selecting themes for their projects or choosing which editing techniques to explore. Encourage respectful discussion and debate about the merits of different creative choices. Inspire students to set high standards for themselves and to aspire to create professional-quality videos.
DT:	<p>Year 1:</p> <ul style="list-style-type: none"> Know that fabrics are materials used to create things like clothes and toys. Identify that common fabric types include cotton, wool, and felt. Understand that felt is a thick and sturdy fabric, ideal for crafting. Recognise that tools used in textiles include scissors and needles, which should always be handled safely. Cut out shapes which have been created by drawing round a template onto the fabric. Know that a 3D textiles product can be assembled from two identical fabric shapes. Join fabrics using simple methods e.g. running stitch, glue, staples. Decorate fabrics with attached items, e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques, e.g. fabric pens, fabric paints, printing. 	<p>Textiles - Practical Pouches (Lessons 4 – 6):</p> <p>CONTEXT: <i>“Hi everyone, I’m Anjali. My little sister loves to collect things. When we go on nature walks, she is always picking up leaves, flowers, shells... you name it! It’s her 5th birthday soon and I want to make her a secure “treasure” pouch to store the things she finds. Can you help me design and make a pouch for her?”</i></p> <ul style="list-style-type: none"> Joining fabric securely and neatly is important for the product to stay together. A running stitch is made by sewing a line of stitches that go in and out of the material. A backstitch is similar to a running stitch, but the backstitch closes the gaps in between each stitch, making it stronger. An overstitch is a stitch where the needle and thread go over the edges of the material in order to keep them closed. 	<p>Textiles:</p> <ul style="list-style-type: none"> Define the term pattern/template, including its use. Understand the importance of seam allowance. Begin to use patterns to fabric to support with accurate cutting. Apply a range of stitch methods, e.g. running stitch, backstitch, overstitch and/or blanket stitch. Sew on buttons and make loops. Apply appropriate decoration techniques based on prior/new learning. <p>Designing:</p> <ul style="list-style-type: none"> Share and clarify ideas through discussion. Model their ideas using prototypes and pattern pieces. <p>Making:</p> <ul style="list-style-type: none"> Follow procedures for safety and hygiene. Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, 	<p>Values: Entrust, Value, Reflect</p> <ul style="list-style-type: none"> Pupils will show they can be entrusted with tools and materials by using patterns and cutting fabric carefully and sensibly. Pupils will value their work by taking care when sewing, decorating and finishing their pouch to the best of their ability. Pupils will reflect on their finished pouch, identifying what went well and how they could improve their work next time.

	<p>Year 3:</p> <ul style="list-style-type: none"> • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	<ul style="list-style-type: none"> • The blanket stitch is stronger because the needle and thread go through the overstitch. • This closes the gaps at the edge of the material. • You can use buttons and loops as fastenings to open and close the pouch. • Templates/patterns are made and pinned to the fabric. • We trace around them to give us an accurate shape to cut out. • Seam allowance makes sure there is enough space between the seam and the edge of the fabric. <p><i>Vocabulary:</i> <i>pouch, stitch, template/pattern, seam, seam allowance, prototype, fastening, decoration, button, loop</i></p>	<p>mechanical components and electrical components.</p> <ul style="list-style-type: none"> • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. <p>Evaluating:</p> <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	
<p>Geography:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Compare physical and human features in the UK with a non-European country (Jamaica). • Know and understand aspect of human geography including: settlements, land use and economic activity. • Identify human features of a location (e.g. rural vs urban setting). • Know and understand aspect of human geography including: 	<p>Island Views (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • The Lake District has towns, tourist centres, and farms. • Portland has towns, rural villages and beaches. • In the Lake District, common jobs include sheep/dairy farming. • In Portland, common jobs include banana and coffee farming and fishing. • Tourism is important in both regions because of the beautiful scenery and outdoor activities. 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> • Compare physical and human features in the UK with a non-European country (Jamaica). <p>Human & Physical Geography Knowledge:</p> <ul style="list-style-type: none"> • Know and understand aspect of human geography including: settlements, land use and economic activity. • Identify human features of a location (e.g. rural vs urban setting). 	<p>Values: Empathy, Value, Share</p> <ul style="list-style-type: none"> • Pupils will show empathy by thinking about how people in different types of settlements live, work, and travel. • Pupils will value the different types of work people do and the contribution each job makes to a community. • Pupils will share their knowledge with others by presenting what

	<p>settlements, land use and economic activity.</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps. • Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid. • Research and collect information about a place and present it, e.g., a report, a poster, a brochure. 	<p><i>Vocabulary:</i> <i>settlement, rural, urban, region, climate, weather, mountains, river, land use, economic activity, tourism</i></p>	<ul style="list-style-type: none"> • Know and understand aspect of human geography including: settlements, land use and economic activity. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps. • Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid. <p>Communicate Geographical Information</p> <ul style="list-style-type: none"> • Research and collect information about a place and present it, e.g., a report, a poster, a brochure. 	<p>they have learned about both places.</p>
<p>History:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Observe the small details when using artefacts and pictures. • Recognise the difference between primary and secondary sources. • Use evidence to build up a picture of a past event. • Know that archaeological evidence can be used to find out about the past. • Know that we can make inferences and deductions using images from the past. • Identify what the situation was like before a change occurred. • Identify reasons for change and reasons for continuity. • Recognise the links between different societies. • Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • To know that significant archaeological findings are those 	<p>The Romans Legacy (Lessons 4 - 6):</p> <ul style="list-style-type: none"> • Mosaics were found in Roman villas or public buildings. • Romans used columns, arches and decorated floors. • These styles were copied in later buildings and are still used today. • Different artefacts help us learn about Roman beliefs and daily life. • Roman soldiers left Britain to fight in other parts of the empire. • When Roman control ended, new groups like the Anglo-Saxons came, but some Roman ideas stayed. <p><i>Vocabulary:</i> <i>column, artefact, belief, Roman Empire, legacy</i></p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Observe the small details when using artefacts and pictures. • Recognise the difference between primary and secondary sources. • Use evidence to build up a picture of a past event. • Know that archaeological evidence can be used to find out about the past. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Know that we can make inferences and deductions using images from the past. <p>Change & Continuity:</p> <ul style="list-style-type: none"> • Identify what the situation was like before a change occurred. • Identify reasons for change and reasons for continuity. • Recognise the links between different societies. <p>Similarity & Difference:</p> <ul style="list-style-type: none"> • Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 	<p>Value: Individuality, Empathy, Aspire</p> <ul style="list-style-type: none"> • Pupils will appreciate how Roman mosaics and buildings reflected people's stories, beliefs, and creativity—just as our own art does today. • Pupils will develop empathy by exploring personal items left behind by real people, helping them imagine life in the past. • Pupils will aspire to learn from the past by understanding how societies adapt and change over time, and how legacies can last.

	<p>which change how we see the past.</p> <ul style="list-style-type: none"> • Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. • Identify short- and long-term causes of major events in history. • Explain the impact of an event (including people’s actions) on society within a time period. 		<p>Historical Significance:</p> <ul style="list-style-type: none"> • To know that significant archaeological findings are those which change how we see the past. • Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. <p>Chronology:</p> <ul style="list-style-type: none"> • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> • Identify short- and long-term causes of major events in history. • Explain the impact of an event (including people’s actions) on society within a time period. <p>Suggested Sources:</p> <ul style="list-style-type: none"> • <i>Photographs of real Roman mosaics, e.g. Chedworth Roman Villa, Fishbourne Palace, Lullingstone Villa.</i> • <i>Virtual tours or videos of Roman villas in Britain (e.g. English Heritage: Chesters Roman Fort).</i> • <i>Artefacts from Vindolanda (e.g. shoes, combs, writing tablets) – vindolanda.com.</i> • <i>Bath curse tablets – thin sheets of lead with written messages to the gods (available on British Museum website).</i> • <i>Reconstruction images or museum replicas of Roman jewellery, votive offerings, and statues.</i> 	
Music:	<p>Year 3:</p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<p>Kapow Music Scheme:</p> <p>Traditional Instruments and Improvisation:</p> <ul style="list-style-type: none"> • To know that Indian music uses all of the sounds in between the 12 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures.

	<ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances. 	<p>'notes' that we are used to in western music.</p> <ul style="list-style-type: none"> To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music. <p><i>Vocabulary:</i> <i>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, tabla, tala, tempo</i></p>	<p>different times, has different features.</p> <ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances. 	<ul style="list-style-type: none"> Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making. Express individual creativity through music composition and performance. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Lead, make decisions, and contribute to the musical process. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Children will previously have:</p> <ul style="list-style-type: none"> taken part in throwing and catching activities. practised striking a ball, e.g. with rackets. played a range of running games – stuck in the mud. 	<ul style="list-style-type: none"> Explain how to hit or strike the ball into spaces, so that they can score runs in different ways. Describe how to work together in a team. Identify simple tactics that can be used for defence and attack. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> Send and receive balls confidently. Use simple tactics for defence and attack. Catch a ball when fielding. Hit the ball correctly when striking. Apply the basic rules of the relevant game. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions.

		<i>batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score</i>		<ul style="list-style-type: none"> • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 3:</p> <ul style="list-style-type: none"> • Describe some similarities and differences between religions. • Use some religious words to describe some religious practices. • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Begin to link things that are important to them and other people with the way people behave. 	<p>What does it mean to be Muslim?</p> <ul style="list-style-type: none"> • Anyone can be Muslim. • All Muslims believe in one God, called Allah. • All Muslims believe Allah sent prophets to show humans how Allah wanted them to live. • Some Muslims will go to a mosque. • Muslims can go to the mosque for various reasons such as to feel closer to God, for prayer, or for a special occasion. • Muslims can pray anywhere that is clean. • There are different types of Muslim prayer. • Salat has 5 set times a day, you can say salat on your own or in a group. • Salat have certain actions that should be performed. • Sufi Muslims believe they can develop a personal relationship with Allah. <p>Significant People Muhammad (PBUH):</p> <ul style="list-style-type: none"> • Central figure in Islam. • Allah (God) revealed the Qur'an to Muhammad (PBUH) • Muslims call Muhammad 'the seal of the prophets' to show that there will not be the last messenger of Allah. 	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> • Describe some similarities and differences between religions. • Use some religious words to describe some religious practices. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Begin to link things that are important to them and other people with the way people behave. 	<p>Values: Share, Respect, Empathy, Reflect, Entrust, Individuality, Love, Aspire</p> <ul style="list-style-type: none"> • Share our knowledge about Islam and respect those in the class sharing personal knowledge. • Show empathy for why Muslims attend mosque. • Reflect on the reasons why Muslims pray, show empathy for these reasons. • Understand that many Muslims entrust their prayers (and lives) to Allah. • Show an understanding that every Muslim is also an individual. • Reflect on the choices individual Muslims make and respect these choices. • Be aware that Sufi Muslims entrust themselves to Allah, that they aspire to a personal relationship with Allah and that they show great love towards Allah. • Reflecting on their learning from this unit can support pupils in developing a deeper understanding of different religious beliefs.

		<p><i>Vocabulary:</i> Muslim, Islam, Allah, masjid, mosque, prayer, salah/salat, du'a, sheikh, saint, legacy</p>		
<p>RSE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. • That the more they show gratitude, the easier it is - they can use Neuroplasticity. • How to develop an Attitude of Gratitude. • What happens when we give gratitude and how the giver and receiver feel. • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. • How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. • How when they appreciate themselves and feel good about their strengths, they will use them even more. • They can use Character Strengths to appreciate others too. • That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. • That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships. 	<p>My Happy Mind Scheme:</p> <p>Relate (Lessons 2 - 4): Learn:</p> <ul style="list-style-type: none"> • That everyone sees things differently and that this is a positive thing. • Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. • That the more they practise seeing other perspectives, the more the brain will remember it. • Neuroplasticity works with relating to others too. • That we normally choose our friends because of their character. • That we all see things from different perspectives; friends can help us solve problems by approaching them differently. • How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. • That when we listen to friends, they will know that we care for them. <p><i>Vocabulary:</i> character strengths, relate, get along, people, active listening, team H-A-P, happy breathing, 'stop, understand and consider', friendships, relationships, differences</p> <p>Engage (Lessons 1 – 4): Learn:</p> <ul style="list-style-type: none"> • How their feelings affect their ability to do well in an activity and 	<p>Relate:</p> <ul style="list-style-type: none"> • Recognise that different perspectives are valuable and helpful • Ask questions to understand others' thoughts and viewpoints • Practise perspective-taking to strengthen social understanding • Use active listening to show care and maintain strong friendships • Identify positive character traits in others • Work with others to solve problems by combining different ideas • Understand the impact of listening and not listening in relationships • Relate to others with empathy and respect. <p>Engage:</p> <ul style="list-style-type: none"> • Recognise how feelings impact motivation and performance • Set personal Big Dream Goals • Use perseverance to stay focused on a goal • Apply resilience when facing challenges or setbacks • Build self-belief to support achievement • Reflect on personal progress and celebrate effort. 	<p>Relate:</p> <p>Values: Empathy, Respect, Love</p> <ul style="list-style-type: none"> • Pupils will understand and value different perspectives to strengthen their relationships. • Pupils will show respect by listening actively and considering the views of others. • Pupils will show care for their friends by listening to them and appreciating their character. <p>Engage:</p> <p>Values: Aspire, Reflect, Entrust, Value</p> <ul style="list-style-type: none"> • Pupils will aspire to achieve their Big Dream Goals by setting targets and working towards them. • Pupils will reflect on how their feelings affect their ability to succeed and learn. • Pupils will trust in their own abilities and believe they can overcome challenges. • Pupils will value their own efforts and understand the importance of perseverance and resilience.

		<p>learn that they have to feel good to do good.</p> <ul style="list-style-type: none"> • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to 'Believe to Achieve'. • How to set their own Big Dream Goals. <p><i>Vocabulary:</i> engage, activity, goal, 'feel good, do good', believe to achieve, happy breathing, habits, perseverance, resilience, big dream goals</p>		
<p>Spanish:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. 	<p>Kapow Spanish Scheme:</p> <p>Journey Around Latin America:</p> <p>Phonics To know:</p> <ul style="list-style-type: none"> • The key phonemes represented by the letters c and b/v. • Some letters carry accents. <p>Grammar To know:</p> <ul style="list-style-type: none"> • Some common verbs in the present tense. • In Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning, e.g. ¡Muy bien! • Conjunctions such as <i>y</i> – and, and <i>pero</i> – but can be used to join clauses. • Some prepositions in Spanish. • That <i>en</i> is usually used as a preposition when the mode of transport is something you get into, e.g. <i>en tren</i> whereas <i>a</i> is 	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. <p>Language Production:</p> <ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible. • Acknowledge that we are each individuals, with varying identities which can be expressed in a range of languages.

	<ul style="list-style-type: none"> • Building confidence by repeating short phrases with increasing accuracy. • Recalling and writing simple words from memory. • Experimenting with simple writing, copying with accuracy. 	<p>usually used when you are not getting into a form of transport, e.g. a pie – on foot.</p> <p><i>Vocabulary:</i> <i>¿Adónde vas?, voy, vas, a, lunes, martes, miércoles, jueves, Viernes, sábado, domingo, ¿Cómo vas?, en autobús, en avión, en barco, en Bicicleta, en coche, a pie, en tren</i></p>	<ul style="list-style-type: none"> • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Recalling and writing simple words from memory. • Experimenting with simple writing, copying with accuracy. 	
--	--	--	---	--

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage

