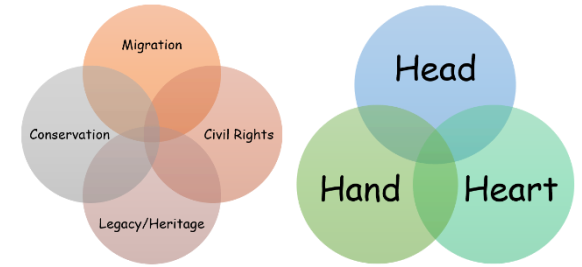




Riversdale Primary School

Medium Term Planning



Year Group	Year 3
Term	Summer 1

Learning Overview
<p>In science this half term, Year 3 pupils will be deepening their learning around materials, by studying the different types of rocks and soil. They will learn the difference between metamorphic, igneous and sedimentary rock as well as beginning to explore how fossils are formed. In geography, the pupils will begin comparing an area of the UK (The Lake District) to an area of Jamaica (Portland Parish). They will explore the location of both areas using maps, and associate their climate with their location. They will then widen this study to look at other physical features before moving on to human features in Summer 2. In history, the pupils will continue their study of Roman Britain, focusing specifically on the lasting legacy of their presence in Britain. The pupils will start with roads, place names and the impact on the current legal system, including magistrates. In art, Year 3 will revisit their earlier learning around painting and colour theory, including the concept of analogous colours, applying this to a study of Monet. In Design & Technology, the pupils will build on their prior learning of textiles from Year 1. They will look at a range of real-life products, specifically pouches and small bags, evaluating how these are made and how they fit a purpose. They will do this in preparation for the design, make and evaluate cycle, where they will make their own 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"> Claude Monet (Art) Jesus (RE) 	<ul style="list-style-type: none"> Mary (RE) The Disciples (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"> • Explain the format and structure of a diary entry, including the concept of an opening paragraph to set the scene, followed by paragraphs shaped around specific key events. • Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. • Recognise the need for brief inclusions of thoughts and feelings in relation to events described. • Know that a diary entry, as a recount, should be written in time/chronological order, past tense and in first person. • Explain that simple sentences with extra description through expanded noun phrases and adverbs are used. • Identify that commas are used between adjectives in a longer expanded noun phrase. • Know that adverbial phrases are used to add more detail. • Recognise how possessive apostrophes are used for plural nouns. • Explain the format and structure of instructional/procedural writing. 	DIARY ENTRY: <ul style="list-style-type: none"> • Explain the format and structure of a diary entry, including the concept of an opening paragraph to set the scene, followed by paragraphs shaped around specific key events. • Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. • Recognise the need for brief inclusions of thoughts and feelings in relation to events described. • Know that a diary entry, as a recount, should be written in time/chronological order, past tense and in first person. • Explain that simple sentences with extra description through expanded noun phrases and adverbs are used. • Identify that commas are used between adjectives in a longer expanded noun phrase. • Know that adverbial phrases are used to add more detail. • Recognise how possessive apostrophes are used for plural nouns. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A diary entry from the perspective of the Windrush child, documenting their journey on the ship or their first impressions of England. • A set of instructions setting out how to prepare for a long journey, using the idea of migration as a stimulus. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A shape poem based on the HMT Empire Windrush ship, using alliteration and simile. 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, 	<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"> • Understand the importance of a simple and clear introductory paragraph in instructions, to connect with the reader. • Identify the need for a set of ingredients and equipment outlined clearly at the start. • Know why instructions are set out sequentially/in time order. • Identify the significance of numbering instructions to provide clarity. • Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc. • Identify a range of more complex adverbials of time to support the progression of the instructions. E.g. "Once the glue has dried,". • Recognise that imperative verbs are sometimes used at the start of an instructional sentence. • Begin to explain present perfect tense in relation to instructions. 	<p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of instructional/procedural writing. • Understand the importance of a simple and clear introductory paragraph in instructions, to connect with the reader. • Identify the need for a set of ingredients and equipment outlined clearly at the start. • Know why instructions are set out sequentially/in time order. • Identify the significance of numbering instructions to provide clarity. • Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc. • Identify a range of more complex adverbials of time to support the progression of the instructions. E.g. "Once the glue has dried,". • Recognise that imperative verbs are sometimes used at the start of an instructional sentence. • Begin to explain present perfect tense in relation to instructions. <p><u>SHAPE POEM:</u></p> <ul style="list-style-type: none"> • Know that a shape poem is a poem that describes an object, person or animal. • Understand that a shape poem is a poem where the words are written in the shape of what the poem is about. • Know that the shape helps to show the meaning of the poem. • Recognise that shape poems do not need to rhyme. • Recognise that adjectives are used to paint a picture in the reader's mind. • Know that similes to help your reader imagine clearly. 	<p>punctuation and grammar, based on current learning.</p> <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"> • Identify that alliteration and metaphors can be used to make the writing more engaging. • Understand that repetition can be used to give poems a rhythm/flow. • Recognise that powerful verbs are important to communicate a meaning or an emotion. • Identify that words that link to the subject of the shape should be used. 		
Reading:	<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. • 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. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • The Wonder Brothers <p>Non-Fiction:</p> <ul style="list-style-type: none"> • My Very Important Human Body Encyclopedia <p>Poetry:</p> <ul style="list-style-type: none"> • Fire Burn, Cauldron Bubble <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. • 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. 	<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. • 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. 	<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 books suited to their level and interest. • 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.

	<ul style="list-style-type: none"> • 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]. • 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. 	<ul style="list-style-type: none"> • 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"> • 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. 	<ul style="list-style-type: none"> • 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"> • 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"> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Interpret and construct simple pictograms, tally charts, block diagrams and tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. 	<ul style="list-style-type: none"> • Understand that bar charts and pictograms provide categorical data – numerical information that is sorted into categories. • Know that in a pictogram, an image or symbol is used to represent a quantity e.g. 1 square is equal to 1. • Understand that sometimes, in a pictogram, the image or symbol may represent more than 1. • Recognise that pictograms help us to represent large numbers in a simple way. • Identify that if the image is halved, this represents half of the image's value. • Know that if the image is quartered this represents a quarter of the image's value. • Know that in a bar chart, each bar represents a different value. • Recognise that the y axis on a bar chart is used to calculate the value of the bar. • Know that the x axis is used for the categories of information/data. • Identify the importance of labels on a bar chart. 	<p>Statistics: Pictographs and Bar Graphs</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <p>Fractions:</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole. • Compare and order unit fractions, and fractions with the same denominators. 	<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">• Recognise that all pictograms and bar charts need a title and why.• Understand that data can be presented in different ways (e.g. tally chart) and that this can be used to construct a bar chart or pictogram.• Now that to make tenths of an object or a quantity, we cut it into 10 equal pieces.• Understand that a tenth is 1 equal piece out of 10 equal pieces.• Recognise that we write one tenth with one as the numerator and 10 as the denominator.• Understand that counting in tenths will follow a pattern, e.g. $1/10$, $2/10$, $3/10$ etc.• Recognise that $10/10$ is equal to one whole.• Recognise that fractions are linked to divisions, e.g. $1/2$ is the same as 1 divided by 2 or $2/3$ is the same as 2 divided by 3.• Know that when we share a set of objects with 2 people, we need to divide it into 2 parts and find how many are in 1 part and this is the same as finding $1/2$ of the set of objects.• Recognise that we can calculate the value of a non-unit fraction, if we know the value of a unit fraction and vice versa. E.g. If I know $1/4 = 3$, $2/4$ must equal 6.• Define the term equivalent as having the same value.• Recognise that fractions can be equivalent, e.g. $2/4$ is equivalent to $1/2$ and $4/8$ etc.• Recognise the inequality and equality symbols and what they represent ($<$, $>$, $=$).• Know that comparing means identify which of two values is greater or smaller. | | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

		<ul style="list-style-type: none"> • Know that ordering is to place values in a specific order, e.g. ascending or descending. • Understand that when comparing unit fractions, the larger the denominator, the smaller the value of the piece. • Understand that when comparing fractions with the same numerator, the larger the denominator, the smaller the value of the piece. • Recognise that when adding or subtracting fractions, the denominators must be the same, so that we can simply add or subtract the numerators. • Know that when subtracting fractions from 1, 1 can be written with the numerator and denominator as the same digit, e.g. $1 = \frac{4}{4}$ or $\frac{5}{5}$ etc. 		
Science:	<p>Year 3:</p> <ul style="list-style-type: none"> • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Answer own and others' questions based on measurements taken. • Answer own and others' questions based on information gained from secondary sources • Communicate findings to an audience both orally and in writing, using appropriate scientific language. • Follow a plan to carry out: observations to classify. 	<p>Materials:</p> <ul style="list-style-type: none"> • A stone is a simply a small rock. • Pebbles are stones that have been made smooth by the sea. • Hard rocks are difficult to break or scratch, whereas soft rocks are easy to break or scratch. • Igneous rocks: grainy or crystalline texture; can be shiny or dull. • Sedimentary rocks: visible layers; contain fossils; rough or sandy texture; are soft. • Metamorphic rocks: wavy patterns; smooth and shiny; are quite hard. • Usually when an animal or plant dies, their body decays away. • If it's buried under layers of rock for thousands of years, its hard parts are preserved as a fossil is formed. • Fossils show us that the animals and plants that lived a very long time ago are different to those today. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Answer own and others' questions based on measurements taken. • Answer own and others' questions based on information gained from secondary sources <p>Communicate:</p> <ul style="list-style-type: none"> • Communicate findings to an audience both orally and in writing, using appropriate scientific language. <p>Enquiry:</p>	<p>Values: Respect, Reflect, Empathy, Value, Aspire</p> <ul style="list-style-type: none"> • Pupils will show respect for the natural world by exploring and appreciating the different types of rocks found in their environment. • Pupils will reflect on how rocks are formed in different ways and what this tells us about the Earth's history. • Pupils will develop empathy by imagining the lives of animals and plants that lived millions of years ago and no longer exist. • Pupils will value the importance of soil in helping plants grow and supporting life on Earth. • Pupils will aspire to think like scientists by working carefully, making predictions, and testing their ideas fairly.

	<ul style="list-style-type: none"> Follow a plan to carry out: observations over time. Use standard units for their measurements. Record measurements on given templates (if required), for example: using tables, tally charts, and bar charts. Interpret data to generate simple comparative statements based on evidence. With support, decide how to record and present evidence. Begin to identify naturally occurring patterns and causal relationships. Draw conclusions based on evidence and current subject knowledge. 	<ul style="list-style-type: none"> Sandy soil: large particles with lots of air gaps. Clay soil: very small particles with few air gaps. Chalk soil: very light; contains lots of large chalk particles. Peat soil: doesn't contain rock particles; is crumbly; contains lots of dead plants and animals; is rich in nutrients. <p><i>Vocabulary:</i> <i>rock, permeable, impermeable, igneous rock, sedimentary rock, metamorphic rock, fossil, extinct, soil, drainage</i></p>	<ul style="list-style-type: none"> Follow a plan to carry out: observations to classify. Follow a plan to carry out: observations over time. <p>Observe:</p> <ul style="list-style-type: none"> Use standard units for their measurements. <p>Record/Present:</p> <ul style="list-style-type: none"> Record measurements on given templates (if required), for example: using tables, tally charts, and bar charts. <p>Conclusions:</p> <ul style="list-style-type: none"> Interpret data to generate simple comparative statements based on evidence. With support, decide how to record and present evidence. Begin to identify naturally occurring patterns and causal relationships. Draw conclusions based on evidence and current subject knowledge. 	
<p>Art:</p>	<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. 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. 	<p>Painting:</p> <ul style="list-style-type: none"> Analogous colours can be used to make a painting look aesthetically pleasing. Analogous colours flow together. Artists paint foregrounds and backgrounds for perspective. Bigger paintbrushes and strokes help us to cover more area on the surface. Smaller paintbrushes and stokes can help us to add detail to our paintings. Brushstrokes like big swooshes or tiny dots can be expressive. <p>Significant People Claude Monet:</p> <ul style="list-style-type: none"> Known for his contribution to the impressionist movement Practised painting 'en plein air' (outside). 	<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 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 	<p>Values: Respect, Value, Reflect</p> <ul style="list-style-type: none"> Respect for the contribution made by Monet in the art world and how he was able to capture light and movement in his work. Value the use of different brushstrokes used within Monet's paintings and the effect they gave on the viewer. Reflect on the use of different uses of colour and how useful colour theory can be when creating an artwork.

	<ul style="list-style-type: none"> • Begin to explore how artists paint foregrounds and backgrounds for perspective. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. 	<ul style="list-style-type: none"> • Brushstrokes were short, quick and expressive. <p><i>Vocabulary:</i> <i>impressionism, analogous colours, foreground, background, perspective, three dimensional, expressive, strokes</i></p>	<p>making simple links to their own work.</p> <p>Painting:</p> <ul style="list-style-type: none"> • Begin to explore how artists paint foregrounds and backgrounds for perspective. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. 	
<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> <ul style="list-style-type: none"> • Using logical thinking to explore more complex software; predicting, testing and explaining what it does. 	<p>Kapow Computing Scheme:</p> <p>Video Trailers: Using iPads (Lessons 1 – 3):</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. <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. 	<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. • 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

				<p>selecting themes for their projects or choosing which editing techniques to explore.</p> <ul style="list-style-type: none"> • 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.
<p>DT:</p>	<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>Year 3:</p> <ul style="list-style-type: none"> • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Gather information about the needs and wants of particular individuals and groups. 	<p>Textiles - Practical Pouches (Lessons 1 – 3):</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. • 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. <p><i>Vocabulary:</i></p>	<p>Textiles</p> <ul style="list-style-type: none"> • Understand that joining fabric securely and neatly is important for the product to stay together (explored through analysing construction of real products). • Apply appropriate decoration techniques based on prior/new learning (through design). • Understand that joining fabric securely and neatly is important for the product to stay together. • Apply a range of stitch methods, e.g. running stitch, backstitch, overstitch and/or blanket stitch. <p>Designing</p> <ul style="list-style-type: none"> • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Gather information about the needs and wants of particular individuals and groups. • Develop their own design criteria and use these to inform their idea. • Share and clarify ideas through discussion. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. 	<p>Values: Respect, Aspire, Individuality</p> <ul style="list-style-type: none"> • Pupils will show respect by listening to others’ ideas and opinions when comparing and discussing existing products. • Pupils will aspire to improve their stitching by practising carefully and aiming for neat, secure joins. • Pupils will show individuality by designing a pouch that reflects their own ideas while meeting the needs of the user.

	<ul style="list-style-type: none"> • Develop their own design criteria and use these to inform their idea. • Share and clarify ideas through discussion. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Discuss Existing Products: <ul style="list-style-type: none"> - how well products have been designed, - who designed and made the products, - where products were designed and made, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants. • Refer to their design criteria as they design and make. 	<p><i>pouch, stitch, fastening, decoration, button, loop</i></p>	<ul style="list-style-type: none"> • Make design decisions that take account of the availability of resources. <p>Making</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. <p>Evaluating</p> <ul style="list-style-type: none"> • Discuss Existing Products: <ul style="list-style-type: none"> - how well products have been designed, - who designed and made the products, - where products were designed and made, - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants. • Refer to their design criteria as they design and make. 	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Geography:	<p>Year 3:</p> <ul style="list-style-type: none"> Name and locate countries of North America (Jamaica). Using a range of maps, including digital maps, to locate cities and counties of the UK. Using a range of maps, including digital maps, to locate a range of given countries. Accurately plot North, East, South, West on a map. Find the same place on a globe, atlas, or map. Begin to recognise the difference between weather and climate. Compare physical and human features in the UK with a non-European country (Jamaica). Know and understand aspects of physical geography including: mountains, lakes and rivers. 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. 	<p>Island Views (Lessons 1 – 3):</p> <ul style="list-style-type: none"> The Lake District is in the northwest of England. Jamaica is an island country in North America. Portland is a region in the east of Jamaica. Portland has a tropical climate. The Lake District has a temperate climate. The Blue Mountains are a well-known mountain range in Portland. Scafell Pike is a mountain in the Lake District. Portland has the Rio Grande river. The Lake District has Lake Windemere. <p><i>Vocabulary:</i> <i>settlement, rural, urban, region, climate, weather, mountains, river</i></p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate countries of North America (Jamaica). <p>Mapwork:</p> <ul style="list-style-type: none"> Using a range of maps, including digital maps, to locate cities and counties of the UK. Using a range of maps, including digital maps, to locate a range of given countries. Accurately plot North, East, South, West on a map. Find the same place on a globe, atlas, or map. <p>Human & Physical Geography Knowledge:</p> <ul style="list-style-type: none"> Begin to recognise the difference between weather and climate. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Compare physical and human features in the UK with a non-European country (Jamaica). Know and understand aspects of physical geography including: mountains, lakes and rivers. <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. 	<p>Values: Respect, Reflect, Aspire</p> <ul style="list-style-type: none"> Pupils will show respect by learning about places and people from different parts of the world. Pupils will reflect on how people live differently depending on the climate and environment they are in. Pupils will aspire to understand and explore the natural beauty of different places around the world.
History:	<p>Year 3:</p> <ul style="list-style-type: none"> Summarise the main events from a period of history and place them in order. Accurately sequence several events, artefacts, and/or historical figures on a timeline. Understand that some historical events/periods occurred concurrently in different locations. Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. 	<p>The Romans Legacy (Lessons 1 - 3):</p> <ul style="list-style-type: none"> Roman roads were straight and made using layers to last a long time. Many modern roads still follow the paths of Roman roads. -chester, -caster, and -col show where there was a Roman fort or town. Place names show where Romans settled and what the towns were used for. Britain was ruled by a Roman governor. 	<p>Chronology</p> <ul style="list-style-type: none"> Summarise the main events from a period of history and place them in order. Accurately sequence several events, artefacts, and/or historical figures on a timeline. Understand that some historical events/periods occurred concurrently in different locations. Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. 	<p>Value: Reflect, Respect, Democracy</p> <ul style="list-style-type: none"> Pupils will reflect on how decisions made thousands of years ago still affect the way we travel and connect today. Pupils will show respect for the lasting influence of ancient cultures on the places we live in today. Pupils will explore how rules, leadership and decision-making in Roman times relate to fairness and shared responsibility today.

	<ul style="list-style-type: none"> Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. Use evidence to build up a picture of a past event. Identify reasons for change and reasons for continuity. Identify some significant features of the past, including ideas and beliefs. 	<ul style="list-style-type: none"> Towns had local leaders called magistrates. Roman laws were written to control Britain. These laws influenced modern British law. <p><i>Vocabulary:</i> <i>settlement, Latin, governor, magistrate, law</i></p>	<p>Using Sources for Enquiry</p> <ul style="list-style-type: none"> Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. Use evidence to build up a picture of a past event. <p>Change & Continuity</p> <ul style="list-style-type: none"> Identify reasons for change and reasons for continuity. <p>Historical Significance</p> <ul style="list-style-type: none"> Identify some significant features of the past, including ideas and beliefs. <p><i>Suggested Sources:</i></p> <ul style="list-style-type: none"> <i>Modern road maps vs. historical maps of Roman Britain (e.g. Ordnance Survey's map of Roman Britain).</i> <i>Google Earth view of Roman roads like Watling Street or Fosse Way.</i> <i>Photographs of surviving Roman road remains (e.g. Wade's Causeway in North Yorkshire).</i> <i>Annotated map of Britain with Roman place names highlighted and their meanings explained.</i> <i>Simplified excerpts from The Twelve Tables.</i> <i>Reconstruction drawings of a Roman basilica or forum (e.g. Verulamium or Wroxeter).</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. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. 	<p>Kapow Music Scheme:</p> <p>Instrumental Lessons (Caribbean):</p> <ul style="list-style-type: none"> To know the key features of Calypso music. To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts. To be able to play tuned percussion with the correct technique. 	<p>Listening and Evaluating:</p> <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 different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. 	<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. Appreciate the skills and efforts of their peers and musicians. Respect for the instruments and equipment used in music-making.

	<ul style="list-style-type: none"> Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others' work. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. 	<p><i>Vocabulary:</i> <i>Calypso, griot, kaiso, pentatonic scale, steel pans, syncopation, harmony</i></p>	<ul style="list-style-type: none"> Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others' work. Understanding that music from different times has different features. <p>Notation:</p> <ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. <p>Improvising and Composing:</p> <ul style="list-style-type: none"> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). <p>Performing:</p> <ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> 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>Year 2:</p> <ul style="list-style-type: none"> Apply different ways of running, jumping and sending across a range of athletic activities. Progress towards a more fluent style of moving with developing control for the basic fundamental movement skills. <p>Year 3:</p>	<ul style="list-style-type: none"> Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Explain what they need to do to get ready to play games (warm-up). Know the basic field and track events. 	<ul style="list-style-type: none"> Carry out warm-ups with care and an awareness of what is happening to their bodies. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on the trail leg and lead leg action when running over hurdles. 	<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.

	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. 	<ul style="list-style-type: none"> Identify how different techniques can affect their performance. Understand the importance of adjusting running pace to suit the distance being run. <p><i>Vocabulary:</i> <i>sprint, hurdle, trail technique, transfer, control, compete, stagger, stamina, standing, jump, land, throw, push, pull</i></p>	<ul style="list-style-type: none"> Develop an effective take-off for the standing long jump. Throw with greater control and accuracy. Show increasing control in their overarm throw. 	<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.
<p>RE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> Describe a few things that a believer might learn from a religious story. Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. Compare some of the things that influence them with those that influence others. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. 	<p>What is a Miracle?</p> <ul style="list-style-type: none"> Miracles cannot be explained by science. A miracle often has a religious meaning relating to the presence and/or power of God. Examples of miracles performed by Jesus include: <ul style="list-style-type: none"> - Turning water into wine - The Big Catch - Calming the Storm - Healing the Leper - Feeding the 5000 <p>Significant People</p> <p>Jesus:</p> <ul style="list-style-type: none"> Central figure in Christianity. Sometimes called Jesus Christ or Jesus of Nazareth. Performed a number of miracles according to the Bible. <p>Mary:</p> <ul style="list-style-type: none"> Mother of Jesus. Important figure in Christianity. <p>The Disciples:</p> <ul style="list-style-type: none"> Jesus' first followers were fishermen. Simon (nicknamed Peter), Andrew, James and John. <p><i>Vocabulary:</i> <i>miracle, Bible, law, fishermen, Cana, Galilee, healing, leper, disciple, legacy</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Describe a few things that a believer might learn from a religious story. Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. <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. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. 	<p>Values: Value, Entrust, Share, Love, Empathy, Respect</p> <ul style="list-style-type: none"> Think about the value placed on miracles. Consider why Mary entrusts Jesus with the wine. Think about why Jesus shares his power in this way. Mary is Jesus' mum there is a strong bond of love. Think about why Jesus' shares his power in this way. How is Jesus showing empathy for his friends? Despite telling his followers off, Jesus shows them love by calming the storm. The miracle shows that when they are entrusted to spread God's word, it is not going to be easy. The leper respects Jesus by asking for his help. Jesus shows empathy by healing the leper, and by not getting annoyed that the leper ignored his instructions to go to the priest. The boy is willing to share his food, and entrusts Jesus to do this. Jesus feels empathy for the crowd and wants to give them food.

<p>RHW:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • When they feel good, they do good. • Goal Setting is a good way to help us achieve what we want. • If we set goals, we are more likely to achieve them. • The 3 steps to set a goal and practise setting goals as a class. • How Happy Breathing can help when goals are tricky. 	<p>My Happy Mind: Engage (Lessons 1 – 4):</p> <p>Know:</p> <ul style="list-style-type: none"> • How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. • 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>My Happy Mind: 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>My Happy Mind: 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>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. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • Asking and/or answering simple questions. • Forming simple statements with information including the negative. • 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. • Building confidence by repeating short phrases with increasing accuracy. 	<p>Kapow Spanish Scheme:</p> <p>Where do you live in Spain?</p> <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> • That every Spanish noun is either masculine or feminine. • That the gender affects the form of the indefinite article un or una. • That feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o. • Some common verbs in the present tense. <p>Phonics</p> <p>To know:</p> <ul style="list-style-type: none"> • The key phonemes that are represented by the following letters: ll, b/v. <p>Cultural Awareness</p> <p>To know:</p> <ul style="list-style-type: none"> • The names and locations of some of the cities in Spain. 	<p>Language Comprehension</p> <ul style="list-style-type: none"> • Beginning to notice common spelling patterns. • Reading aloud some words from simple songs, stories and rhymes. • Becoming familiar with format, layout and simple use of a bilingual dictionary. <p>Language Production:</p> <ul style="list-style-type: none"> • Asking and/or answering simple questions. • Using short phrases to give information. • Recognise and repeat phrases from familiar rhymes and songs. • Listening and repeating key phonemes with care. • Discussing strategies for remembering and applying pronunciation rules. 	<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">• Experimenting with simple writing, copying with accuracy.	<i>Key Vocabulary</i> <i>¿Dónde vives?, Vivo en, una casa, un castillo, un molino, un palacio, un piso, una torre</i>		
--	-------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	--	--

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