



Non-Topic Termly Overviews

Year: 3

Term: Spring

Subjects	Objectives/Learning intentions
Science Opposites Attract	Working Scientifically <ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiry to answer them set up simple practical enquiries, comparative and fair test make systematic and careful observations and, where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers reporting findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Forces <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
Computing	E-safety <ul style="list-style-type: none"> Understand that comments made online that are hurtful or offensive are the same as bullying Know where to go for help and support when they have concerns about content or contact online Programming (Coding) EVENTS AND ACTIONS IN PROGRAMS <ul style="list-style-type: none"> Explain how a sprite moves in an existing program Create a program to move a sprite in four directions Adapt a program to a new context Develop my program by adding features Identify and fix bugs in a program Design and create a maze-based challenge
Music	Listen and Appraise <ul style="list-style-type: none"> I know our songs from memory and who sang or wrote them, and the style of the songs I can talk about <ul style="list-style-type: none"> the lyrics (what the song is about) the musical dimensions in the song (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) name the instruments in the song I can confidently identify the pulse I can talk about how the song makes me feel Musical Activities Games <ul style="list-style-type: none"> I know how to find and demonstrate the pulse

	<ul style="list-style-type: none"> • I know every piece of music has a pulse/steady beat • I know the difference between pulse and rhythm • I know pulse, rhythm and pitch work together to make a song • I know the difference between a musical question and answer • I can clap and say back rhythms, create my own or lead the class • I can copy back using 2 notes, without then with notation <p>Singing</p> <ul style="list-style-type: none"> • I can <ul style="list-style-type: none"> ○ sing in unison and in simple two-parts ○ follow a leader ○ try singing solo ○ sing with awareness of being 'in tune' ○ have awareness of the pulse when singing • I understand and can talk about <ul style="list-style-type: none"> ○ the roles of a choir, the leader or conductor ○ why we need to warm up our voices ○ the need to listen to each other when singing in a group ○ how a solo is a thinner texture than a large group <p>Playing</p> <ul style="list-style-type: none"> • I can talk about the instruments used in class • I can play a part on a tuned instrument – one-note, simple or medium, or the melody – from memory or notation • I can play a musical instrument with the correct technique in our song • I can listen to and follow musical instructions from a leader <p>Improvisation</p> <ul style="list-style-type: none"> • I know that using 1 or 2 notes confidently is better than 5 • I can improvise in the context of the song I am learning <p>Composition</p> <ul style="list-style-type: none"> • I know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc) • I can help to plan and create one or more simple melodies using 1, 3 or 5 notes. • I can make musical decisions about the pulse, rhythm, pitch, dynamics and tempo. <p>I can record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation)</p> <p>Performance</p> <ul style="list-style-type: none"> • I know a performance needs to be planned and performed clearly and confidently to communicate feelings, thoughts and ideas to the audience • I can talk about how to stand or sit during performances <p>I can reflect on and evaluate the performance</p>
<p>French Core Unit 3 Unit A, Animals</p>	<p>Listening</p> <ul style="list-style-type: none"> • I can understand some simple words and phrases • I can understand simple questions and respond to them e.g. by picking up an item • I can respond appropriately to songs and rhymes, e.g by performing a series of actions • I can recognise whether nouns are singular or plural, based on the article (the word for 'the' that comes before the noun) 'le/la/l'/les' • I can recognise some basic French adjectives <p>Speaking</p> <ul style="list-style-type: none"> • I can join in with simple songs and rhymes • I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me • I can answer questions to give basic information using simple words and phrases • I can say that I don't understand, or ask for a question to be repeated • I can repeat some simple sentences from memory • I can use some numbers, colours and simple describing words in spoken sentences <p>Reading</p>

	<ul style="list-style-type: none"> • I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me • I can recognise whether nouns are singular or plural • I can read a simple rhyme or poem in chorus. <p>Writing</p> <ul style="list-style-type: none"> • I can write short, simple responses to spoken language using familiar words • I can give a written response to a simple written question
<p>PE</p> <p>Swimming</p>	<p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> • Children recognise changes in body temperature, heart rate and breathing • Understand the need to stay safe • Support others and seek support if required. <p>To Acquire and Develop Skills (Select and use skills and ideas with co-ordination and control)</p> <p>Swimming</p> <p>Swim between 25 and 50 metres unaided.</p> <ul style="list-style-type: none"> • Use more than one stroke • Swim at the surface and below the water. <p>Dance</p> <ul style="list-style-type: none"> • Move in a clear and fluent manner. • Show an imaginative response to different stimuli through their choice of language and choice of movement patterns • Improvise freely with a partner translating ideas from stimuli to movement • Incorporate different qualities and dynamics into their movements • Show some changes of direction, speed and level during a performance • Explore and develop new actions while working with a partner or a small group <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform and repeat sequences improving the quality of the actions and transitions (flexibility, strength, technique, control and balance) • show control, accuracy and fluency of movement when performing on their own or with a partner • Show some changes of direction, speed and level during a performance • Explore combinations of mats and apparatus and find different ways of using a shape, balance or travel <p>To Select and Apply skills, tactics and compositional ideas (Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics)</p> <p>Swimming</p> <ul style="list-style-type: none"> • Co-ordinate leg and arm movement to allow effective propulsion across the pool. • Co-ordinate breathing as appropriate for the stroke being used. <p>Dance</p> <ul style="list-style-type: none"> • Apply basic compositional ideas to create dance which convey feelings and emotions • Link actions to make dance phrases, working with a partner and in a small group • Perform short dances with expression, showing an awareness of others when moving • Begin to explore body placement and alignment to create an interesting body shape. • Describe what makes a good dance phrase <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan and perform a movement sequence showing contrasts in speed, level and direction • Devise and perform a gymnastic sequence showing a clear beginning, middle and end • Adapt a sequence to include different levels, speeds or directions • Work well on their own and contribute to pair sequences

	<p>To Improve and Evaluate</p> <ul style="list-style-type: none"> Describe and comment on their own performance and that of others and make simple suggestions to improve quality Compete with others and aim to improve personal best performances. <p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> Suggest appropriate warm up ideas. Dress appropriately for PE Work in a responsible and safe manner Children recognise changes in body temperature, heart rate and breathing Understand the need to stay safe. Support others and seek support if required. Swing and hang from equipment safely (using hands).
PSHE	<p>Online Relationships and Internet Safety</p> <ul style="list-style-type: none"> I can suggest basic strategies to keep myself safe online e.g. passwords. I can make safe, reliable choices from search results. I can report something seen or experienced online that concerns me. I can explain how the internet can be used positively (for leisure, for school and for work). I recognise that images and information online can be altered or adapted and the reasons why. I know strategies to recognise whether something online is true or accurate. <p>Healthy Eating and Physical Activity</p> <ul style="list-style-type: none"> I can name ways that help people make healthy choices. I can name things that can negatively influence them. I know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle. I understand that people can make choices in their life that could affect their health. I know the difference between a healthy and unhealthy choice (in relation to sleep, food and exercise). I can describe a healthy, balanced diet including what foods should be eaten regularly or just occasionally. I know the difference between a healthy and unhealthy choice (in relation to sleep, food and exercise). I can explain that regular exercise (such as walking or cycling) has positive benefits on my physical health. I know the risks associated with an inactive lifestyle (e.g. obesity) <p>Drug Education</p> <ul style="list-style-type: none"> I know the effects and dangers of smoking. I can talk about age appropriate behaviour. I can identify some risks associated with drugs common to everyday life. I know that drugs common to everyday life e.g. cigarettes, e-cigarettes, alcohol and medicine can affect health and wellbeing. I understand that for some people drugs can become a habit which is difficult to break.
RE	<p>Islam</p> <p>Question: What can we learn from a mosque?</p> <ul style="list-style-type: none"> What are Muslims' key beliefs? What are the key features, artefacts and symbols found in a Mosque and how do they aid Muslims in their worship?

	<ul style="list-style-type: none"> • How do Muslims enter the Mosque? • How do Muslims pray? • How does salat (prayer) help a Muslim in their daily life? • How does the artwork in a Mosque, and its surroundings remind Muslims about their faith? • What may happen in a Mosque other than formal prayers? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Know the key Muslim beliefs. • Explain that Muslims believe there is no God but Allah and that he is without equal. • Explain how salat (prayer) is important to Muslims and how the features of a Mosque aid salat. • Offer suggestions about what can be found in a Mosque and what activities take place that remind Muslims about their faith. • Begin to compare salat and the Mosque to prayer and places of worship within Christianity or another faith <p>Salvation</p> <p>Question: Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> • What did the 3 main events of Holy Week mean for Mary the mother of Jesus? • What do each of the events of Holy Week mean for Christians today? • Why do Christians call it 'Good Friday'? • What do churches do to celebrate Palm Sunday, Good Friday and Easter Sunday? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Order creation, fall, incarnation, gospel and salvation within a timeline of the Bible's 'Big Story'. • Offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
DT Mechanics day	<p>To master practical skills</p> <p>Mechanics</p> <ul style="list-style-type: none"> • I can make a product using levers, sliders, wheels, axles and winding mechanisms. • I have explored the use of pneumatics and hydraulics.
Geography Wild, Wild West!	<p>To Investigate places</p> <ul style="list-style-type: none"> • Name and locate North America (alongside other continents), concentrating on its environmental regions, key physical (earthquakes) and human characteristics, countries and major cities. <p>To investigate patterns</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region within North America.

