



*We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Church school value of the term:	British value of the term:
Trust	Rule of Law

<b>Dream big</b> Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>Vocabulary focus linked to: <b>Geography:</b> Spain and Catalonia (A study of a European country) <b>Science:</b> Rocks and soils <b>RE:</b> Salvation</li> <li>Class reader and reading for pleasure</li> <li>Music from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Trust– Collective worship focus.</li> <li>Class collective worship book.</li> <li>Range of visitors from different Christian faith groups via Zoom</li> <li>Class reflection area.</li> <li>Visits to the Peace Garden.</li> <li>Cultural capital</li> <li>Litter picking on the playground</li> </ul>	<ul style="list-style-type: none"> <li>Computing – E-Safety</li> <li>PSHE/RSE</li> <li>Cultural capital</li> <li>Golden Mile daily</li> <li>Handwashing and social distancing</li> <li>Cool down station and activities in the classroom</li> <li>Worry box in the classroom</li> <li>Music from around the world</li> </ul>

<b><u>English</u></b>	<b><u>Mathematics</u></b>	<b><u>Science</u></b>
<p><b><u>Writing to Entertain: Play scripts</u></b> Pupils write a play script based on a familiar fairy tale.</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order</p>	<p><b><u>Statistics x 2 weeks</u></b> Tally charts Pictograms Tables Bar charts</p>	<p style="text-align: center;"><b><u>Rocks and Soils</u></b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are</p>

to understand and learn from its structure, vocabulary and grammar

Discussing and recording ideas

Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proof read for spelling and punctuation errors.

### **Writing to Inform: Newspaper Report**

Write a newspaper article based on one of the plays from Play time.

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discussing and recording ideas

Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.

Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing

### **Geometry x 3 weeks**

Horizontal and vertical lines

Parallel and vertical lines

Recognise and describe 2D shapes

Lines of symmetry

Turns and angles

Recognise and describe 3D shapes

### **Fractions**

Make equal parts

Recognise half and quarter

Recognise and find a third

Unit fractions

Non-unit fractions

formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter.

### **Working scientifically**

Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.

Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

<p>range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p>		
<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p><b><u>Understanding Christianity unit: Salvation</u></b></p> <p>Why do Christians call the day Jesus died Good Friday?</p>	<p style="text-align: center;"><b><u>Geography: A study of a European country</u></b></p> <p style="text-align: center;"><b><u>Spain and Catalonia</u></b></p> <p><b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><b>Human and physical geography:</b> Describe and understand key aspects of: Physical geography: climate, vegetation belts, food, water Human geography: types of settlements and land use, economic activity including trade links</p>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b><u>Net games (3K)</u></b></p> <p>To identify and describe some rules of net games</p> <p>To serve to begin a game</p> <p>To explore forehand hitting</p> <p><b><u>OAA (3B)</u></b></p> <p>To work with others to solve problems</p> <p>To describe their work and use different strategies to solve problems</p> <p>To lead others and be led</p> <p>To differentiate between when a task is competitive and when it is collaborative.</p>

<p style="text-align: center;"><b><u>Art: Collage</u></b></p> <p>In the style of Eric Carle</p> <p><b><u>Skills Covered:</u></b></p> <ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople, designers</li> <li>• Experiment with different textures, techniques and effects</li> <li>• Use ICT</li> <li>• Annotate work in sketchbooks</li> </ul> <p><b>Focus Artist: Eric Carle</b>  <a href="http://www.eric-carle.com/home.html">http://www.eric-carle.com/home.html</a></p>	<p style="text-align: center;"><b><u>Music - Charanga</u></b></p> <p style="text-align: center;"><b><u>Charanga: The Dragon Song</u></b></p> <p>Music from around the world.</p> <p>Listen &amp; Appraise (descriptions for all strands as in previous term)</p> <p>Musical Activities: games, playing, improvisation, composition</p> <p>Perform/Share</p>	<p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <p style="text-align: center;"><b><u>Relationships: What is a healthy relationship?</u></b></p> <p>Explore the idea of family and different types of relationship</p> <p>The role of marriage, why people get married and how marriage has changed over time</p> <p>Stereotyping</p> <p>What makes someone special?</p> <p>Expect Respect teaching</p>
<p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Graphing (Unit 3.8)</u></b></p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p>	<p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b>Spiritual development</b> – developing a sense of self and understanding of own and others unique potential (PSHE/RSE)</p> <p><b>Moral development</b> – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2.</p> <p><b>Social development</b> – sense of belonging, responsibilities and rights of being members of a community (global learning)</p> <p><b>Cultural development</b> – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain.</p>	<p style="text-align: center;"><b><u>French</u></b></p> <p>Language of the moment when answering the register</p> <p>Revision of colours in French</p> <p>Names of fruit and other common food items</p>

<p><b><u>Cultural Capital:</u></b>  Daily Class reader and books linked to diversity.</p> <p>Cool down station/reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time at playtimes.</p> <p>Valuing the diverse culture and languages that the children bring to Year 3, including language of the month.</p>	<p><b><u>Global Learning:</u></b>  First News comprehension activities and reading the articles/newspapers.</p> <p>Language of the month during registration.</p> <p>Reading a range of books linked to different global themes</p>
<p><b><u>Caring for the environment and each other:</u></b></p> <p>Recycling paper in the classroom</p> <p>Litter picking on the playground</p> <p>Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally</p>	<p><b><u>Parental engagement</u></b></p> <p>Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading.</p> <p>Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning</p>
<p><b><u>Educational visits or virtual experiences</u></b>  Eric Carle reading The Very Hungry Caterpillar</p> <p><a href="https://www.youtube.com/watch?v=vkYmvxP0AJI">https://www.youtube.com/watch?v=vkYmvxP0AJI</a></p> <p>The Very Grouchy Ladybird</p> <p><a href="https://www.youtube.com/watch?v=RFNZvJbzmms">https://www.youtube.com/watch?v=RFNZvJbzmms</a></p>	