



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:	
Peace		All British Values	
“Dream big” Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	“Love God” Church school values Christian distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	“Live well” Healthy Lifestyles Emotional Wellbeing Staying safe Healthy Relationships	
<ul style="list-style-type: none"> Vocabulary focus linked to: Geography: volcanoes and earthquakes Science: Plants RE: Islam Class reader and reading for pleasure Music –a range of different types at the start of Collective Worship Global learning: Picture News 	<ul style="list-style-type: none"> Peace - Collective worship focus. Class collective worship book. Range of visitors from different Christian faith groups via Zoom Class reflection area. Visits to the Peace Garden. Cultural capital Litter picking on the playground Year 3 garden area Learning about plants in Science 	<ul style="list-style-type: none"> Computing PSHE/RSE Cultural capital Golden Mile daily Handwashing and social distancing Cool down station and brain breaks Thoughts and questions box in the classroom Music from different periods of time 	
<p align="center"><u>English</u></p> <p><u>Non- chronological Report (writing to inform)</u> Pupil’s research and take notes on theme.</p> <p>Use simple organisational devices e.g. headings and sub-headings</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its</p>	<p align="center"><u>Mathematics</u></p> <p><u>Fractions</u> Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects Equivalent fractions Compare fractions Order fractions Add fractions Subtract fractions</p>	<p align="center"><u>Science</u></p> <p><u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is</p>	

<p>structure, vocabulary and grammar.</p> <p>Draft and write.</p> <p>Proof read for spelling and punctuation</p> <p>Writing paragraphs to form a report on volcanoes</p> <p><u>Letters (writing to inform)</u></p> <p>Examples of letters both formal and informal</p> <p>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.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Draft and write.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Letter about surviving a natural disaster (volcano)</p>	<p><u>Measurement: time</u></p> <p>Months and years</p> <p>Hours in a day</p> <p>O'clock and half past</p> <p>Quarter past and quarter to</p> <p>Telling the time to 5 minutes</p> <p>Telling the time to the minute</p> <p>Using am and pm</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Comparing the durations</p> <p>Start and end times</p> <p>Measuring time in seconds</p> <p>Problem solving with time</p> <p><u>Measurement: mass and capacity</u></p> <p>Compare mass</p> <p>Measure mass</p> <p>Measure capacity</p> <p>Compare capacity</p> <p>Compare volume</p> <p>Add and subtract mass</p> <p>Add and subtract capacity</p>	<p>transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Working scientifically</u></p> <p>Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>
<p><u>Religious Education</u></p> <p><u>LAS: God – Islam</u></p> <p>What do people believe about God?</p> <p>Understanding Tawid</p> <p>The Five Pillars of Islam</p>	<p><u>Computing – Purple Mash</u></p> <p><u>Coding (Unit 3.1)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decompressing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various</p>	<p><u>Physical Education</u></p> <p>3B- Athletics</p> <p>3K - Rounders</p>

<p>Features of a mosque</p> <p>Exploring Islamic art as an expression of faith</p>	<p>forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	
<p><u>Geography</u></p> <p><u>Extreme Earth</u></p> <p>Human and physical geography: Describe and understand key aspects of: Physical geography: volcanoes and earthquakes</p>	<p><u>Art</u></p> <p><u>3D Form -Mask Making</u></p> <p><u>Skills covered:</u></p> <ul style="list-style-type: none"> • Researching history of techniques. • Make thoughtful observations about source materials • Make a simple papier mache object • Adapt and develop work as it progresses <p>No Focus Artist - history instead: https://www.mylearning.org/stories/the-art-and-craft-of-papier-mch-/1009</p>	<p><u>Music</u></p> <p><u>Charanga: Reflect, rewind and replay</u></p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> <p>Listen & Appraise (descriptions for all strands as in previous term)</p> <p>Musical Activities: games, playing, improvisation, composition</p> <p>Perform/Share</p>
<p><u>PSHE/RSE</u></p> <p>Exploration of all the British Values</p> <p>Routines Week</p> <p>Exploration of what makes someone special</p> <p>Personal hygiene</p> <p>How medication can contribute to health</p> <p>Identifying individuality and self-worth</p> <p>Transition to Year 4</p> <p>Keeping safe over the holidays</p>	<p><u>Foreign Language: French</u></p> <p>Language of the month when doing the register.</p> <p>Names of fruit and food</p> <p>Days of the week and months of the year</p>	<p><u>SMSC</u></p> <p>Spiritual development – developing a sense of self and understanding of own and others unique potential (PSHE/RSE), reflecting on the beliefs of others (Islam), spending time in the Peace Garden and exploring the value of peace during daily worship.</p> <p>Moral development – understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2, routines week, exploring the British Values, pupils recognising when they need to take a brain break or visit the cool down station.</p>

		<p>Social development – sense of belonging, responsibilities and rights of being members of a community (global learning),</p> <p>Cultural development – British values and global learning in order to develop pupils into global citizens and understand what it means to live in Britain, understanding a world faith (Islam), weekly French lessons. Composer and artist of the month</p>
<p style="text-align: center;"><u>Cultural Capital</u></p> <p>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>Gardening and growing tomatoes</p>		
<p style="text-align: center;"><u>Global Learning</u></p> <p>Picture News.</p> <p>Language of the month during registration.</p> <p>Reading a range of different books linked to different global themes.</p> <p>Exploring why people live where there are volcanoes or earthquakes and the impact they have on those people.</p>	<p style="text-align: center;"><u>Caring for our environment</u></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>Gardening</p>	
<p style="text-align: center;"><u>Parental Engagement</u></p> <p>Photographs will be put on Facebook to keep parents informed about their children's learning</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 style="text-align: center;"><u>Educational visits or virtual experiences</u></p> <p>Virtual exploration of a mosque</p>	