|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
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| **Topic** | **I am a Creator!** | | |
| **English** | **I am a creator day -junk modelling/lego/knex** | Stories with familiar settings (5 weeks) Paddington  Instructions (3 weeks) recipe, craft books, Iron Man | **Dragon’s Den** (children to present their designs to SLT) |
| **Maths** | Number-place value (3 weeks)  Number- addition and subtraction (5 weeks) |
| **Science** | Forces & Magnets  **To compare how things move on different surfaces. To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To 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. To describe magnets as having 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.** |
| **P.E.** | Invasion games-netball, basketball.  **To travel whilst bouncing a ball showing control. To use a range of skills to help keep possession and control the ball**  **To perform the basic skills needed for games with control and consistency. To use a range of skills to gain control**  **To start to show a variety of tactics. To choose a good place to stand when receiving the ball**  **To give reasons for my choices in the games .**  Dance  **To select and use skills and ideas with co-ordination and control**  **To improvise freely with a partner translating ideas from stimuli to movement**  **To show an imaginative response to different stimuli through movement and language**  **To incorporate different qualities and dynamics in my movement.**  **To explore and develop new actions while working in partners or a small group.** |
| **Art/D&T** | Art Collage-Material Matter- Suggested artists Picasso  **Children will develop their understanding of materials and how to use these to create a collage. Children will be taught how to tear, cut, scrunch and fold for a purpose and discuss the texture as a result of the manipulation. Children could explore different types of glue and how to best apply pieces to create a picture. Children will begin to explore printing ideas and how to include this in the composition of their piece. Explore Picasso - the media and styles he used:** [**https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso**](https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso)  **Evaluate work of other artists - Paolozzi, Braque and Letscher.**  **Considering cubism style, use magazines to find images of objects. Cut/tear images, experimenting with layering to represent objects from many angles. Layer in different ways/take photos - which layouts prefer, why?**  **Explore shape/texture/form/tone/colour/composition of materials, e.g. newspaper, magazines, tissue paper, cellophane, fabrics.**  **Children define which object their collage will represent, e.g. guitar. Experiment with different materials/texture/layouts, annotating to evaluate effectiveness of choices.**  **Class gallery to showcase work.**  **Using the feedback, they improve collage and create final piece.** |
| **Hist/Geog** | The Maya Civilisation-non-European society.  **To locate on a world map where the Maya lived and locate modern day countries that are there now.**  **To use a variety of sources to explore Mesoamerica.**  **To compare life of the modern Maya and the Maya in the 1st Century.**  **To investigate evidence of how and when Europeans encountered the Maya civilisation.**  **To compare how Maya society was organised to modern society.**  **To use sources to collect information about what the Maya believed in including religious rituals.**  **To understand significant achievements of the Maya including the number system.**  **To ask questions to investigate the reasons for the decline of the Maya.**  **To compare and contrast the use of cocoa beans in Maya and Aztec cultures.**  **To identify areas and climate where cocoa beans grow.**  **To explore the journey of a cocoa bean from pod to product.** |
| **R.E.** | Herts Scheme- Beliefs and practices; Symbols and actions  Marking festivals, traditions and key events in life  **Symbolic expression in prayer and worship**  **Advent and Christmas traditions around the world** |
| **R.S.E.** | One Education Recovery Curriculum Whole School Plan – 5 weeks – **1-Relationships. 2. School Community. 3. Transparent Curriculum. 4. Metacognition. 5.Space**  One Decision- **Keeping/staying safe. Leaning out of windows.** |
| **Music** | Charanga Scheme Unit 1 Three Little Birds. Reggae. **To perform simple rhythmic and musical parts, varying the pitch within a small range of notes. To create simple rhythmical patterns.To create melodic patterns using a small range of notes. To begin to join simple layers of sound. E.g. a melody and a background rhythm To explore and explain the ways in which sounds can be used expressively. To comment on the effectiveness of their own work, identifying and making improvements.**  **To begin to suggest improvements to others’ work. To begin to understand how different musical elements are combined and used to create an effect**  **Key vocabulary- structure, verse, chorus,improvise, compose, pitch, pulse, rhythm, tempo, bass, drums, guitar, keyboard, synthesiser, hook, ,melody.** |
| **French** | Me  **Greetings**, **saying your name, family**  **Write about yourself and family on a Pillar person**  **Verb: s’appeller Je and tu (il/elle)Possessive adjectives mon/ma**  **Ca va?Comment tu t’appelles?**  **Tu as un frère/une soeur?**  **Phonics on j u** |
| **Computing** | [Saving & Storing work](https://www.bbc.co.uk/bitesize/topics/zbhgjxs/articles/zgtgr82)  **BBC Bitesize (aimed at KS1) explaining how to save work and how the computer stores it.**  **Will need to teach the children where the save button is for each programme that is used (continuous unit)**  [**Touch Typing**](https://www.ilearn2.co.uk/touch-typing---key-stage-2.html)[**BBC DanceMat typing**](https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr)  **This might need extending into Autumn 2 as it’s a key skill that the children need to have mastered.** |
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|  |  |  |  |
| **Enrichment** | 11 before 11- create something amazing Lego sculpture/ poppy display | | |
| **HALF TERM** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Mountains, rivers and coastlines,** | | |
| **English** | **Sports Day**  (chn to take part in various different sports, looking at using pedometers and monitoring their heart rates etc) | Dialogues and plays (4 weeks)  Imaginary poetry-language play Edward Lear (3 weeks) | **Anglesey Abbey -National Trust** |
| **Maths** | Number-addition and subtraction (1 week)  Multiplication and division (3 weeks)  Geometry (2 weeks)  Consolidation (1 week) |
| **Science** | Food & Nutrition / Skeleton & Muscles  To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat To identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| **P.E.** | Invasion games-football  **To keep control of a ball whilst moving. To use a range of skills to help keep possession and control the ball**  **To perform the basic skills needed for games with control and consistency. To use a range of skills to gain control**  **To start to show a variety of tactics. To choose a good place to stand when receiving the ball**  **To give reasons for my choices in the games.**  Gymnastics  **To select and use skills and ideas with control and coordination.**  **To perform a competent range of rolls (Forward roll, rug roll, shoulder roll)**  **To explore a combination of mats and apparatus and find different ways to travel**  **To explore different balances**  **To perform an action or a short sequence**  **To improve the quality of actions and transitions.** |
| **Art/D&T** | DT- Mechanical Systems- Ready to Pop. Suggested author and paper engineer Matthew Reinhart.  **Children will research moving books to inspire creativity and innovation. They will communicate ideas through a series of diagrams and prototypes and evaluate their ideas against their own design criteria. Children will understand and use mechanical systems in their product ensuring that they are fit for purpose. Design a book-Wilma Jean and the worry machine. Practise making and using levers and linkages. Character – Wellbeing Bean**  **Consider purpose and functionality ideas.** |
| **Hist/Geog** | Mountains, rivers, coastlines-  **To describe key aspects of physical geography including rivers, mountains and the water cycle. To use fieldwork to observe, measure and record aspects of physical geography. To learn about the importance of rivers in settlement, farming and travel. To learn about the formation and features of a river. To investigate coastlines and the animals and plants that live there. To understand the water cycle. To learn about the stages of a river’s journey to the sea. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. To describe the key features of a mountain range. To locate key areas of higher ground in the U.K. To describe a mountainous climate.** |
| **R.E.** | Beliefs and practices; Symbols and actions  Marking festivals, traditions and key events in life  **Symbolic expression in prayer and worship**  **Advent and Christmas traditions around the world** |
| **R.S.E.** | One Decision Scheme- **Keeping healthy-medicines**. |
| **Music/Drama** | Charanga Scheme Unit 2 Glockenspiel . Developing playing skills using the glockenspiel.**To begin to recognise simple notations to represent music, including pitch and volume**. **To perform simple rhythmic and musical parts, varying the pitch within a small range of notes. To create simple rhythmical patterns. To create melodic patterns using a small range of notes. To begin to join simple layers of sound. E.g. a melody and a background rhythm To explore and explain the ways in which sounds can be used expressively. To comment on the effectiveness of their own work, identifying and making improvements.**  **To begin to suggest improvements to others’ work. To begin to understand how different musical elements are combined and used to create an effect**  **Key vocabulary- structure, verse, chorus,improvise, compose, pitch, pulse, rhythm, tempo, bass, drums, guitar, keyboard, synthesiser, hook, ,melody.** |
| **French** | Games and songs  **No’s 1-20 and age**  **Simple class instructions**  **Playground games and songs**  **Learn a French playground game (Le pêcheur et les poissons)**  **Combien de…?**  **Quel âge as tu?Phonics ç ez** |  |
| **Computing** | [Document editing and Creation](https://www.ilearn2.co.uk/document.html) Pupil activity code: 2095  **1. Copy and Paste text and images.**  **2. Find and replace words.**  **3. Format text for a purpose.**  **(1-2 Hours)**  [Music Creation](https://www.ilearn2.co.uk/year3music.html) Pupil activity code: 8889  **1. Create ascending and descending scales.**  **Add chords evenly across the scales.**  **2. Add arpeggios and melodies.**  **3. Add a steady and even rhythm.**  **4. Use sampled sounds to create an effective mix.**  **5. Build beats, melody (tones) and effects.**  **​(3-4 Hours)** |
| **Enrichment** | Healthy eating focus- cook a healthy meal for SLT. St John’s ambulance-First Aid workshop  11 before 11- seeds before supper . Create a healthy recipe video with support from a film company. Publish a cookbook for the Christmas fair | | |
| **CHRISTMAS HOLIDAYS** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Tremors** | | |
| **English** | **Rocks loan box from North Herts museum** | Historical fiction (3 weeks) I survived the destruction of Pompeii  Explanation text (3 weeks) How volcanoes work | **Geology museum and Botanical Gardens Visit, Cambridge.** |
| **Maths** | Number-multiplication and division (3 weeks)  Money (1 week)  Statistics (2 weeks) |
| **Science** | Rocks (properties of rocks, soil from rocks, what is sand?)  **To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties**  **To describe in simple terms how fossils are formed when things that have lived are trapped within rock**  **To recognise that soils are made from rocks and organic matter**. |
| **P.E.** | Dance.  **To apply basic compositional ideas to create a dance which conveys feelings and emotions**  **To link actions to make a dance phrase, working with a partner and in a small group.**  **To perform short dances with expression. To show awareness of others when moving**  **To describe what makes a good dance phrase. To comment and describe on my own performances and others.**  Invasion games- tag rugby.**To use a range of skills to keep possession of the ball. To pass to a partner in a controlled way. To give simple suggestions on how to improve a performance. To perform the basic skills needed for games with control and consistency. To use a range of skills to gain control. To start to show a variety of tactics. To choose a good place to stand when receiving the ball. To give reasons for my choices in the games.** |
| **Art/D&T** | Art-Textiles. Tenacious Textiles. Suggested artist-Gunta Stolzi  **Children will explore different fabrics and be able to name them. Children will be taught how to dye different fabrics. Children will develop related vocabulary to engage in discussion around practical work for knotting, weaving and plaiting of fabrics. Research Gunta Stolzl, her background and style of work, etc. Spend time exploring fabrics and be able to name them. E.g. cotton, synthetics (polyester, nylon), linen, cashmere, silk and wool. Watch videos on/demonstrate how to dye different fabrics, e.g.** [**https://www.ritdye.com/instructions/how-to-dye-natural-fabrics/**](https://www.ritdye.com/instructions/how-to-dye-natural-fabrics/) **Develop vocabulary for discussion of knitting, weaving and plaiting fabric.**  **Watch Youtube videos for demonstration of how to do these. Practise these skills but then decide on one as class. Children sketch, colour and annotate a design, considering Stolzl’s style.They create their textile piece, dying material first if necessary. Evaluate when finished, using appropriate vocabulary**. |
| **Hist/Geog** | Natural Disasters/Earthquakes/Tornadoes  **To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To locate geographical reasons and key topographical features which may contribute towards natural disasters. To use maps, globes and atlases to locate countries. To describe how a volcano/earthquake and tornado are created. To consider what causes a volcano to erupt. To evaluate the impact of extreme weather in our country. To consider how people’s lives have been affected by earthquakes./tornadoes/volcanoes. To explain why a place is like it is**. |
| **R.E.** | Herts Scheme- Identity and belonging; Prayer, worship and reflection  Ultimate questions (Beliefs and practices - Easter)  **Belonging to a family, a community, challenges and**  **religious leadership**  **Different ideas about God and gods, creation and ultimate**  **questions**  **Communicating through sacred spaces and prayer**  **Exploring Lent, Holy Week and Salvation** |
| **R.S.E.** | One Decision Scheme- **relationships touch** |
| **Music** | Charanga Music Scheme- Unit 3-Three Little Birds. Reggae, happiness and animals. **To perform simple rhythmic and musical parts, varying the pitch within a small range of notes. To create simple rhythmical patterns.To create melodic patterns using a small range of notes. To begin to join simple layers of sound. E.g. a melody and a background rhythm To explore and explain the ways in which sounds can be used expressively. To comment on the effectiveness of their own work, identifying and making improvements.**  **To begin to suggest improvements to others’ work. To begin to understand how different musical elements are combined and used to create an effect To listen and respond to music drawn from different traditions.**  **Key Vocabulary- structure, verse, chorus,improvise, compose, texture, pitch, pulse, rhythm, tempo, bass, drums, guitar, keyboard, synthesiser, hook, ,melody, riff, organ, backing vocals,** |
| **French** | Celebrations **Things I’m good at, eg: reading, singing, football, swimming**  **Months of year, Birthdays**  **French festival: La fete des rois (celebration in class)**  **Write a birthday invite**  **-er verbs: je form**  **en + month**  **adjectives for praise**  **Connective ‘and’**  **Tu ….bien? eg: Tu nages bien?**  **C’est quand, ton anniversaire?**  **Months of year (Chantez plus fort)**  **Joyeux anniversaire**  **er j**  **La Chandeleur festival** |
| **Computing** | [E-safety](https://www.ilearn2.co.uk/e-safety---key-stage-2.html) 1. Use technology safely, respectfully and responsibly; recognise **acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**  **(1-2 Hours)**  [**Programming in Kodu**](https://www.ilearn2.co.uk/year-3-kodu.html)  **Pupil activity codes: 6910, 2640, 6735**  **(Requires installation of free Kodu software on Windows)**  **​1. Create a 3D place using various design tools.**  **2. Write a program to control using keyboard inputs.**  **3. Write a program with conditions.**  **4. Write a program with variables​**  **​(3-5 Hours)** |
| **Enrichment** |  | | |
| **HALF TERM** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Stone Age to Iron Age.** | | |
| **English** | **Stone Age artefacts from local museum (Royston has a good collection)** | Adventure Stories (4 weeks)  Poems to perform (2 weeks) | **Celtic Harmony visit** |
| **Maths** | Measurement-length and perimeter (3 weeks)  Number- fractions (3 weeks) |
| **Science** | Seasonal changes / Light & Shadows  **To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change.** |
| **P.E.** | Gymnastics.  **To perform an action or a short sequence. To improve the quality of actions and transitions. To plan and perform a movement sequence showing contrast in speed, levels and direction**  **To devise a performance with a clear beginning, middle and end. To adapt a sequence to include different levels, speeds and direction. To work well on my own and contribute to pair sequences.**  **To comment and describe on my own performances and others To give simple suggestions on how to improve a performance**  Team building  **To** **use skills to solve basic skills and problems. To choose a route and follow it by myself or in a group. To respond appropriately when the task r environment is changed. To plan different responses to different situations.** |
| **Art/D&T** | DT-Structures- You’ve been Framed. Suggested design house-Ikea.  **Children will consider the appeal and use of a photo frame. They will explore different types of wood and sustainability, generating ideas for their own design. They will be taught how to join and strengthen corners and how to finish a product to a high standard. Different types and grains of wood. Joining of wood. Safety of saws. Embellishment- purposeful. Research photoframes- why buy them etc. How to strengthen corners. Range of materials frames are made of. Sustainability of products. Finishing of product- rough corners etc.** |
| **Hist/Geog** | Changes in Britain from the Stone Age to the Iron Age  **To place events in chronological order. To understand how the period from the stone age to the bronze age fits into a wider picture of British history. To make deductions from primary sources. To find out about the way people lived in the Neolitic period. To explain the different theories about Stonehenge. To understand the differences between the Bronze Age and the Stone Age. To investigate the life of Neolithic hunter-gatherers and early farmers, Skara Brae. To learn about the Bronze Age religion, technology and travel, for example, Stonehenge To develop an understanding of Iron Age hill forts: tribal kingdoms, farming, art and culture** |
| **R.E.** | Herts RE Scheme- Identity and belonging; Prayer, worship and reflection  Ultimate questions (Beliefs and practices - Easter)  **Belonging to a family, a community, challenges and**  **religious leadership**  **Different ideas about God and gods, creation and ultimate**  **questions**  **Communicating through sacred spaces and prayer**  **Exploring Lent, Holy Week and Salvation** |
| **R.S.E.** | Once Decision Scheme- **Being responsible-stealing.** |
| **Music/Drama** | Charanga Music Scheme- Unit 4 The Dragon Song. Traditional Folk songs from around the world- kindness to each other. Glocks and recorders.  **To listen and respond to music drawn from different traditions and great composers and musicians To listen with attention and begin to recall sounds, e.g. recognising an instrument used**  **To perform simple rhythmic and musical parts, varying the pitch within a small range of notes. To create simple rhythmical patterns.#**  **To create melodic patterns using a small range of notes. To begin to join simple layers of sound. E.g. a melody and a background rhythm To explore and explain the ways in which sounds can be used expressively. To comment on the effectiveness of their own work, identifying and making improvements. To begin to suggest improvements to others’ work. To begin to understand how different musical elements are combined and used to create an effect To sing in unison with awareness of pitch**  **Key Vocabulary- keyboards, bass, drum, pentatonic scale, pulse, rhythm, dynamics, texture, structure, compose, improvise, hook, melody** |
| **French** | Portraits**Colours, Parts of the body and face**  **Label a Picasso head**  **Position of adjectives (colours)**  **J’ai/il a/ elle a**  **Gender of nouns**  **Plurals**  **Quelle est ta couleur préférée?**  **Tete, epaules, genoux, pieds**  **Si tu as de la joie au Coeur (Take 10) ou an Picasso (famous Spanish artist who lived most of his life in France)** |
| **Computing** | [Comic Creation](https://www.ilearn2.co.uk/comiccreationteacher.html)- pupil activity code: 1089  **1. Add, resize and organise colour or picture backgrounds.**  **2. Add, resize, organise characters/object to different panels.**  **3. Add narration using text and direct speech using speech bubbles.​**  **(3-4 Hours)** |
| **Enrichment** |  | | |
| **EASTER HOLIDAYS** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **I am Warrior!** | | |
| **English** | **Roman dress up day** | Myths and legends (3 weeks) The Legend of Mulan.  Non-chronological reports (3 weeks) Gladiator warriors | **L’Artista Italian restaurant visit - pizza making** |
| **Maths** | Number-fractions. (3 weeks) Roman numerals  Measurement-time (2 weeks) |
| **Science** | Light (continued from previous half term) To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change. |
| **P.E.** | Batting skills-tennis, badminton.  **To pass to a partner in a controlled way**  **To perform the basic skills needed for games with control and consistency. To use a range of skills to gain control**  **To start to show a variety of tactics. To play a simple rally game in a pair. To choose a good place to stand when receiving the ball. To give reasons for my choices in the games. To choose batting or throwing skills to make the game harder for my opponent.**  Invasion games-unihoc  **To pass the ball accurately to a partner over a variety of distance**  **To perform a range of striking skills with control. To show a good awareness of others in running chasing games**  **To make simple decisions about where to run.**  **To use a variety of skills, actions and ideas to begin to show some understanding of simple tactics.** |
| **Art/D&T** | Art- **.** Sculpture Structual Skeletons wire sculpture.Suggested artist Alexander Calder  **Children will explore what makes a sculpture and the different methods and forms this can take (wire, mod rock, clay, metal, paper). Children will be able to select materials to create and enhance expression. The children will be taught how to critically evaluate a** **piece of work and make links between their own work and that of significant artists. Explore Alexander Calder - media he used and sculptures created:** [**https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder**](https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder) **Compare Calder’s sculptures to Orchardson - what is same/different, etc? Analyse how Calder’s sculptures of wire faces have been made. Children experiment with wire; twisting, bending, rolling, joining for effect. Take photographs for sketchbooks and analyse - what worked, why? Children define who they will make a wire portrait of. Create a line drawing from a photograph of the person. Children annotate to show how will manipulate and join wire. Create sculpture based on plans. Class gallery to showcase work. Children create their final piece, mounted onto a wooden block. Evaluate final piece - likes/dislikes/what change - using artistic vocabulary** |
| **Hist/Geog** | The Roman Empire (Ancient Rome) / Celts / Gladiators  **To understand the Roman empire and its impact on Britain. To describe events and periods using the words: BC, AD and decade. To describe events and dates using the words century and ancient. To use mathematical knowledge (Roman numerals) to work out when events happened, To recognise that Britain has been invaded by several different groups over time. To suggest reasons for the Roman invasion. To describe features of Roman Britain life. To use evidence to describe aspects of Roman Britain and how these features changed over time. To ask questions and answer these by selecting different sources of evidence.**  Geographical features**- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in Italy. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To name and locate countries and cities of the UK and Italy. To locate Italy and say why it is a popular holiday destination. To recognise the 8 points of a compass.** |
| **R.E.** | Herts RE scheme- Sources of wisdom; Human responsibility and values;  Justice and fairness  **Sacred texts and stories, their guidance and impact**  **Taking responsibility for living together, values and respect**  **Right and wrong, just and fair** |
| **R.S.E.** | One Decision Scheme-**Feelings and emotions- grief. Money matters. Hazard watch.** |
| **Music/Drama** | Charanga Music Scheme- Unit 5 Bringing Us Together- Disco song about friendship.  **To perform simple rhythmic and musical parts, varying the pitch within a small range of notes. To create simple rhythmical patterns.To create melodic patterns using a small range of notes. To begin to join simple layers of sound. E.g. a melody and a background rhythm To explore and explain the ways in which sounds can be used expressively. To comment on the effectiveness of their own work, identifying and making improvements.**  **To begin to suggest improvements to others’ work. To begin to understand how different musical elements are combined and used to create an effect. To sing in unison.**  To sing in unison with awareness of pitch  **Key Vocabulary- keyboards, drums, base, improvise, compose, disco, pulse, pentatonic scale, rhythm, pitch, tempo, dynamics, hook, riff, melody, tempo structure.** |
| **French** | The 4 Friends **Farm animals**  **Read story of Les 4 amis**  **Perform class play Il/elle + verb**  **Gender and articles**  **Position of adjectives**  **Quel est ton animal préféré? As tu un animal?**  **Animal song (Allez hop chantez)**  **i qu French story** |
| **Computing** | [Programming in Scratch](https://www.ilearn2.co.uk/y3scratch.html)  **1. Write a simple program with text outputs, wait commands and movement.**  **2. Write a program with movement and repetition.**  **3. Write programs using different inputs; keyboard, mouse and touch screen.**  **(3-4 Hours)**  **You may wish to create a teacher account on Scratch and set up pupil logins** |
| **Enrichment** |  | | |
| **HALF TERM** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Home Sweet Home** | | |
| **English** | **We Love Letchworth!** Historic treasure trail in Howard Gardens. | Authors and letters (3 weeks)  Autobiographies (3 weeks) | **Visit from the Garden City Collection Museum investigating historical artefacts.** |
| **Maths** | Time (1 week)  Geometry-properties of shape (2 weeks)  Measurement- mass and capacity.(3 weeks)  Consolidation (2 weeks) |
| **Science** | Plants & Animals - lifecycles **To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To 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. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.** |
| **P.E.** | Athletics - running, jumping, throwing.  **To throw with accuracy and power. To throw to a target. To know the difference between sprinting and running**  **To practice running over short and long distance. To record and analyse personal performance in a variety of ways.**  Batting skills- kwik cricket, rounders.  **To pass to a partner in a controlled way. To perform the basic skills needed for games with control and consistency. To use a range of skills to gain control. To start to show a variety of tactics. To choose a good place to stand when receiving the ball. To give reasons for my choices in the games. To choose batting or throwing skills to make the game harder for my opponent.** |
| **Art/D&T** | DT-Mechanical/Electrical. I’m in love with my Car. Suggested Industrialist Henry Ford.  **Children will learn how key individuals helped shape the world. They will research and develop design criteria, communicating their ideas in a variety of ways. Children will select from a wide range of tools and equipment to explore and use mechanical systems.**  **Axles, wheels. Battery operated motor. Friction . How to adapt the vehicle to fit a load. Length of travel. Material used for a smooth/ comfortable journey – friction. What type of tyre could you use.**  **Red bull racing.** |
| **Hist/Geog** | Local history & geography, Ebenezer Howard, town surveys, famous landmarks, designing maps.  **To use maps and atlases appropriately by using the index. To identify key features of Letchworth on a map. To accurately plot NESW on a map. To use some basic OS map symbols. To work out the distance to reach a location in Letchworth. To explain why Letchworth has certain physical and human features. To consider the impact of Letchworth being the first garden city and Ebenezer Howard’s vision. To explain how Letchworth was different in the past. To placed events in Letchworth on a timeline. To investigate changes brought about in the development of Letchworth.**  **To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.** |
| **R.E.** | Herts Scheme- Sources of wisdom; Human responsibility and values;  Justice and fairness  **Sacred texts and stories, their guidance and impact**  **Taking responsibility for living together, values and respect**  **Right and wrong, just and fair** |
| **R.S.E.** | One Decision-**computer safety-making friends online**. |
| **Music** | Charanga Music Scheme-Unit 6 Reflect, Rewind, Replay. Assessment..  **To listen with attention and begin to recall sounds, e.g. recognising an instrument used**  **To perform simple rhythmic and musical parts, varying the pitch within a small range of notes. To create simple rhythmical patterns.#**  **To create melodic patterns using a small range of notes. To begin to join simple layers of sound. E.g. a melody and a background rhythm To explore and explain the ways in which sounds can be used expressively. To comment on the effectiveness of their own work, identifying and making improvements. To begin to suggest improvements to others’ work. To begin to understand how different musical elements are combined and used to create an effect To sing in unison with awareness of pitch**  **Key Vocabulary- keyboards, drums, base, improvise, compose, disco, pulse, pentatonic scale, rhythm, pitch, tempo, dynamics, hook, riff, melody, tempo structure , verse, chorus,improvise, bass, drums, guitar,, synthesiser, hook, ,melody.** |
| **French** | Growing things **Vegetables, Likes and dislikes (food) Asking for food at the market**  **Write speech bubble about which veg you like**  **Set up market stall for chn to visit Je voudrais...**  **Questions without inversion**  **Negative sentences**  **Gender and articles**  **Plurals**  **Connective ‘and’**  **Tu aimes…?**  **Vous désirez?**  **Le concombre, le concombre (London’s burning) gn e**  **Fruit and veg associated with France** |
| **Computing** | [Digital Art](https://www.ilearn2.co.uk/year3digitalart.html)-pupil activity code: 2221  **1. Use various lines and fill tools plus copy/paste and rotation to create pattern effects.**  **2. Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.**  **​3. Use stamps, copy/paste, layers and multiple frames to create animated GIF computer graphics.**  **(4-6 Hours)​** |
| **Enrichment** | Whole school trip- Shepreth Wildlife Park | | |
| **SUMMER HOLIDAYS - END OF YEAR** | | | |