

**Spring 1 (Cycle A): Heroes & Villains - The Second World War**

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog.(A) Phase: 3/4	Pupils should be taught about the experiences of World War 2.	<u>WWII – Womens’ roles in WWII</u> <ul style="list-style-type: none"> <li>I know some key events from World War 2.</li> <li>I know the roles that women had during World War 2 on the homefront.</li> <li>I know some of the key figures involved in World War 2.</li> </ul>	<u>WWII – Womens’ roles in WWII</u> <ul style="list-style-type: none"> <li>I can create my own timeline of key periods during World War 2.</li> <li>I can use artefacts and sources of evidence to find out about the roles of women in World War 2 on the homefront.</li> </ul>
Art or D&T (A) Phase: 3/4	Pupils should use sketch books to record their observations and use them to review and revisit Ideas.	<u>WWII – Blitz painting</u> <ul style="list-style-type: none"> <li>I know how to create different shades and textures using paint.</li> <li>I know how to create silhouette overlay for a background.</li> </ul>	<u>WWII – Blitz painting</u> <ul style="list-style-type: none"> <li>I can use my brush in different ways to create different effects.</li> <li>I can use cutting skills to produce a skyline for a landscape.</li> </ul>
Science (A) Phase: 3/4	<u>Year 3</u> Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition	<u>Year 3 – Animals including Humans</u> <ul style="list-style-type: none"> <li>I know what animals need to survive.</li> <li>I know that animals and humans have skeletons and muscles.</li> </ul>	<u>Year 3 – Animals including Humans</u> <ul style="list-style-type: none"> <li>I can use scientific vocabulary to report my findings.</li> <li>I can set up a comparative test.</li> <li>I can record data.</li> </ul>
Computing (A) Phase: 3/4	Pupils should be taught to understand computer networks including the internet and how to use search technologies effectively They should be taught to use technology safely, respectfully and responsibly.	<u>Year 3 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I know how to save work in different places.</li> <li>I know how the internet works .</li> <li>I know how to search the Internet safely.</li> <li>I know how to communicate safely online.</li> </ul>	<u>Year 3 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I can save and retrieve work on the Internet, the school network or my own device.</li> <li>I can talk about the parts of a computer.</li> <li>I can tell you ways to communicate with others online.</li> <li>I can describe the World Wide Web as the part of the Internet that contains websites.</li> </ul>
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control. Pupils should be taught to perform, listen to, review and evaluate music. Pupils should have the opportunity to learn musical instruments.	<u>Year 3 – The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> <li>I know how to find the pulse and know how the pulse, rhythm and pitch fit together.</li> <li>I know the importance of warming up my voice.</li> <li>I know how to treat my instrument with respect.</li> <li>I know how to work together as part of a group to develop the confidence to sing alone.</li> <li>I know that a performance can influence how music is presented.</li> <li>I know that when I improvise you make up your own tune or rhythm.</li> </ul>	<u>Year 3 – The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> <li>I can identify basic musical styles.</li> <li>I can begin to use accurate musical language.</li> <li>I can clap/play a simple rhythm and create my own.</li> <li>I can follow a leader/conductor.</li> <li>I can play a classroom instrument as part of a group and perform to other people.</li> <li>I can discuss other people’s performances.</li> <li>I can compose with two notes (and my voice) and record the composition.</li> <li>I can create and perform simple rhythmic patterns.</li> </ul>
Physical Ed. (A) Phase: 3/4	Pupils should be taught to develop flexibility, strength, technique, control and balance to perform dances using a range of movement patterns  They should play competitive games.	<u>Dance</u> <ul style="list-style-type: none"> <li>I know how to move with rhythm.</li> <li>I know how to create a pattern with movements and direction.</li> </ul> <u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I know how to play as part of a team.</li> <li>I know how to use equipment accurately.</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>I can compare performances and know what to do to improve.</li> <li>I can repeat, remember and perform movement phrases/patterns.</li> <li>I can understand and demonstrate different ‘fronts ‘and directions.</li> <li>I can show dynamic, rhythmic and expressive movement.</li> <li>I can bounce and jump to receive and transfer body weight safely.</li> </ul> <u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders’ bat.</li> </ul>

<p>Religious Ed. (A) Phase: 3/4</p>	<p>Pupils should be taught to explore commitment as demonstrated in the lives and work of significant people of faith</p>	<p><u>Saints and Heroes – Mother Teresa</u></p> <ul style="list-style-type: none"> <li>• I know life-changing events effected the commitment of significant people of faith.</li> <li>• I know some of the teachings of significant religious people, identifying some similarities and differences.</li> </ul>	<p><u>Saints and Heroes – Mother Teresa</u></p> <ul style="list-style-type: none"> <li>• I can share ideas as to how the lives of significant people of faith have affected the lives of others.</li> <li>• I can reflect on the teachings of significant religious people and how these teachings impact on society.</li> </ul>
<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 - Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>• I enjoy facing new learning challenges and working out the best ways for me to achieve them.</li> <li>• I am motivated and enthusiastic about achieving our new challenge.</li> <li>• I respect and admire people who overcome obstacles and achieve their dreams and goals.</li> <li>• I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</li> </ul>	<p><u>Year 3 – Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>• I can tell you about a person who has faced difficult challenges and achieved success.</li> <li>• I can identify a dream/ambition that is important to me.</li> <li>• I can evaluate my own learning process and identify how I can be better next time.</li> <li>• I can imagine how I feel when I achieve my dream/ambition.</li> <li>• I can break down a goal into a number of steps and know how others could help me to achieve it.</li> <li>• I can manage the feelings of frustration that may arise when obstacles occur.</li> <li>• I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</li> </ul>
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I know how to form plurals.</li> <li>• I know and understand <i>aquí hay</i>.</li> <li>• I know how <i>un</i> and <i>una</i> point to different genders.</li> <li>• I know how to pronounce <i>un</i> and <i>una</i> correctly.</li> </ul>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I can recognise and respond to sound patterns and words.</li> <li>• I can perform simple communicative tasks using phrases and short sentences.</li> <li>• I can imitate pronunciation of sounds.</li> <li>• I can recognise some familiar words in written form.</li> <li>• I can identify specific sounds, phonemes and words.</li> </ul>