

**Spring 2 (Cycle A): What's in the News - What a load of rubbish!**

Subject	NC link	Declarative knowledge	Procedural knowledge
History or <b>Geog.</b> (A) Phase: 3/4	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods They should be taught to use maps and atlases	<u>What a load of rubbish! – The local area</u> <ul style="list-style-type: none"> <li>I know what human and physical features are in our local area.</li> <li>I know what needs to be improved in my local area.</li> <li>I know how to read a map of our local area.</li> </ul>	<u>What a load of rubbish! – The local area</u> <ul style="list-style-type: none"> <li>I can use fieldwork to observe and record the human and physical features.</li> <li>I can label features of the local area on a map.</li> <li>I can draw a simple map showing the area using a key.</li> <li>I can suggest improvements for our local area and give reasons for recent changes.</li> </ul>
Art or <b>D&amp;T</b> (A) Phase: 3/4	Pupils should select from and use a wider range of materials and components. They should apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>What a load of rubbish! – Make a den</u> <ul style="list-style-type: none"> <li>I know how to design a model using recycled materials.</li> <li>I know what recyclable materials make a good model.</li> <li>I know how to evaluate my work.</li> </ul>	<u>What a load of rubbish! – Make a den</u> <ul style="list-style-type: none"> <li>I can design with purpose.</li> <li>I can select and use appropriate materials and tools.</li> <li>I can refine and evaluate my design and product.</li> <li>I can measure and cut materials accurately.</li> </ul>
Science (A) Phase: 3/4	Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.	<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 interne and to use search technologies effectively. Pupils should be taught to select, use and combine a variety of software on a range of digital devices.	<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> <li>I can use search tools to find and use an appropriate website.</li> <li>I think about whether I can use images that I find online in my own work.</li> </ul>
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition.	<u>Year 3 – Songs that link to the Easter performance</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 – Songs that link to the Easter performance</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	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance</p> <p>Pupils should play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I know how to create sequences.</li> <li>• I know how to use apparatus safely.</li> </ul> <p><u>Games – Ball Skills</u></p> <ul style="list-style-type: none"> <li>• I know how to pass and receive balls.</li> <li>• I know how to work as part of a team.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike.</li> <li>• I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast.</li> <li>• I can use space and more complex apparatus safely – in pairs and small groups.</li> </ul> <p><u>Games – Ball Skills</u></p> <ul style="list-style-type: none"> <li>• I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass.</li> <li>• I can work cooperatively in a variety of game formations.</li> </ul>
Religious Ed. (A) Phase: 3/4	Pupils should be taught to explore commitment as demonstrated in the lives and work of significant people of faith	<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>Easter Play</p>	<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>Easter Play</p>
PSHE (A) Phase: 3/4		<p><u>Year 3 - Healthy Me</u></p> <ul style="list-style-type: none"> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>• I understand that, like medicines, some household substances can be harmful if not used correctly.</li> <li>• I respect my body and appreciate what it does for me.</li> </ul>	<p><u>Year 3 – Healthy Me</u></p> <ul style="list-style-type: none"> <li>• I can set myself a fitness challenge.</li> <li>• I can tell you my knowledge and attitude towards drugs.</li> <li>• I can identify how I feel towards drugs.</li> <li>• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</li> <li>• I can express how being anxious or scared feels.</li> <li>• I can take responsibility for keeping myself and others safe at home.</li> </ul>
Spanish (MFL) (A) Phase: 3/4	Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I know some memorisation strategies for a foreign language.</li> <li>• I know how to retell a story.</li> <li>• I know an Easter-themed story.</li> <li>• I know a Spanish song.</li> </ul>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• I can identify specific sounds, phonemes and words.</li> <li>• I can recognise some familiar words in written form.</li> <li>• I can listen and respond to simple rhymes, stories and songs.</li> <li>• I can recognise some familiar words in written form.</li> <li>• I can recognise question forms and negatives.</li> </ul>