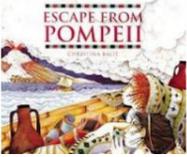




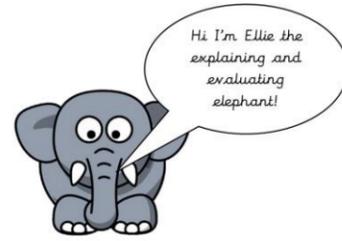
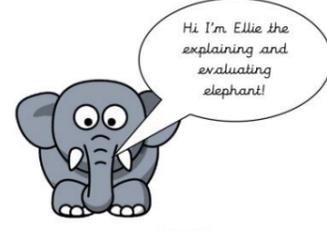
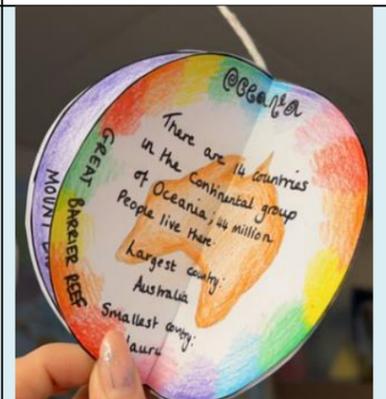
## Sandal Primary School Medium Term Planning and Weekly Overview

<b>Year Group: Year 3</b>							
<b>Theme: There's No Place Like Rome</b>							
<b>Term: Spring 1</b>							
<b>End point: Y3 Assembly</b>							
Week	1	2	3	4	5	6	Break up!
	WC TUESDAY 3rd Jan	9 <sup>th</sup> Jan Teacher visits to EYFS - half a day in Reception 9 <sup>TH</sup> 3S Outdoor learning	16 <sup>th</sup> Jan 3P Outdoor learning 16th	23rd Jan Road safety workshop 25.1.23 3S Outdoor learning	30th Jan shipleY Schools subject leader meeting 1.2.23 Young Voices 3.2.23 Roman day 31st January 30 <sup>th</sup> 3P Outdoor learning	6 <sup>th</sup> Feb 6.2.23 Sue writing course pm 7.2.23 Safer Internet Day - half a day activity 8.2.23 Y5 assembly 2.40	
Cross curricular computing	kahoot - spelling this half term's words  Google Earth - location of Pompeii ruins and Vesuvius?	Purple Mash History - Story retelling Romulus and Remus	Purple Mash Science - food groups	Purple Mash Science - My Healthy Eating Plan, or Plan a meal	Purple Mash Spanish - colours quiz race	Purple Mash - Spanish - colours multiple choice	
Homework	MATHS subtraction of 2 and 3 digit numbers with regrouping	ENGLISH	MATHS times tables mixed 2s, 5s and 10s	ENGLISH Apostrophes for possession	MATHS	ENGLISH	
Learn by Hearts	2, 5 and 10 times table including division facts.	2, 5 and 10 times table including division facts.	3 times table including division facts	3 times table including division facts	4 times table including division facts	4 times table including division facts	

<p>Text type: Setting description</p> <p><b>Key text:</b> <b>Escape from Pompeii</b></p>  <p><b>Opening Doors to Writing strategies?</b></p>	<p>Phase 1 - Immersion <b>LESSON 1 - Intro Wow Words Jotters and go on a Volcano VOCAB Hunt</b> concluding in Descriptive writing about volcano</p> <p><b>LESSON 2 - Dialogic Talk – Emotional Continuum – Look at the front cover. Is it Frightening or Amazing? What makes it that and why?</b> Write a Prediction based on the front cover of the book.</p> <p><b>LESSON 3 - Vocab work - finding Wow Words and using a dictionary to find out their meaning</b></p> <p><b>LESSON 4 - Read to end of the story. Axis of emotions</b> - Diary Entry from Tranio</p> <p><b>Use Google Earth for schools to look at where Pompeii is and proximity to Mount Vesuvius</b></p> <p><u>Spiral Starters</u></p> <ul style="list-style-type: none"> <li>- Basic punctuation</li> <li>- Expanded Noun Phrase</li> <li>- Indefinite Article</li> </ul>	<p>Phase 2 - Reading like a writer <b>Lesson 4 – Zoom in Effect Look closely at page 1 – the Setting description. Explore Language choices and authors intention. Can the children transfer this skills to a sentence of their own about their own window view?</b></p> <p><b>LESSON 1 - Analysis of WAGOLL – Setting Description</b> adjectives, paragraphs, questions, exclamations, conjunctions, facts, opinion, commas in a list</p> <p>Generation of Success Criteria</p> <p><b>LESSON 2 -</b> vocabulary exploration - words from the WAGOLL that could be useful (dictionary work)</p> <p><b>LESSON 3 - comprehension based on the WAGOLL</b></p> <p><b>LESSON 4 TEACH GPS</b> GPS journey 1: apostrophes for possession, including expanded noun phrases where possible</p> <ul style="list-style-type: none"> <li>- Identify in a section of the WAGOLL</li> <li>- Questions</li> <li>- Application in sentences</li> <li>- Application in paragraph</li> </ul> <p><u>Spiral Starters</u></p> <ul style="list-style-type: none"> <li>- CEW from Y2 list</li> <li>- Sentence types</li> <li>- Apostrophes for contraction</li> </ul>	<p>Phase 2 - reading like a writer</p> <p><b>LESSON 1 - PRACTISE</b> apostrophes for possession</p> <p><b>LESSON 2 - APPLY</b> apostrophes for possession</p> <p><b>LESSON 3 - TEACH</b> GPS journey 2: prepositions to express time and place <b>FRONTED ADVERBIALS!</b></p> <ul style="list-style-type: none"> <li>- Identify in a section of the WAGOLL</li> <li>- Questions</li> <li>- Application in sentences</li> <li>- Application in paragraph</li> </ul> <p><b>LESSON 4- pPRACTISE AND APPLY</b> GPS prepositions</p> <p><u>Spiral Starters</u></p> <ul style="list-style-type: none"> <li>- expanded noun phrases,</li> <li>- subordinations,</li> <li>- CEW from Y2 list</li> </ul>	<p>PHASE 3 - writing like a reader</p> <p>Class write of a <b>storm/ setting description TBC</b> with opportunities for paragraphs:</p> <ul style="list-style-type: none"> <li>- Guided/ modelled</li> <li>- Shared</li> <li>- Independent</li> </ul> <p><b>Modelled Writing is a guided class activity in which a teacher writes a passage and talks the class through how to correctly use narrative features.</b></p> <p><b>LESSON 4 - learning to edit and redraft - using synonyms and upscaling vocabulary - using a thesaurus (as per the Zoom in Effect)</b></p> <p><u>Spiral Starters</u></p> <ul style="list-style-type: none"> <li>- commas in a list</li> <li>- CEW from Y2 list</li> <li>- subordination</li> </ul>	<p>Hot Task - setting description of Mount Vesuvius in Pompeii as it erupts</p> <ul style="list-style-type: none"> <li>- Plan vocab and content</li> <li>- Write Hot Tak</li> <li>- Editing</li> <li>- Redrafting</li> <li>- Publishing</li> </ul> <p><u>Spiral Starters</u></p> <ul style="list-style-type: none"> <li>- apostrophes for possession</li> <li>- CEW from Y2 list</li> <li>- Tenses Year 3 Term 2 overview</li> </ul>	<p>TBC!!!!!!</p> <p>Performance poetry: Limericks Writing our own and performing about a monster</p> <p>What does 'rhyme' mean? Features of limericks</p> <p>Review and explore</p>	
<p><b>VIPERS</b></p>	<p><b>Video</b> <a href="https://www.youtube.com/watch?v=aXUCJuilyho">https://www.youtube.com/watch?v=aXUCJuilyho</a></p>	<p><b>Non Fiction</b> Romans</p>	<p><b>Poem</b> Volcano</p>	<p><b>Fiction</b> Twinkl - The man who bought a mountain</p>	<p><b>Non fiction</b> classroom secrets  comprehensions</p>	<p><b>Fiction</b> Twinkl - how the turtle got it's shell</p>	

	Lava - Disney Pixar			(differentiated texts) - links to settings	Volcanoes	(differentiated texts) - links to animals	
<b>Spelling</b> <b>3 lessons per week</b> <b>This half term's words:</b> continue decide centre century minute consider enough history February	Y3, B2, L7, 8  Introduce this half term's words  Strategies for learning words from spelling lists proofreading editing  EDSHED KAHOOT QUIZ	Y3, B2, L5 and 6 prefixes mis- and re-  TEACH  practise  APPLY	Y3, B2, L9, 10, 13  The /I/ sound spelt 'y' gym, cygnet, myth, pyramid, mystery, Egypt  Teach  Apply Strategies for learning words from spelling lists	Y3, B2, L13  Strategies for Proofreading and editing  Y3, B2, L14  Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt 'que' (French in origin) - fatigue, catalogue, antique, unique	<b>Block 3 – spring first half term</b>  recap prefixes un and dis  Suffix –ness and –ful following a consonant L1 teach  L2 practise/ apply	Spelling List recap for the last 3 half terms -use key words in sentences  - Autumn 1 words - Autumn 2 words - Spring 1 words  <b>continue</b> <b>decide</b> <b>centre</b> <b>century</b> <b>minute</b> <b>consider</b> <b>enough</b> <b>history</b> <b>February</b>	TO COVER NEXT half term: Block 3 <ul style="list-style-type: none"> <li>L3, 4, 5 Prefixes sub- and tele-</li> <li>L9, 10, 11 Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</li> <li>L13, 14, 15 Suffixes –less and -ly</li> </ul> Block 4 <ul style="list-style-type: none"> <li>L4, 5, 6 Prefixes super- and auto-</li> </ul>
<b>EDSHED spellings CORE</b>  <b>4 rule</b> 1 Y1/2 2 Y3/4	continue decide centre century minute consider enough history February	mistake misunderstand repossess reappear break breathe although	bicycle pyramid mystery gym every early earth	fatigue tongue unique opaque wild heart island	unpopular uncertain disappear disinterest water height believe	continue decide centre century minute consider enough history February	
<b>EDSHED spellings SUPER SPELLERS</b>  <b>Year 2</b> <b>Year 1</b>	wild climb was of one so	door floor poor here there where	most only both house our out	because water they were by my	child children parents pull full push	could should would do you your	
<b>Maths</b>  <b>Heavy focus on multiplication and division facts!!</b>	<b>Subtraction</b> Subtraction of 2 and 3- digit numbers from 3-digit numbers with regrouping.	<b>Estimate Answers</b>  <b>Using the inverse</b> - looking at the relationship between addition and subtraction.	<b>Multiplication</b> (PowerPoint journey – children follow as assessed daily) <ul style="list-style-type: none"> <li>Multiplication symbol</li> <li>Equal groupings</li> <li>Using arrays</li> </ul>	<b>Multiplication</b> (PowerPoint journey – children follow as assessed daily) *Grid method	<b>Division</b> (PowerPoint journey – children follow as assessed daily) <ul style="list-style-type: none"> <li>Division symbol</li> <li>Sharing equal groups</li> <li>Divide 2 digits by 1 digit</li> </ul>	<b>Division</b> (PowerPoint journey – children follow as assessed daily) <ul style="list-style-type: none"> <li>Divide 2 digits by 1 digit</li> <li>Formal written methods</li> </ul>	
<b>Arithmetic</b>	<b>Mixed including regrouping</b>	<b>Mixed including regrouping</b>	<b>Inverse - missing number</b>	<b>times table</b>	<b>mixed</b>	<b>mixed</b>	

Spiral	Flashback 4	Flashback 4	Flashback 4	flashback 4	flashback 4	flashback 4	
Learn by Heart	2, 5 and 10 times table including division facts.	2, 5 and 10 times table including division facts.	3 times table including division facts	3 times table including division facts	4 times table including division facts	4 times table including division facts	
Maths Policy							
<p>Science Animals including humans</p> <p>spring 2</p> <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>SNAP SCIENCE RESOURCE AMAZING BODIES - hook and pre-learn (what can we remember from Year 2 and can we apply it?)</b></p> <p><b>Stranded</b></p> <p>lesson 1 - what would you need to survive?</p> <p>NC - 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</p> <p><b>Success criteria -</b> I can ask relevant questions about survival I can think of solutions to questions I can identify what animals need to survive</p> <p><b>Activity -</b> complete Stranded question cards in teams - creating solutions to survival problems, prioritising problems, evaluating solutions</p> <p><b>Key vocab</b></p>	<p><b>Lesson 2 - keeping healthy session 1 (Hamilton Trust)</b></p> <p><b>Food for thought</b></p> <p>NC - 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</p> <p><b>Success criteria:</b></p> <p>I can understand that animals (including humans) can be grouped according to what they eat</p> <p>I can answer questions on diet by extracting data from a food survey and displaying it in tables and bar charts</p> <p>I can look for patterns and trends in the data and use this to ask further questions</p> <p><b>Activity -</b> Revise learning on carnivores, herbivores, omnivores by playing an active game</p>	<p><b>Lesson 3 - what does food do for us?</b></p> <p>NC - 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</p> <p><b>Success Criteria</b> can understand the 7 nutrient groups and the proportions of each needed to create a healthy, balanced diet - supported by the Eatwell Guide</p> <p>I know the 7 types of nutrients - carbohydrates, proteins, fats, vitamins, minerals, water, fibre</p> <p>I know the importance of eating a balanced diet of these things as well as the importance of limiting fat and sugar intake</p> <p><b>Activity -</b></p>	<p><b>lesson 4 - keeping healthy session 2 (hamilton Trust)</b></p> <p><b>A balanced diet CONTINUED</b></p> <p>NC - 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</p> <p><b>Success Criteria</b> I can understand the 7 nutrient groups and the proportions of each needed to create a healthy, balanced diet - supported by the Eatwell Guide</p> <p>I know the 7 types of nutrients - carbohydrates, proteins, fats, vitamins, minerals, water, fibre</p> <p>I know the importance of eating a balanced diet of these things as well as the importance of limiting fat and sugar intake</p> <p><b>Activity -</b> using the knowledge of the Eatwell Plate,</p>	<p><b>lesson 5</b></p> <p>Pre – learn – draw a skeleton – what bones do you already know.</p>	<p><b>lesson 6</b></p> <p>Bones and Skeletons</p> <p>NC: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Success Criteria</b> Understand that not all animals have an internal skeleton and that the presence of this is an important feature in classifying them</p> <p>Know that a skeleton is needed for support, protection and movement</p> <p><b>Activity</b> Vertebrates Or Invertebrates: Go through the pictures of various animals. Children decide whether the animal shown is an invertebrate or a vertebrate. (Big Book)</p> <p>Children sort animals based on their skeletons.</p>	

	<p>stay alive, survive, food, protection, shelter, exercise, movement</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>	<p>Personal trainers - investigating diet, collecting and analysing data.</p> <p><b>Key Vocabulary</b> herbivore, carnivore, omnivore, nutrition, diet, food chain, data, table, bar chart sugars, nutrients, vitamins, balanced, portions, servings, healthy, energy</p> <p>skills gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, bar charts, and tables</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>	<p><b>Purple Mash</b> food groups 1 publishing activity PLUS food groups quiz</p> <p><b>Key Vocabulary</b> Plants, animals, humans, food, nutrition, food groups, Eatwell Guide,  nutrients, vitamins, minerals, protein, carbohydrates, dairy, sugars, fibre, water, fats, repair, digest, saturated fats, unsaturated fats, growth, health, energy</p> <p><b>skills</b> gathering, recording, classifying and presenting data in a variety of ways</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>	<p>improve a meal to make it more balanced - apply to Roman times banquet menu - evaluate the menu and improve</p> <p><b>Purple Mash</b> My Healthy Eating Plan, or Plan a meal</p> <p><b>Key Vocabulary</b> Plants, animals, humans, food, nutrition, food groups, Eatwell Guide,  nutrients, vitamins, minerals, protein, carbohydrates, dairy, sugars, fibre, water, fats, repair, digest, saturated fats, unsaturated fats, growth, health, energy</p> <p><b>Skills -</b></p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p>		<p><b>Key Vocabulary</b> Skeleton, endoskeleton, exoskeleton, hydrostatic skeleton, invertebrate, vertebrate. bone, skeleton, skull, ribcage, pelvis, femur</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>	
<p><b>Geography</b></p> <p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical</p> <p>Geographical Skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>	<p>See Katie's geography planning email</p> <p>Autumn Carried over What is an Earthquake? I can tell you where earthquakes happen. I can explain why earthquakes happen. I can tell you how to keep safe in an earthquake. I can compare the strength of earthquakes.</p> <p><b>TO AMEND</b></p>		<p>Circle books!</p> <p>Can we use these for a different way of recording? x</p>				



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<p>countries and describe features studied.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p>	<p><b>TSUNAMI?</b></p> <p><b>TIDAL WAVES? 6. LA – Explain how earthquakes occur</b></p> <p><b>MA – Explain how earthquakes occur.</b></p> <p><b>HA - Compare the strength of earthquakes.</b></p>						
<p><b>History</b></p> <p><b>NEED TO BOOK ROYAL ARMOURIES ZOOM £60 for two classes</b></p>	<p>Skill 1: Historical Enquiry – Who were the Romans?</p> <p>Vocabulary Lesson focussed on new vocabulary. Treasure hunt activity in the woods matching definitions and acting out new words.</p>	<p>Skill 2: Chronology –when did the Romans exist? When was the Roman Empire – timeline activity</p> <p>How did the Roman Empire start – Romulus and Remus</p> <p><b>Purple Mash ? Story retelling? Romulus and Remus</b></p> <p>drama activity</p>	<p>Skill 3: Cross curricular Geography link – locate Rome and key European countries/cities on a map</p>	<p>Skill 4: Historical Enquiry and Knowledge – what was it like to be a Roman legionary?</p>	<p>Skill 5: Cross curricular art and immersive learning Roman Day</p> <ul style="list-style-type: none"> <li>*mosaics</li> <li>* making coins (roman numerals)</li> <li>*Roman bread</li> <li>*legionary shields</li> <li>*Learn to play Boca</li> </ul>	<p>Skill 6: Historical interpretations</p> <p>Would you want to be a Roman legionary?</p>	
<p><b>Art</b></p> <p><b>3D sculpture Mount Versuvius</b></p>	<p><b>What is a sculpture?</b></p> <p>Discuss with the children what makes a sculpture. Look at some examples of a sculpture and what they are made of.</p>	<p>Plan a 3D model</p> <p>Look at 3D recycled material and decided on what would be best to use for our model. Discuss paper mache and what it is.</p>	<p><b>Experiment with different materials</b></p> <p>Create a board with different materials to use for paper maiche (kitchen roll, tissue paper, paper and paper towels)</p>	<p><b>Create a 3D volcano</b></p> <p>Children to create their 3D model of a volcano in groups. The children will use their plan and decided on the best material for the paper maiche.</p>	<p><b>Mixing colours</b></p> <p>Mix primary colours together and paint their 3D model.</p>	<p>Evaluating</p> <p>Evaluating our 3D structure</p>	
<p><b>DT</b></p>							
<p><b>Spanish</b></p>	<p>FROM AUTUMN</p> <p>To be able to count in numbers up to 20.</p> <p>How old are you?</p> <ul style="list-style-type: none"> <li>• Can say their age and ask someone else how old they are.</li> <li>• Can pronounce ‘ñ’ and ‘ua’ correctly.</li> <li>• To be able to conjugate and say the ‘yo’ and ‘tú’ for of the verb ‘tener’ – to have.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the 5 vowels sounds in Spanish</li> <li>• To understand that many of the consonant sounds are different in Spanish.</li> <li>• To correctly pronounce vowel and consonant sounds correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the difference in pronunciation between letters in Spanish and English</li> <li>• To begin to pronounce the double r sound.</li> </ul>	<ul style="list-style-type: none"> <li>• To rapidly recall how to say the date in Spanish.</li> <li>• To recall numbers up to 31.</li> <li>• To be able to ask and answer questions about birthdays.</li> <li>• To pronounce ‘ñ’ correctly.</li> </ul>	<p><b>Purple Mash - colours quiz race</b></p> <ul style="list-style-type: none"> <li>• To be able to understand key colours.</li> <li>• To begin to understand the correct conjugation of adjectives based on the gender of the noun.</li> <li>• To pronounce the ‘j’ correctly.</li> </ul>	<p><b>Purple Mash - colours multiple choice</b></p> <ul style="list-style-type: none"> <li>• To be able to understand key colours.</li> <li>• To begin to understand the correct conjugation of adjectives based on the gender of the noun.</li> <li>• To pronounce the ‘j’ correctly.</li> </ul>	

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	<p>Months of the year</p> <ul style="list-style-type: none"> <li>To understand numbers 21-31</li> <li>To write the months.</li> <li>To pronounce 'ei' and 'v' correctly.</li> <li>To ask the date correctly</li> </ul>						
<p><b>P.E</b> White Rose Handball</p>	<p>Passing and receiving the ball. Focus on keeping possession of the ball. Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.</p>	<p>The focus of the learning is on using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.</p>	<p>The focus of the learning is to develop passing and moving, building up into mini games where pupils explore the transition between attack and defence.</p>	<p>The focus of the learning is to combine passing and moving to score points against another team.</p> <p>Pupils should be able to use their prior learning of passing and moving to move the ball up the court to create an attack.</p>	<p>The focus of the learning is to introduce pupils to shooting. Pupils will learn where they shoot from and why.</p> <p>Pupils should be able to use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	
<p><b>Teacher Led</b> <b>Mindfulness</b></p>	<p>The focus of the learning is to consider how we feel in our minds and in our bodies, when we experience various emotions.</p> <p>Pupils will learn a variety of relaxation techniques to help combat feelings of anxiousness. Pupils will gain an awareness of how to apply these techniques in day-to-day life.</p>	<p>The focus of the learning is to consider how we feel in our minds and bodies when we are busy and energetic, and in contrast when we are calm and still.</p> <p>Pupils will learn various relaxation techniques to help them feel calm and content in their everyday lives</p>	<p>The focus of the learning is for pupils to learn how to hold and perform various meditative balances.</p> <p>Pupils will understand the benefit of executing these balances correctly, to enable their minds and bodies to feel more relaxed.</p>	<p>The focus of the learning is to continue learning various meditative balances to help us feel more relaxed in our minds and bodies.</p> <p>Pupils will understand the benefit of executing the balances correctly.</p> <p>Pupils will work with a partner to improve their posture, balance and deep breathing technique</p>	<p>The focus of the learning is to use a prop to aid balance and focus when performing each balance.</p> <p>Pupils will continue working with a partner to improve their concentration, balance and deep breathing.</p> <p>Pupils will be introduced to the prop with an action song that focuses on the skill of balancing.</p>	<p>The focus of the learning is to communicate non-verbally with a partner using an imaginary prop.</p> <p>Pupils will show an understanding of working with others positively and understand how this can help them to apply their developing focus and balancing skills.</p>	

<p><b>Music</b> Planned and taught by JD</p>	<p><b>Lesson 1: Dragon Dance</b></p> <p>After watching the 'Story of Nian' that explains the Chinese New Year Story, children dance to music traditionally used to celebrate the festival, moving in response to the musical elements: crescendo, tempo and duration</p> <p><b>Learning Objectives</b></p> <p>To learn about the music used to celebrate the Chinese New Year festival</p>	<p><b>Lesson 2: Pentatonic scale</b></p> <p>Learning that the pentatonic scale is a five-note scale, pupils use a tuned instrument to play the scale together as a class, before moving on to playing pentatonic melodies in pairs</p> <p><b>Learning Objectives</b></p> <p>To play a pentatonic melody</p>	<p><b>Lesson 3: Letter notation</b></p> <p>Working in pairs, children create, notate and rehearse pentatonic melodies of their own and learn that when composing they create their tune first and then write it down</p> <p><b>Learning Objectives</b></p> <p>To write and perform a pentatonic melody</p>	<p><b>Lesson 4: Enter the Dragon</b></p> <p>Using their pentatonic melodies from Lesson 3, pupils embark on creating a piece of music called 'Enter the Dragon' to tell the 'Story of Nian', using untuned percussion instruments to represent the villagers frightening the dragon away</p>	<p><b>Lesson 5: Final Performance</b></p> <p>Each group uses tuned and untuned percussion instruments to perform their final compositions</p> <p><b>Learning Objectives</b></p> <p>To perform a piece of music as a group</p>		
<p><b>PSHE</b></p>	<p><b>Dreams and Goals</b></p> <p>I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	<p><b>My Dreams and Ambitions</b></p> <p>I can identify a dream/ambition that is important to me I can imagine how I will feel when I achieve my dream/ambition</p>	<p><b>A New Challenge</b></p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them I can break down a goal into a number of steps and know how others could help me to achieve it</p>	<p><b>Our New Challenge</b></p> <p>I am motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p>	<p><b>Overcoming Obstacles</b></p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can manage the feelings of frustration that may arise when obstacles occur</p>	<p><b>Celebrating My Learning</b></p> <p>I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	
<p><b>Computing</b> Planned and taught by GH</p>	<p><b>Spreadsheets-creating pie charts and bar graphs</b></p> <ul style="list-style-type: none"> <li>To add and edit data in a table layout.</li> </ul> <p>To find out how spreadsheet programs can automatically create graphs from data.</p>	<p><b>Spreadsheets-using the more than and spin tools buttons</b></p> <ul style="list-style-type: none"> <li>To introduce the 'more than', 'less than' and 'equals' tools.</li> </ul> <p>To introduce the 'spin' tool and show how it can be used to count through times tables.</p>	<p><b>Spreadsheets-Advance mode and cell addresses</b></p> <p>To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses.</p>	<p><b>Touch typing- Home top and bottom row keys</b></p> <ul style="list-style-type: none"> <li>To introduce typing terminology.</li> <li>To understand the correct way to sit at the keyboard.</li> <li>To learn how to use the home, top and bottom row keys.</li> </ul>	<p><b>Touch typing- Home top and bottom row keys (consolidation)</b></p> <p>To practice and improve typing for home, bottom, and top rows.</p>	<p><b>Touch typing-Left keys</b></p> <ul style="list-style-type: none"> <li>To practice the keys typed with the left hand.</li> </ul>	
<p><b>RE</b> How do people express spirituality 2022-2023</p>	<p>What is spirituality? <b>How can you show what you believe?</b></p>	<p><b>How do Christians use visual arts?</b></p> <p><b>How are beliefs represented symbolically or through abstract art?</b></p>	<p><b>How can words and ideas be expressed through art?</b></p>	<p><b>How can music inspire believers?</b></p>	<p><b>How can dance express faith?</b></p>		



## Sandal Primary School Medium Term Planning and Weekly Overview

	<p><b>What do symbols tell us about beliefs?</b></p>		<p><b>Why do some people say you should not picture God?</b></p> <p><b>How do Muslims use calligraphy and pattern to express beliefs?#</b></p> <p><b>How do religions use words as an art form to express beliefs?</b></p>			
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