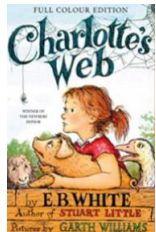
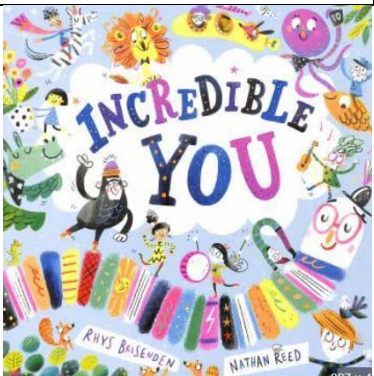



## Sandal Primary School Medium Term Planning and Weekly Overview

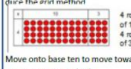


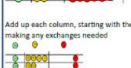

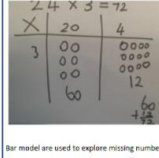


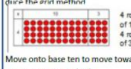


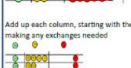

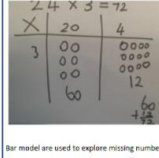




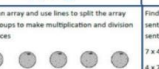





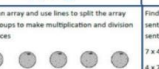


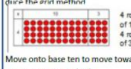


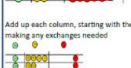

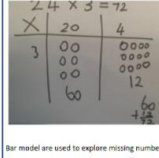




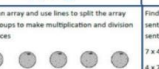


Year Group: Year 3							
Theme: Were the Romans really rotten? Term: Spring 2							
British Value: Individual Liberty		Roots of Learning: Thinking for ourselves		Jigsaw: Relationships			
Week	1	2	3	4	5	6	
	20 <sup>th</sup> Feb  Yoga begins Tues and Thurs 1.30-2.15	27 <sup>th</sup> Feb Book Week ASSESSMENT WEEK 3S outdoor 27.2.23  2.3.23 Geography Deep Dive 2.3.23 Sue Curric release pm	6 <sup>th</sup> March Gov Q.A Week 3P outdoor 6.3.23 9.3.23 QLA deadline	13 <sup>st</sup> March 3S outdoor 13.3.23 14.3.23 House assembly	20 <sup>th</sup> March 20.3.23 Spring reports out 3P outdoor 20.3.23 22.3.23 Maths Deep Dive 24.3.23 Targets reviewed and sent home	27 <sup>th</sup> March Virtual parents eve all week Pupil progress meetings 30.3.23 S Club showcase	
Cross curricular computing	Science - Education city wildlife park activity - identify invertebrates and vertebrates	English - lesson 2 Purple Mash - My Avatar Personal Profile	Science  Education City - Skeleton key	Times table Rock stars	Purple Mash - Maths through Money	Education City Animals inc humans assessment	
Homework	division	Roman Retrieval - Ed City	Purple Mash - Skeleton Quiz	division	suffixes	purple mash - maths through money	
Learn by hearts	mixed 2, 3, 5, 10 times tables	mixed 2, 3, 5, 10 times tables	4 x table - multiplication and division	4 x table - multiplication and division	8 x table - multiplication and division	8 x table - multiplication and division	
Text type: Non Chronological Report about Spiders  Key text: Charlotte's Web   EME 3P - AM, HM, JC  3S - CD, EM	Phase 1 - Immerse <ul style="list-style-type: none"><li>Prediction based on the front cover of the book.</li><li>Setting description of the farm/ barn</li><li>Instructions – how to make a spider web</li><li>Purple Mash - English, Grammar, Early Birds, Bella and the farm (practise prepositions for time, place and cause)</li></ul> GPS focuses from last half term to be included: expanded noun phrases, subordinations, indefinite article paragraphs prepositions expanded noun phrases, subordinations,	 Key vocab – qualities abilities unique special positivity self belief celebrate proud/ pride individuality personality  Activities: 1.Prediction Into the book - were their predictions right?	Phase 2 – WAGOLL and success criteria  GPS focus 1: apply spelling rules accurately in suffixes -ing -er -est s/es as plurals	GPS focus 2: Subordinating conjunctions ?  Identifying subordination GPS questions Subordinating conjunctions in a sentence Subordinating conjunctions in a paragraph 	Model Write and Hot Task Plan Model write – Write a non chronological report for pigs including taught GPS skills.  Shared and guided writing to be used throughout  Hot Task plan Plan a non-chronological report for spiders  Spiral Starters <ul style="list-style-type: none"><li>Basic Punctuation</li><li>Sentence types</li><li>Indefinite article</li></ul>	Hot Task  Edit and purple polish  Hotter Task	

### Sandal Primary School Medium Term Planning and Weekly Overview

	<p>plurals e and es endings</p>	<p>2. re read book - focus on vocab meaning and everyone to create their profile (Purple Mash - My Avatar). Add personal qualities to their own 'brilliant box!'</p> <p>3. Look at the Main character's feelings and how these are expressed through vocab/ illustrations. Humans are considered in many ways to be one of the most superior species. Imagine what your pet or another animal must think of your abilities? DRAMA</p> <p>4. diary writing from the POV of a pet or another animal, listing your qualities and brilliantness!</p>					
VIPERS	<p>PIXL Y3 R4b - Can discuss the actions of the main characters and justify views using evidence from the text</p> <p>Poetry (IA) My best friend</p>	Fiction: Charlotte's Web	Non Fiction: Non Chronological Report Spiders	'Home Sweet Home ' animation <a href="https://www.youtube.com/watch?v=-gz9-l iEbY">https://www.youtube.com/watch?v=-gz9-l iEbY</a>	Fiction - Escape from Pompeii	Non Fiction: Boudicca  *To sort	
<p><b>Spelling</b> <b>No Nonsense</b></p> <p>THIS HALF TERM'S WORDS</p> <p>perhaps address guard material recent guide forward fruit famous</p>	<p><b>Block 3 – spring first half term</b></p> <p>recap prefixes un and dis</p> <p>Suffix –ment, -ness and –ful following a consonant L1 teach - in books</p> <p>L2 practise/ apply - quiz</p> <p>RECAP - last half term's spellings</p> <p>continue decide centre century minute consider enough history</p>	Block 3 L3, 4, 5 Prefixes sub- and tele-	L9, 10, 11 Words with the // sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Strategies at the point of writing: Have a go Elements from the previous half term that require practice	L13, 14, 15 Suffixes –less and -ly Block 4	Block 4 - lessons 4, 5, 6 Prefixes 'super-' and 'auto-'	NEXT HALF TERM: Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: homophones Proofreading Words with the /k/ sound spelt 'ch' (Greek in origin)

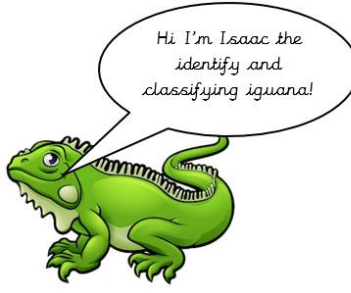
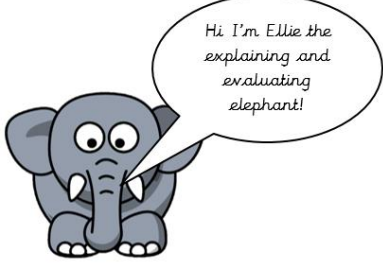
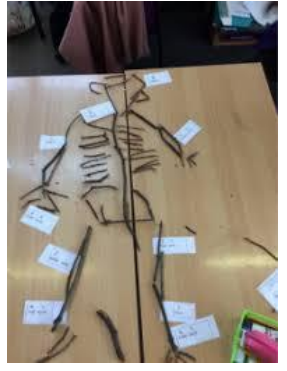
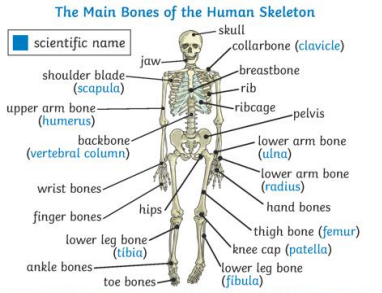


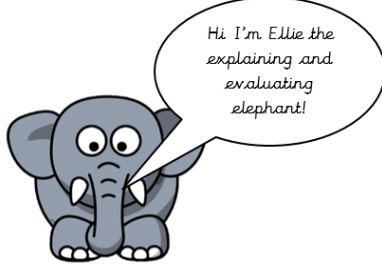


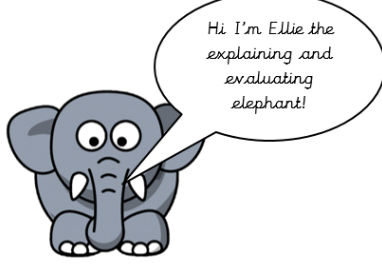


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## Sandal Primary School Medium Term Planning and Weekly Overview



Maths Policy	<table><tr><th>Objective &amp; Strategy</th><th>Concrete</th><th>Pictorial</th><th>Abstract</th></tr><tr><td>Grid method</td><td><p>Show the links with arrays to first introduce the grid method.</p><p>Move onto base ten to move towards a more compact method.</p><p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.</p><p>Fill each row with 125</p><p>Add up each column, starting with the ones making any exchanges needed.</p><p>Then you have your answer.</p></td><td><p>Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p><p>Bar model are used to explore missing numbers</p></td><td><p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p><table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table><p>210 + 35 = 245</p><p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p><table><tr><td>10</td><td>8</td></tr><tr><td>100</td><td>80</td></tr><tr><td>30</td><td>24</td></tr></table></td></tr></table> <div><p>Y3</p><p>MULTIPLICATION</p></div>				Objective & Strategy	Concrete	Pictorial	Abstract	Grid method	<p>Show the links with arrays to first introduce the grid method.</p>  <p>Move onto base ten to move towards a more compact method.</p>  <p>Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.</p>  <p>Fill each row with 125</p>  <p>Add up each column, starting with the ones making any exchanges needed.</p>  <p>Then you have your answer.</p>	<p>Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.</p>  <p>Bar model are used to explore missing numbers</p> 	<p>Start with multiplying by one digit numbers and showing the clear addition alongside the grid.</p> <table><tr><td>x</td><td>30</td><td>5</td></tr><tr><td>7</td><td>210</td><td>35</td></tr></table> <p>210 + 35 = 245</p> <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p> <table><tr><td>10</td><td>8</td></tr><tr><td>100</td><td>80</td></tr><tr><td>30</td><td>24</td></tr></table>	x	30	5	7	210	35	10	8	100	80	30	24	<table><tr><th>Objective &amp; Strategy</th><th>Concrete</th><th>Pictorial</th><th>Abstract</th></tr><tr><td>Division as grouping</td><td><p>Use cubes, counters, objects or place value counters to aid understanding.</p><p>24 divided into groups of 6 = 4</p></td><td><p>Continue to use bar modelling to aid solving division problems.</p><p>20 divided into groups of 5 = 4</p></td><td><p>How many groups of 6 in 24?</p><p>24 ÷ 6 = 4</p></td></tr><tr><td>Division with arrays</td><td><p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p><p>15 ÷ 3 = 5    5 x 3 = 15 15 ÷ 5 = 3    3 x 5 = 15</p></td><td><p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p></td><td><p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p><p>7 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7 35 ÷ 7 = 5 35 ÷ 5 = 7 4 x 28 = 112 7 x 28 = 196</p></td></tr><tr><td>Divide a 2-digit by a 1-digit using the multiplication tables that they know (2,5,10, 3, 4, 8)</td><td><p>96 ÷ 3 = 32</p></td><td></td><td><p>96 ÷ 3 = 32</p></td></tr></table> <p>Nurture Grow Succeed</p>	Objective & Strategy	Concrete	Pictorial	Abstract	Division as grouping	<p>Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>24 divided into groups of 6 = 4</p>	<p>Continue to use bar modelling to aid solving division problems.</p>  <p>20 divided into groups of 5 = 4</p>	<p>How many groups of 6 in 24?</p> <p>24 ÷ 6 = 4</p>	Division with arrays	<p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p>  <p>15 ÷ 3 = 5    5 x 3 = 15 15 ÷ 5 = 3    3 x 5 = 15</p>	<p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p> 	<p>Find the inverse of multiplication and division sentences by creating eight linking number sentences.</p> <p>7 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7 35 ÷ 7 = 5 35 ÷ 5 = 7 4 x 28 = 112 7 x 28 = 196</p>	Divide a 2-digit by a 1-digit using the multiplication tables that they know (2,5,10, 3, 4, 8)	<p>96 ÷ 3 = 32</p> 		<p>96 ÷ 3 = 32</p> 		
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Science Animals including humans  Bones and Skeletons	<p><b>Types of skeletons</b></p> <p>I can name the three different types of skeletons. I can explain the pros and cons of different types of 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>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</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><b>Functions of a skeleton and naming the bones</b></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> I can identify parts of the skeleton that protect the body. I can identify parts of the skeleton that support the body and help it move. I can explain how different parts of the skeleton work.</p> <p><b>Activity</b> What would happen if you had no bones in your body? Children discuss with talk partner and feedback. One pair to act out what would happen to their bodies if they had no bones (they should collapse in a heap on the carpet!). BIG BOOK Which part of the skeleton keeps your body upright?</p> <p><b>Activity</b> Group children according to ability and give each group a pre-cut. Cut out human</p>	<p><b>Dem Bones investigation</b> Use last week’s PPT</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> I can investigate an idea about how the human skeleton supports movement I can explain how to make a test fair. I can take careful measurements and record these on a table. I can draw conclusions from the results of the investigation.</p> <p><b>Activity</b> skeleton quiz as spiral starter</p> <p>Investigation - Can people with longer femurs jump further?</p>	<p><b>Joints</b></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> I can identify parts of the skeleton that protect the body. I can identify parts of the skeleton that support the body and help it move. I can explain how different parts of the skeleton work.</p> <p><b>Activity</b> What is a joint and where are they on your body? What are the purposes of joints? Identify/ name and label joints on the body. Classify types of joints (gliding joints, hinge joints, ball and socket joints). Explain how they work by make joints using plasticine/ playdoh and creating info</p>	<p><b>Muscles and Movement - What are muscles? Mighty Muscles</b></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> I can explain how muscles allow movement. I can identify pairs of muscles in the body.</p> <p><b>Activity</b> watch - <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw">https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw</a></p> <p>Make a model of the arm to show how the bones and muscles work.</p> <p>USE TWINKL/ HAMILTON TRUST</p>	<p><b>Muscles and Movement Investigation</b></p> <p>use Muscles and Movement folder</p> <p><b>Hamilton Trust</b> Do some people have stronger muscles because they use them more?</p> <p><b>OR - ask their own question plan their own investigation (see Twinkl)</b></p> <p><b>Success Criteria</b> I can set up a simple practical enquiry. I can make modifications to a simple practical enquiry I have set up. I can write an explanation for my findings. I can write an explanation linking my findings with general scientific ideas</p> <p><b>Working Scientifically</b></p> <p>1. Gather, record, classify and present</p>	<p><b>NEXT HALF TERM????</b></p> <p><b>Animal Diets</b> 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>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>																																				



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	<p>Education City - Children sort animals based on their skeletons.</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>Hi I'm Ellie the explaining and evaluating elephant!</p>	<p>bones sheet. Children construct the human skeleton with sellotape/split pins/blu tack and label with bone name cards. Encourage children to refer to the human skeleton on the IWB.</p> <p>SEND (supported outdoor activity) <b>SEND/ eme - use playdoh to investigate and observe what would happen if a body had no bones</b></p>  <p><b>Key Vocabulary</b> Protect, move, movement, support, skeleton, Vertebrate, invertebrate, bone Names of bones:</p>  <p>skull, cranium, rib, costal, rib cage, thoracic cage, collarbone, clavicle, ankle, talus, funny bone/ upper arm bone, humerus, leg bone (upper), femur, leg bones (lower), tibia, fibula, finger bones, phalanges, hand bones, metacarpals, shoulder blade, scapula, jaw, mandible, backbone,</p>	<p><b>Key Vocabulary</b> Skeleton, femur, fair test, accurate, conditions, measurement, accurate, length, distance, evaluation, conclusion, prediction</p>  <p>Hi I'm Polly the predicting and planning parrot!</p>  <p>Hi I'm Flo the fair testing flamingo!</p>	<p>card/ talking it through (video)</p> <p><b>Key vocab</b> joints, function, movement, ball and socket, freedom, pelvis, femur, hinge, flex, extend, humerus, radius, gliding, shaped, limited movements, wrist</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>Key Vocabulary</b> Muscle, muscles, pairs, contract, relax, contracted, relaxed, voluntary, involuntary.</p>  <p>Hi I'm Oscar the observing octopus!</p>  <p>Hi I'm Ellie the explaining and evaluating elephant!</p> <p>2021-2022 The activity below requires modelling balloons and looks more fiddly. <a href="https://www.risingstars-uk.com/blog/september-2018-(1)/muscle-making-with-balloons">https://www.risingstars-uk.com/blog/september-2018-(1)/muscle-making-with-balloons</a></p> 	<p>data in a variety of ways to help in answering questions.</p> <p>2. Use straightforward scientific evidence to answer questions or to support findings - pattern seeking enquiry.</p> <p><b>activity</b></p> <p>Investigate the question –Do some people have stronger muscles because they use them more?</p> <p>With guidance, decide what data to collect, how to tabulate it and how to share out the work in the group.</p> <p>With guidance display data as a scattergram and use it to look for a pattern in the data.</p> <p><b>Key vocab</b> Muscles, joints, tendons, contract, relax, biceps, triceps, data, scattergram</p>  <p>Hi I'm Oscar the observing octopus!</p>	
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		<p>vertebrae, wrist, carpals, hips, pelvis, knee cap, patella, foot bones, metatarsals, lower arm bones, radius, ulna, toe bones, breastbone, sternum.</p>  <p>Hi I'm Isaac the identify and classifying iguana!</p>				 <p>Hi I'm Polly the predicting and planning parrot!</p>	
<b>Geography</b>  Locational Knowledge  Place Knowledge  Human and Physical  Geographical Skills							
<b>History</b>  <b>Were the Romans really Rotten? Roman Britain</b>	<p>Continued from last half term)            Historical interpretation - Would you want to be a Roman soldier?</p> <p><b>March is women's history month...</b>address this through story time, VIPERS or linked to learning in lessons.            Have asked F.C if we can do Boudicca - waiting for reply            If not we may do ....            Theodora, Empress of Byzantium (c497-548) Empress of the Eastern Roman Empire.            She was one of the first rulers in history to recognise women's rights, altering divorce and property laws to give greater benefits to women.</p>	<p>Skill 2: Chronology            Roman Invasion of Britain</p>	<p>Skill 3: Cross Curricular Geography            Invading Britain and settling - why?</p>	<p>Skill 4: Historical Enquiry            What opposition did the Romans face?</p> <p>Boudicca</p> <p><b>Women's history month.</b></p>	<p>Skill 5: Historical Knowledge            To understand the achievements of the Romans and the impact they had on Britain</p>	<p>Skill 6: Historical Interpretation            Were the Romans really rotten?</p>	

### Sandal Primary School Medium Term Planning and Weekly Overview

<b>Art</b>  <b>3D sculpture Mount Vesuvius</b>	Complete 3D sculpture from last half term - papier mache volcano .  - paint	-					
<b>DT</b> <b>Cooking and Nutrition</b>  <i>End point: Design and create a healthy sandwich hygienically using peeling, chopping, slicing, grating with close supervision.</i>  <b>CHECK GRATERS/ SAFETY KNIVES</b>	<b>A balanced and healthy diet</b>  <b>Weekly SPIRAL - KNOWLEDGE OF the Eatwell plate.</b>  <b>Look at different sandwiches and decide if they are healthy or not? And explain why?</b>	<u><b>IEAs</b></u>  Where does food come from?  Seasonality and climate - origins of food in the UK  <b>Success Criteria -</b>  I know that vegetables and fruit grow in certain seasons  I know that climate affects food growth and alters the sweetness of food  I can describe benefits of using seasonal fruits and vegetables and the impact on the environment	<u><b>IEAs continued</b></u>  Are all sandwiches healthy? linked to eatwell Plate  <u><b>DMEAs</b></u>  <b>Planning to make a sandwich</b>  Healthy food choices and preferences using previous spiralled knowledge of the Eatwell Plate/ food pyramid	<u><b>FTs</b></u>  Cutting, grating and peeling Techniques and skills practised.  <b>Design \Brief</b> of a sandwich- why did The Earl of Sandwich want a sandwich?  Success Criteria : It needs to stay together!  Make editions to Plan from last week by adding skills, techniques and tools needed  <u><b>Skills:</b></u> Cutting and knife skills – Bridge hold and Claw hold to cut foods with a safety knife into evenly sized strips or cubes Grate and peel harder foods (e.g. apples, potatoes)	<b>DMEAs</b> Making the sandwich  Hygiene importance Cutting skills demonstrated. Grating safety.  <u><b>Skills</b></u> Cutting and knife skills – Bridge hold and Claw hold to cut foods with a safety knife into evenly sized strips or cubes Grate and peel harder foods (e.g. apples, potatoes)	<b>DMEAs</b> Evaluating the sandwich  How was the sandwich?  Did it serve its purpose (ie; did it stay intact with the filling in?)  Did you enjoy it?  How would you change and improve it and why?	
<b>Spanish</b>	<ul style="list-style-type: none"> <li><b>Catch up and consolidate previous learning</b></li> </ul>	Lesson 1:  ‘I’ conjugation of common ‘~ar’ verbs. <ul style="list-style-type: none"> <li>To begin to understand 1<sup>st</sup> person singular form of –ar verbs.</li> <li>To say what they are doing and ask someone else the question.</li> <li>To pronounce silent ‘h’ correctly.’</li> </ul>	Lesson 2: ‘I’ conjugation of common ‘~ar’ verbs continued. <ul style="list-style-type: none"> <li>To be able to read and say 1st person singular forms of –ar verbs.</li> <li>To understand 1st person singular form of –ar verbs.</li> <li>To ask and to respond to ‘¿Qué haces?’</li> </ul>	Lesson 3: ‘I’ conjugation of common ‘~ar’ verbs continued. <ul style="list-style-type: none"> <li>To secure learning of ~ar verbs.</li> <li>To understand 1st person singular form of –ar verbs.</li> <li>To ask and to respond to ‘¿Qué haces?’</li> </ul>	Lesson 4: ¡Escuchad! Classroom commands <ul style="list-style-type: none"> <li>To begin to understand some basic classroom commands.</li> <li>To respond to classroom commands.</li> <li>To pronounce ‘ci’ ‘ce’ correctly.</li> <li>To begin to understand the vosotros (plural you) conjugation of the imperative form.</li> </ul>	Lesson 5: ¡Mirad!  Classroom commands <ul style="list-style-type: none"> <li>To securely understand and respond to some classroom commands.</li> <li>Correctly pronounce ‘leed’.</li> <li>To begin to understand the vosotros (plural you) conjugation of the imperative form.</li> </ul>	

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<b>P.E</b> Net/Wall Tennis	The focus of the learning is to introduce how we win a game of tennis, thinking about where and why we throw the ball on the court..	The focus of the learning is to continue to explore how we win a game of tennis, thinking about where and why we throw the ball on the court.  Pupils will be introduced to how we can think one shot ahead to create space for winning shots.	The focus of the learning is to apply pupils' prior learning of the different ways we can win a point, into mini games.  Pupils will be introduced to mini ladder tournaments..	The focus of the learning is to introduce rackets.  Pupils will learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.	The focus of learning is to introduce the forehand shot.  Pupils will understand when and where to play the forehand shot in a mini game.	The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament..	
Invasion games: Rugby Coach	<ul style="list-style-type: none"> <li>I can change speed and direction when moving</li> <li>I can pass accurately when standing still</li> <li>I can catch successfully when standing still</li> </ul>	<ul style="list-style-type: none"> <li>I can change direction and speed confidently when moving</li> <li>I can pass accurately when moving</li> <li>I can tag players wearing a tag belt using hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>I can understand what passing backwards means</li> <li>I can tag players effectively using my hands and eyes</li> <li>I understand what an offside line</li> </ul>	<ul style="list-style-type: none"> <li>I can work to an offside line effectively</li> <li>I can tag players well confidently</li> <li>I can pass backwards comfortably</li> </ul>	<ul style="list-style-type: none"> <li>I know where I should pass</li> <li>I can tag players efficiently in a game</li> <li>I play to an offside well confidently</li> <li>I can play games of tag rugby</li> </ul>	<ul style="list-style-type: none"> <li>I can use all my skills in a game of tag rugby.</li> <li>I can successfully kick for accuracy.</li> <li>I can successfully in small sided games.</li> </ul>	
<b>Music</b> <b>Planned and taught by JD</b>  <b>3P</b> - Whole Class Instrumental Lessons - Recorder  <b>3S</b> - Pentatonic melodies and composition - Theme: Chinese New Year	<b>Lesson 1: Dragon Dance</b>  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  <b>Learning Objectives</b>  To learn about the music used to celebrate the Chinese New Year festival	<b>Lesson 2: Pentatonic scale</b>  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  <b>Learning Objectives</b>  To play a pentatonic melody	<b>Lesson 3: Letter notation</b>  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  <b>Learning Objectives</b>  To write and perform a pentatonic melody	<b>Lesson 4: Enter the Dragon</b>  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	<b>Lesson 5: Final Performance</b>  Each group uses tuned and untuned percussion instruments to perform their final compositions  <b>Learning Objectives</b>  To perform a piece of music as a group		
<b>PSHE</b>  <b>Relationships</b>	<b>Family Roles and Responsibilities</b>  I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females  I can describe how taking some responsibility in my family makes me feel	<b>Friendships</b>  I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener  I know how to negotiate in conflict situations to try to find a win-win solution	<b>Keeping myself safe</b>  I know and can use some strategies for keeping myself safe  I know who to ask for help if I am worried or concerned	<b>Being a Global Citizen (1)</b>  I can explain how some of the actions and work of people around the world help and influence my life  I can show an awareness of how this could affect my choices	<b>Being a Global Citizen (2)</b>  I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.  I can empathise with children whose lives are different to mine and appreciate what I may learn from them	<b>Celebrating my Web of relationships.</b>  I know how to express my appreciation to my friends and family  I enjoy being part of a family and friendship groups	



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<b>ICT</b> <b>Planned and taught by GH</b>	<b>CONTINUED FROM SPRING 1 3.4 Touch typing</b>  To practice and improve the speed of touch typing skills.  <b>Success Criteria</b> *Children can type full words using the correct fingering. *Children can type a series of words with speed and accuracy.	<b>EMAILS</b> To think about the different methods of communication.  <b>Success Criteria</b> * Children can list a range of different ways to communicate. • Children can use 2Connect to highlight the strengths and weaknesses of each method.	<b>EMAILS</b> To open and respond to an email. To write an email to someone, using an address book.  <b>Success Criteria</b> *Children can open an email and respond to it. • Children have sent emails to other children in the class.	<b>EMAILS</b> To learn how to use email safely.  <b>Success Criteria</b> *Children have written rules about how to stay safe using email. • Children have contributed to classmates' rules.	<b>EMAILS</b> To learn how to use email safely.  <b>Success Criteria</b> Children have created a quiz about email safety which explores scenarios that they could come across in the future.	<b>EMAILS</b> To add an attachment to an email.  <b>Success Criteria</b> Children can attach work to an email. • Children know what CC means and how to use it.	
<b>RE</b> <b>key Questions:</b> <b>What do Christians believe about a good life?</b>  <b>UPDATED 2023</b>  <b>I have missed out the lesson on Noah and what it means to keep a promise as we did this during Autumn term 2022</b> <b>waiting for reply to query with O.S</b>	Why is the Bible such a special book for Christians?  <b>Success Criteria</b> *Understand why the Bible is such an important book for Christians *Develop an awareness that Jesus is a particularly special person for Christians and that he told stories to spread the word of God. *Think of some questions to ask a Christian.	What are the rules for a good life in the Old Testament?  What are the rules for living a good life?  <b>Success Criteria</b> *Develop an awareness of Christian rules and what Christianity has to say about 'right' and 'wrong', values and commitment.	What does the story of The Feeding of the Five Thousand tell Christians about how to live a good life?  How do you show sharing in your own life?  <b>Success Criteria</b> *Identify and describe one of Jesus' miracles *Learn that Jesus led by example. *Learn that Jesus taught about the obligation to care for others. *Think about the aspect of sharing in their own lives.	<b>Have asked O.S if we can miss this as we covered it in Year 2 - then we can do the lesson in the last column.</b>  What does the Parable of the Good Samaritan tell Christians about how to live a good life?  Who is your neighbour?  <b>Success Criteria</b> *Learn that Jesus taught his message by using parables. *Jesus taught an obligation to care for and help others. *Jesus taught to love your neighbour. *Reflect on what we can learn from a parable of Jesus.	What does the Parable of The Prodigal Son tell Christians about how to live a good life?  What does forgiveness mean?  <b>Success Criteria</b> *Know that stories Jesus told were a way of teaching people about God, how to behave, and how to treat each other. *Understand that stories often contain inner meanings and messages. *Know that Jesus taught that people should forgive one another as an example of loving others. *Know that there are benefits to forgiving others as well as difficulties.	What do the Bible stories of Jesus healing others tell Christians about how to live a good life?  How do you show others you care?  <b>Success Criteria</b> *Appreciate that Jesus demonstrated love to, and sympathy with, the sick. *Understand the Christians believe that Jesus cared for and healed people. *Consider the qualities of kindness and caring.	How can pupils apply teachings from the Bible to how to live a good life?  <b>Success Criteria</b> *Learn that elements from within religion could be applied to situations they experience in their own lives.