

<p style="text-align: center;">English</p> <p>Spring 1: Learning Journey 1 Text: <i>Pebble in my Pocket</i> by Meredith Hooper Outcome: Explanation Text Guided Reading Texts <i>Round the World in 80 Days</i> by <i>Usborne</i></p> <p>Learning Journey 2: Text: <i>The Secret of Black Rock</i> by Joe Todd Stanton Outcome:</p> <p>Spring 2: Learning Journey 1: Text: <i>King of the Cloud Forests</i> by Michael Morpurgo Outcome: Diary Guided Reading Texts <i>Pebble in my Pocket</i> by Meredith Hooper / <i>Circle</i></p> <p>Learning Journey 2: Text: <i>Jack and the Baked Bean Stalk</i> by Colin Stimpson Outcome: Play script Guided Reading Texts <i>Jack and the bean stalk</i> by <i>Usborne</i></p>	<p style="text-align: center;">Maths –</p> <ul style="list-style-type: none"> • Right angles • Manipulating the additive relationship and securing mental calculation • Column addition • 2, 4, 8 times tables • Column subtraction 	<p>Longitudinal Study – animals (How does removing the ivy affect the feeding relationships in the woodland?)</p> <p>Idea 1: In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten. If the population of one organism in the chain or web is affected it has a knock on effect to all the others.</p> <p>Idea 2: Environmental change (the seasons, human activity, climate change) affects different organisms differently and therefore different habitats differently because all organisms in a habitat are interdependent.</p> <p>Longitudinal studies Children should raise and explore questions that <i>demand</i> the identification and classification of creatures and plants in their local environment (insects, spiders, birds, mammals, reptiles and amphibians). Questions should require children to consider how environmental change (the seasons, human activity, climate change) affects different organisms within their environment differently and therefore different habitats differently because all organisms in a habitat are interdependent.</p>	<p>Science Solids, liquids and gases (8 sessions)</p> <p>Chapter 1: Properties of solids, liquids and gases.</p> <p>Chapter 2: Changing state.</p> <p>Chapter 3: Melting, freezing, boiling and condensation temperatures.</p> <p>Chapter 4 What happens at the melting temperature?</p> <p style="text-align: center;">Plants and their food production</p> <p>Session 1: Recap substantive knowledge from Year 2 unit on plants- new plants. How are new plants made? Key vocabulary: flowering plants, reproduction, germination, roots, shoots, leaves, flowers.</p> <p>Session 2: Key vocabulary- viscosity, state, solution, gravity, solid, liquid, gas</p> <p>Session 3: Revisit properties of solids, liquids and gases.</p> <p>Session 4: Review what happens to something when it is heated</p> <p>Session 5: Key vocabulary- evaporate, condense, freeze</p> <p>Session 6: Reading a range of scales to measure temperature</p> <p>Session 7: Key vocabulary- melt, boil, freeze, condense, evaporate</p>
<p>PE: Spring 1: Gymnastics: Perform in a group actions and movement with control, coordination and variety with a clear start and finish. – Choose and plan sequences of contrasting actions – Adapt sequences to suit different types of apparatus. Identify different muscle groups used in different moves and actions; suggest warm up activities. – Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved. Invasion games</p> <p>Net/wall games: Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. – Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly. – Recognize how net games make the body work. – Talk about how net games make the body work.</p>	<p>Year 3</p> <p>Spring Term – Mountains, Earthquakes and Volcanoes</p> <p>Why should I shout it from the mountain tops?</p> <p>Visit: Testwood Lakes – Soils</p>	<p>Mountains and Earthquakes (Himalayas and Nepal)</p> <p>Step 1: Launchpad:</p> <p>Step 2: Question: Where in the world is Asia and what is it like? Chn identify the continents and oceans bordering Asia. Chn read maps to find out about Asia’s environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass.</p> <p>Where in Asia is Nepal and what is it like? Chn locate Nepal using key vocabulary including its position within Asia, bordering countries and oceans. Chn identify the time in Nepal compared to the UK. Chn plot and plan a journey from the UK to Nepal. Chn read maps to find out about Nepal’s environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified using the eight points of a compass</p> <p>Step 3: Investigate (skills): How did Mr Ayling use Mount Kilimanjaro? Chn predict their answer to the key question with yes or no and suggested reasons. Chn identify the location of mountains ranges or the tallest mountains around the world including Mount Kilimanjaro, Mount Everest, and the Himalayas. Chn describe the location of some of the mountains.</p> <p>How do we use hills and mountains in the local area?</p>	
<p>Spring 2 Dance (Easter): Improve freely, translating ideas from a stimulus into movement. – Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control. – understand the importance of activity to their health and wellbeing. – Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment. Net/wall games / and Striking and fielding games: Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. – Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. – Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies. – Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>Music – Aural and Rhythm Games Performance opportunity – Jack and the beanstalk evening performance to families and friends. Learn the 8 songs for the musical and put the drama together. Play and perform in solo and ensemble context, using voices and instruments musically, with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Sing and perform the Mountain song and Volcano Rock increasing accuracy, fluency, control and expression, being aware of different levels of dynamics.</p> <p>Compose a short piece of music using a graphic score</p> <p>Appreciate high quality music when watching and listening to an orchestra performing Hall of the Mountain King and learn about a great composer – Grieg</p> <p>Using musical notation, treble clef and bass clef to do musical maths and write musical rhythms in 4 time.</p>	<p>Step 4: Connect, compare and patterns: How do people in the Himalayas use mountains? What caused the Nepalese earthquake?</p> <p>Step 5: Conclusions: Can we predict and prepare for an earthquake? Where in our school is the riskiest?</p> <p>Step 6: Communicate: Are mountains more suited to tourists or locals?</p> <p>Art – Landscape inspired art</p> <ul style="list-style-type: none"> - Abstract landscapes Antarctica art, Nerys Levey, Debbie Hide - Mountain art, Robert Delaunay <p>Hokusai inspired mountains, linked to Picasso.</p> <p>Drawing – initial sketches as preparation for painting, draw both negative and positive shapes</p> <p>Colour/ Painting – colour mixing, make colour wheels, introduce different types of brushes, techniques – apply colours using dotting, scratching, splashing.</p>	
<p>PSHE (Jigsaw)</p> <ul style="list-style-type: none"> - Dreams and Goals - Healthy Me 	<p style="text-align: center;">RE: Remembering Salvation</p> <p>Spring 1: Concept Remembering Context <i>Festival of Holi</i> Evaluate and Explain <i>Evaluate the importance of remembering by describing how Hindus value the celebrations and devotions paid to Vishnu</i></p> <p>Spring 2: Concept Salvation <i>Context: Why do Christians call the day Jesus died Good Friday?</i> Evaluate and Apply: <i>Explain links between the Gospels and how Christians today mark and celebrate the Easter events</i></p>	<p>ICT</p> <p>Spring 1: Information Technology – Using iPad art package to draw Hokusai artwork: Use a variety of software to accomplish given goals.</p> <p>Spring 2: Digital Literacy – link to Healthy Me – Jigsaw</p> <p>Piece 4</p>	