



Year Group: 3

Term: Spring 1

Subject	Learning
History	Taught in other half terms
Geography	<p><b>Geography: Continent Focus: South America</b>  <b>Brazil and Rainforests - Physical focus</b></p> <ul style="list-style-type: none"> <li>● name and locate a number of South American countries</li> <li>● name and locate a number of major cities in Brazil</li> <li>● understand some of the key physical features of South America</li> <li>● to compare the similarities and differences between Brazil's physical features, children's local area and other places studied</li> <li>● Children discover the physical features of <b>Brazil</b>. They are introduced to the concept of <b>climate zones</b> and their environmental impact.</li> </ul> <p><b>Key Vocabulary</b>  Brazil, Argentina, Chile, Peru, Columbia, Brasillia et al , Amazon Rainforest, The Amazon River</p>
MFL	<ul style="list-style-type: none"> <li>● To learn the names of animals.</li> <li>● To learn the names of instruments.</li> </ul>
Art	<p><b>Paper Sculpture:</b>  <b>Artist -Robert Sweeney</b></p> <p>Knowledge</p> <ul style="list-style-type: none"> <li>● To compare the work of different artists.</li> <li>● To explore work from other cultures.</li> <li>● To explore work from other periods of time.</li> <li>● To begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>● To add onto their work to create texture and shape.</li> <li>● To add texture to a piece of work.</li> </ul> <p><b>Key Vocabulary</b>  amate, construct, manipulate, origami, origins, papyrus</p>
RE	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>● How does a Muslim show their <b>submission</b> and obedience to Allah?</li> </ul> <p><b>Key Vocabulary</b>  obey, submit, serve, Allah, Idols, one, free, Bismallah, Salat, Adhan, Muezzin, mu'adhin</p>

<p>Science</p>	<p><b>Animals including humans</b></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> <li>● 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</li> </ul> <p><b>Key Vocabulary</b> skeleton, skull, bones, muscles, movement, support, protection, nutrition</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> <li>● <b>Asking relevant questions and using different types of scientific enquiries to answer them. (TAPS 'Plan' – Investigating the human skeleton)</b></li> <li>● Setting up simple practical enquiries, comparative and fair tests.</li> <li>● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>● *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>● Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>● Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><b>Key Vocabulary</b> relevant question, predictions</p>
<p>PE</p>	<p>Fitness</p> <ul style="list-style-type: none"> <li>● Show balance, coordination and technique when running at different speeds, stopping with control.</li> <li>● Link running, hopping and jumping actions using different take offs and landing.</li> <li>● Demonstrate balance when performing other fundamental skills.</li> <li>● Show balance when changing direction in combination with other skills.</li> <li>● Can coordinate their bodies with increased consistency in a variety of activities.</li> <li>● With support, compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Key vocabulary</b> Speed, power, strength, accurately, higher, pace, control, faster and further.</p> <p>School games value: respect</p>
<p>PE with Total Sports</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>● Complete balances with increasing stability, control and technique.</li> <li>● Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</li> <li>● Demonstrate increased flexibility and extension in their actions.</li> </ul>

	<ul style="list-style-type: none"> <li>Choose actions that flow well into one another both on and off apparatus.</li> </ul> <p><b>Key vocabulary</b> Flow, explore, create, matching, interesting, control and contrasting.</p> <p>School games value: respect</p>
Computing	<p>Discovery Coding Level 2 Unit 2 – 1 lesson complete to at least ‘build’ task. (Hungry Migbod) plus debugging.</p> <ul style="list-style-type: none"> <li>To learn that one object can be used to control another object.</li> </ul> <p><b>Key Vocabulary</b> output, input, button.</p> <p><b>E-safety</b> Pixl Lesson 3 – communicating online</p> <p><b>Key Vocabulary</b> Communication, blog, vlog, email</p>
Music	<p><b>Title of unit: Three Little Birds</b> <b>Style of main song: Reggae</b> <b>Unit theme: Reggae and animals</b> <b>Performance focus: Playing their instruments, following a given piece.</b></p> <p><b>Listening:</b> Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song. Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march. Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Reggae music.</p> <p><b>Copying rhythms:</b> Play and copy back rhythms, on a glockenspiel using up to 2 notes (C + D).</p> <p><b>Sing:</b> In unison.</p> <p><b>Play instruments:</b> With the song by ear, or from notation. Using up to 3 notes (C, D + E).</p> <p><b>Improvise:</b> using the up to 3 notes (C, D + E).</p> <p><b>Compose:</b> A simple melody using simple rhythms, choosing from notes C, D + E or C, D, E, F + G. .</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p><b>Key Vocabulary</b> Unison, structure, introduction, verse, chorus, reggae music, keyboards, drums, bass, electric guitars, organ, backing vocals, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, pentatonic scale.</p>
PSHE and RSE	<p>DEFORESTATION - GLOBAL COMMUNITY AND COMPARISON WITH RAINFOREST TRIBE COMMUNITY</p> <p>Core Theme 3: Living In The Wider World</p> <p>Communities</p> <ul style="list-style-type: none"> <li>L6. about the different groups that make up their community; what living in a community means</li> <li>L7. to value the different contributions that people and groups make to the community</li> </ul> <p>Economic wellbeing: Aspirations, work and career</p>

	<ul style="list-style-type: none"> <li>● L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>● L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> </ul> <p>MONEY MATHS LINK Economic wellbeing: Money</p> <ul style="list-style-type: none"> <li>● L17. about the different ways to pay for things and the choices people have about this</li> </ul> <p><b>Key Vocabulary</b> community, contribution, aspiration, goals</p>
DT	Taught in Spring 2
British Values	Democracy <ul style="list-style-type: none"> <li>● What this means and how it is demonstrated in school.</li> <li>● The Farmer’s Cart fable: Why is democracy important?</li> </ul>
SMSC	<ul style="list-style-type: none"> <li>● Moral obligations – deforestation</li> </ul>