

Dolphins	Year B3 / Spring 2025 13 weeks
Key Question	<i>Why is there 'water, water everywhere'?</i>
Hook/trip	Severn Trent Water Visit
English JC genres of writing Writing Genres Key books	Persuasive letters, Narrative writing with suspense, balanced argument Persuasive writing; short stories with suspense; debate; grammar - sub clauses, grammar vocabulary, speech, figurative language, emotive language. Kensukes Kingdom (Michael Morpurgo) , Flood (Alvaro F Villa)
Maths Key areas of learning	Four operations arithmetic revision; Fractions; Area & Perimeter; Decimals & Percentages; Beat That Maths; Algebra; Ratio & Proportion
Science Scientific Knowledge Working Scientifically	Properties and Changes in Materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; demonstrate that dissolving, mixing and changes of state are reversible changes; explain that some changes result in the formation of Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Art and Design	Mixed Media Textiles/collage National gallery Take One Picture- The Water Lily Pond by Monet . Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design; Record their observations and use them to review and refine; Learn about artists and how their work influenced (or was influenced by) society

Computing	E- Safety & Unit 3 Programming A (Y5 and Y6) Pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world; design and debug programs that accomplish specific goals; use information technology to create and debug increasingly complex programs; use logical reasoning to detect and correct errors in programs; select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Design & Tech.	Textiles Eco friendly shopping bags CAD- Design and create a shopping bag from recycled materials.use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; investigate and analyse a range of existing products. Technical Knowledge - apply their understanding of computing to program, monitor and control their products.
Geography	Our Changing World - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes; understand geographical similarities and differences through the study of human and physical geography; pupils undertake an investigative study about a country of your own choosing- focusing on water, weather and climate in that country
History	What was life like for workhouse children in Nineteenth century? Understand how we learn about the past including how evidence is used and why we get contrasting arguments and interpretations; Understand historical concepts, make connections, analyse trends and create their own structured accounts, including written narratives and analyses; Learn how to interpret visual sources of information;Gain a historical understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
Languages	Spanish: Presenting myself & The date
Music	Unit 3 Rhythm - improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations

PE	Gymnastics, Basketball, Bleep Test, Dance & Fitness, Hockey and Netball
PSHE	C Working together & HSL Personal Safety Rights and responsibilities as members of families, other groups and ultimately as citizens. How to respond in an emergency.
Religious Ed.	<p>U2.7 Why do Hindus want to be good? Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.; Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live; Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.; Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>UC Salvation: What difference does the resurrection make to Christians? Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>
Key Vocabulary	Compare; group; condensation; evaporation; separation; precipitation; flow; rivers; oceans; seas; environment; waste; pollution; erosion; sediment; sedimentation; filtration; solution; mixture; instructions; time connectives; powerful verbs; method; equipment; ingredients; order; bullet points; fraction; numerator; denominator; improper; proper; unit; non-unit; equal; part; whole; percentage; decimal; 100ths; 1000ths; dharma; karma, samsara, moksha; Hindu