

| Turtles | | Year B3 / 2025 12 weeks | |
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| Key Question | | <i>Poles Apart</i> | |
| English | | | |
| JC genres of writing | | Poetry, letters, narrative, non-chronological report | |
| Writing genres | | Newspaper article, character profiles, persuasive writing | |
| Key books | | Pugs of the Frozen north, The Ice Palace- Robert Swindells, Winter poems | |
| Maths | | Rapid recall of maths facts | |
| Key areas of learning | | Multiply and Divide, Fractions, Length and Perimeter and Mass & Capacity | |
| Science | | Forces & Magnets | |
| Scientific Knowledge | | Compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing | |
| Working Scientifically | | Setting up simple practical enquiries, comparative and fair tests; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; | |
| Art and Design | | Mixed Media/Collage National gallery Take One Picture - 'Men of the Docks' - George Bellows . 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 | |

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| Computing | <p>E- Safety & Unit 3 (Y3 and 4) Programming A 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</p> |
| Design & Tech. | <p>Textiles - Drawstring bag 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 ;generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; 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; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> |
| Geography | <p>Hemispheres & Tropics- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water- Focus on Arctic and Antarctica.</p> |
| History | <p>Anglo Saxons & Vikings- To learn about the settlements and invasions within Britain; including the Romans, the Anglo-Saxons and the Vikings and how they still impact today; Understand the connections between local, regional, national and international history across a variety of areas</p> |

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| Languages | Spanish : I know how....Fruits (see KO for more details) |
| Music | Unit 3 Rhythm -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; 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; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music |
| PE | Gymnastics, Dance, Bleep Test, Basketball, Fitness and Hockey |
| PSHE | HSL RSEd 1 & HSL Personal Safety Ways of keeping physically and emotionally safe. Managing change. How to respond in an emergency. |
| Religious Ed. | L2.8 What does it mean to be a Hindu in Britain today?, Describe how Hindus show their faith in families and communities. Identify terms - dharma, Santana dharma and Hinduism. Make links between Hindu practices and way of life. 2.5 UC Salvation - Why do Christians call the day Jesus died 'Good Friday?' Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. |
| Key Vocabulary | Force; push; pull; friction; surface; magnet; magnetic; magnetic field; pole; north; south; attract; repel; compass; add; more; extra; increase; gain; plus; sum; subtract; less; take-away; difference; minus; whole; part; group; addition; subtraction; total; altogether; more; less; more than; less than; similar; different; nearly; almost; combine; separate; digit; number; place; value; ones; tens; hundreds; thousands; ten thousands; decimals; tenths; hundredths; multiply; times; column method; grid method; repeated addition; group; multiplication; tables; division; divide; grouping; sharing; repeated subtraction; inverse; chunking; bus shelter; clock; hands; hour; minute; past; quarter; half; digital; analogue; long; short; clockwise; anti-clockwise; seconds; day; week; month; year; decade |