

Half Termly Curriculum Plan Spring 2 2024

Year 3									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Geography		Atlas Continents Human features Physical features Equator Tropic of Capricorn Tropic of Cancer Rainforest Climate Northern hemisphere Southern hemisphere Tectonic plates Friction Earthquake Crust Magma Lava Crater Main vent	<u>Around the World</u> • Identifying key human geographical features, naming and locate the Arctic Circle	<u>Around the World</u> • Learning what life is like in the Arctic and how intuits live / adapt to those conditions • Writing a diary entry from the perspective of an Inuit child	<u>Around the World</u> • Naming and locating Antarctica on a map, identifying various physical features. • Comparing life in the Arctic to life in Antarctica.				

		Magma Chamber Innuits Arctic Circle Antarctica							
Computing	<u>We are researchers – Yr 2</u>	Vlogging Search Engine Internet Presentation Script Screen Record Creative Commons Copyright Images Audio	<u>We are Vloggers</u> L.I. – To research the topic ● I know what to do if I have concerns about things on the internet at school. ● I understand how search engines work. ● I can use Google Safe Search to find facts.	<u>We are Vloggers</u> L.I. – To plan the presentation ● I can plan a presentation that includes an introduction, a well-thought-through argument and a conclusion. ● I can search for appropriate images online. ● I can see the importance of using copyright free images.	<u>We are Vloggers</u> L.I. – To source content ● I know things on the web are stored on other computers. ● I know that information on the web is transmitted as numbers. ● I know search results are based on the key words I type in.	<u>We are Vloggers</u> L.I. – To complete a script and rehearse ● I can find facts online and check these facts for authenticity. ● I know what makes an effective presentation. ● I can proofread, edit and rehearse my presentation.	<u>We are Vloggers</u> L.I. – To record a presentation ● I can record a good presentation. ● I can convert my recording into a standard digital format that can be watched easily by other people. ● I can use Creative Commons licensed images.		Assessment based on final edited Vlog.

Art and Technology		Fit for purpose Specification Generate Refine Design brief Identify Functional Elements Appropriate Properties Characteristics Millimetre Adhesive Pulley Gears Lever Mechanisms Transference of force Evaluate	L.I. – I can create different mechanisms following my evaluation • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.	L.I. – I can create different mechanisms following my evaluation • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.	L.I. – I can create different mechanisms following my evaluation • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.	L.I. – I can create different mechanisms following my evaluation • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.	L.I. – I can share my final product with the intended recipients • Use their design criteria to evaluate their completed products		
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Religious Education			L.I. – To examine and define the terms philosophy, knowledge and wisdom • Talk about the difference between knowing and believing	L.I. – I can discuss and compare facts, beliefs and opinions • Talk about the difference between knowing and believing	L.I. – I can investigate how we learn to behave • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	L.I. – I can compare and contrast differences between religious beliefs, practices and rituals • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.	L.I. – I can evaluate the impact of different beliefs on moral decision making • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.		
Music	A basic understanding of Musical Notation taught throughout EYFS & KS1.	Pitch (B, A, G). Stave / Staff. Time Signature. Bar Lines.	Recap & model good posture & technique required to play the	Recap previous learning on the Recorder & extend by working	Recap previous learning on the Recorder & extend by working	Recap previous learning on the Recorder & extend by working	Recap previous learning on the Recorder & extend by working	Recap previous learning on the Recorder by revisiting everything learned	General recap of progress made during this half term.

	Introduction to playing recorders Year 3 / Spring 1	Notation / Rests. Crotchet /Minim. Dynamics (p, mp, mf, f).	Recorder successfully. Recap previous learning on the Recorder using: Charanga Instruments Recorders Act 1	through using: Charanga Instruments Recorders Act 1	through using: Charanga Instruments Recorders Act 1	through using: Charanga Instruments Recorders Act 1	through using: Charanga Instruments Recorders Act 1	through Spring Terms 1 & 2 using: Charanga Instruments Recorders Act 1 Complete the Charanga – Inspira – Term 1 'Children's Self-Assessment'.	Charanga – Inspira – Term 1 'Children's Self-Assessment'.
PSHE		Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Labels Sugar Fat Healthy Drugs Attitude Safe Anxious Scared Strategy Advice Harmful Risk Feelings Body Health	I understand how exercise affects my body and know why my heart and lungs are such important organs	I know that the amount of calories, fat and sugar I put into my body will affect my health	I can tell you my knowledge and attitude towards drugs	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help	I can identify when something feels safe or unsafe	I understand how complex my body is and how important it is to take care of it	

Foreign Languages	Remember and use core language from Autumn Term numbers to 10, express their age, months of the year and days of the week. Can attempt to say and write the date.	Quel âge as-tu?- How old are you? J'aians – I am years old onze- 11 douze- 12 treize- 13 quatorze- 14 quinze- 15 (Up to 20: seize- 16 dix-sept -17 dix-huit- 18 dix-neuf- 19 vingt- 20)	I can learn about French traditions and take part in carnival celebrations	I can say and write some numbers between 1 and 15	I can ask and answer 'how old are you?'	I can take part in a simple dialogue about myself using familiar questions	I can read and write dates in French		PLN Puzzle it Out Assessment Stage 1, Spring 2
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