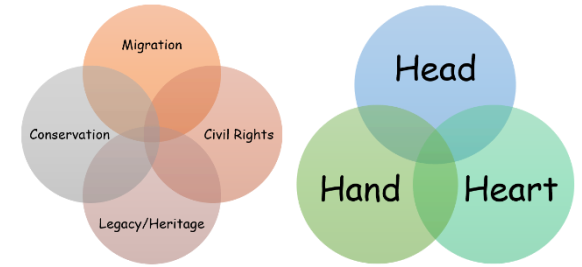




Riversdale Primary School

Medium Term Planning



Year Group	Year 3
Term	Spring 2

Learning Overview

This half term, the pupils in Year 3 will continue their learning around the Roman Empire and their impact/legacy in Britain. They will be introduced the key figure Boudicca, and how her rebellion was a contributing factor to the withdrawal of the Roman Empire from Britain. In Art and Design the children will build on their understanding of drawing from the Autumn term focusing specifically on how texture, surface detail and shading can be used to create a realistic drawing of an animal, inspired by the work of a significant artist. In Religious Education, the pupils will explore the concept of a Guru in relation to Sikhism. In geography, the pupils will continue to compare an area of the UK (London) with an area of Italy (Rome) looking specifically at how land use and landmarks feed into their economic activity. In science, they will deepen their understanding of working scientifically, in relation to the topic of plants. This half term will also see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> Queen of Darkness WORLD BOOK DAY BOOK 	

Significant People Past & Present	
<ul style="list-style-type: none"> Jean-Louis Sauvat (Art) Boudicca (History) 	<ul style="list-style-type: none"> Guru Nanak (RE) Guru Gobind Singh (RE)

Linked UNCRC Articles

- Article 5: Family Guidance as Children Develop
- Article 6: Life, Survival & Development
- Article 14: Freedom of Thought & Religion
- Article 15: Setting Up or Joining Groups
- Article 24: Health, Water, Food, Environment
- Article 27: Food, Clothing, Safe Home
- Article 30: Minority Culture, Language & Religion

Subject	Consolidating: <small>What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?</small>	Head* <small>What substantive KNOWLEDGE should the children learn?</small>	Hand* <small>What disciplinary knowledge and SKILLS should the children learn?</small>	Heart* <small>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?</small>
Writing:	Year 2: <ul style="list-style-type: none"> • Know that a non-chronological report needs a clear and simple title that tells the reader what the report is about (e.g. All About Sparrows or Amazing Dinosaurs). • Understand that a brief introduction tells the reader what the report is about. • Know that a conclusion summarises the main points of the report. • Recognise that information should be organised into sections based on specific categories (e.g. What Sparrows Eat, Where They Live). • Know that each section focuses on one key idea to make the report clear. • Identify that subheadings help to organise information and make it easier for the reader to find details (e.g. What Do Sparrows Eat?). • Recognise that present tense is used when writing about things that are still true (e.g. Sparrows build their nests in trees). • Know that past tense is used when writing about things from the past (e.g. Dinosaurs lived millions of years ago). • Understand that a non-chronological report includes facts, not opinions. 	NON-CHRONOLOGICAL REPORT: <ul style="list-style-type: none"> • Know that a non-chronological report must have a simple yet engaging title to draw the reader's attention. • Understand that a clear introduction is needed to explain what the report is about. • Recognise that a conclusion summarises the key points. • Know that information should be organised into paragraphs, with each paragraph shaped around a key topic sentence. • Recognise that subheadings help to organise the content clearly. • Identify that additional or interesting facts can be signposted using phrases like Did you know...? • Understand that a simple glossary can be used to define technical language. • Know that simple sentences can be expanded with extra detail using expanded noun phrases and adverbs. • Recognise that complex sentences can be formed using subordinating conjunctions such as when, if, and as. • Understand that adverbial phrases can add more detail to sentences. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A non-chronological report comparing London and Rome, including human and physical features. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A short 3rd person narrative inspired by the school's selected World Book Day text. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade: <ul style="list-style-type: none"> • A persuasive Speech as Boudicca to persuade the tribe to fight back against the Romans. Handwriting: <ul style="list-style-type: none"> • Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting. Composition: <ul style="list-style-type: none"> • Plan writing by discussing and recording ideas within a given structure. 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> • Recognise that formal language should be used to inform the reader (e.g. Sparrows are small birds that can be found all over the world). • Know that linking words like because, so, and if can help to explain information (e.g. Sparrows eat seeds because they need energy to fly). • Recognise that simple conjunctions (e.g. and, but, or) can be used to join facts together. • Identify that capital letters are used for proper nouns (e.g. Europe, Tyrannosaurus Rex). • Know that full stops, question marks, and exclamation marks must be used correctly. <p>Year 3:</p> <ul style="list-style-type: none"> • Identify the difference between 1st and 3rd person. • Explain the format and structure of a 1st person narrative, including a clear beginning, middle and end. • Explain what adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing. • Know how to punctuate speech in a narrative piece, including the term inverted commas. • Define the reporting verb and how this can be changed to add specificity and engagement. • Explain the format and structure of a non-chronological report, including the concept of subheadings for clarity. 	<ul style="list-style-type: none"> • Know that nouns and pronouns should be used to avoid repetition. • Recognise that nouns can be formed using a range of prefixes. • Understand that adjectives should be chosen carefully to match the context. • Identify that conjunctions can express time and cause. • Know that present perfect verbs can be used where appropriate. • Recognise that tense should be consistent throughout the report. • Understand that possessive apostrophes must be used correctly for plural nouns. • Know that commas should be used to separate adjectives in a longer expanded noun phrase. • Identify that adverbs can express time and cause. • Understand that prepositions help to add specificity to descriptions. <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> • Know that time and place should be referenced to guide the reader. • Understand that narratives must be organised into paragraphs. • Recognise that cohesion is strengthened by referring to characters using nouns and pronouns. • Know that simple sentences can be expanded with extra description using expanded noun phrases. • Recognise that complex sentences can be formed using conjunctions such as because, which, where. • Identify that tense must be consistent, typically past tense for narration and present tense in dialogue. • Understand that realistic and conversational dialogue should be used. • Know that specific verbs should be used to describe action. 	<ul style="list-style-type: none"> • Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning. • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure. 	
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- Recognise that adjectives should be chosen carefully for the intended impact.
- Understand that a range of adverbials should be used to add detail.
- Know that time conjunctions and adverbials help to guide the reader.
- Recognise that a range of adverbs should be used, not just those ending in “-ly”.
- Identify that prepositions make descriptions more specific.
- Know that nouns can be formed using a range of prefixes.
- Recognise that nouns and pronouns should be used to avoid repetition.
- Understand that present perfect forms of verbs should be used where appropriate.
- Identify that conjunctions can be used to express time and cause.
- Know that possessive apostrophes should be used correctly for plural nouns.
- Recognise that inverted commas must be used correctly to punctuate direct speech.
- Understand that commas should be used between adjectives in a longer expanded noun phrase.

PERSUASIVE SPEECH:

- Recognise that a simple yet engaging title should draw the reader’s or listener’s attention.
- Understand that there should be a clear introduction and conclusion to frame the argument.
- Identify that the speech should be organised into paragraphs, each shaped around a key topic sentence.
- Know that simple sub-headings can be used to structure the speech.

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| | | <ul style="list-style-type: none">• Understand that simple sentences can be expanded with descriptive noun phrases and adverbs.• Recognise that complex sentences can be formed using conjunctions such as when, if, because, as.• Know that consistent tense should be used, typically present tense for persuasion, with past tense where relevant.• Recognise that adverbial phrases can be added to give more detail.• Identify that starting sentences with verbs can make the speech more impactful.• Understand that direct address can be used to appeal to the listener.• Know that rhetorical questions can engage the listener.• Recognise that imperative verbs can call the listener to action.• Identify that persuasive phrases can be used to structure the argument.• Understand that nouns can be formed using a range of prefixes.• Know that nouns and pronouns should be used to avoid repetition.• Recognise that contextually appropriate adjectives should be chosen for impact.• Explain that time and cause can be expressed through a range of conjunctions.• Recall that tense should be correct and consistent, typically present tense with occasional use of past tense.• Identify that adverbs can be used to add detail and clarity.• Know that commas should be used to separate adjectives in longer expanded noun phrases.• Understand that inverted commas should be used for quotations, where appropriate. | | |
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<p>Reading:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Listen to and discuss a wide range of fiction, poetry, plays, non- 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Varjak Paw <p>Non-Fiction:</p> <ul style="list-style-type: none"> • My Encyclopaedia of Very Important Science <p>Poetry:</p> <ul style="list-style-type: none"> • A Whale of a Time <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils will listen respectfully during reading discussions and show respect for different characters, cultures, and viewpoints encountered in a wide range of fiction, non-fiction, plays, and poetry. • Pupils will express their individual opinions about books, justify their preferences, and explore how characters in stories show unique thoughts, feelings, and motives. • Pupils will value a broad range of books and texts for different purposes, recognising the importance of reading for information, entertainment, and learning. • Pupils will take ownership of their reading by using strategies such as skimming, re-reading, and self-correcting to ensure understanding, and by selecting books suited to their level and interest. • Pupils will reflect on main ideas, characters' actions and motives, and their own understanding by summarising information and justifying their inferences with evidence from the text. • Pupils will share their thoughts and opinions during group discussions, read poems and play scripts aloud, and present information or ideas to the class with expression and confidence. • Pupils will take turns in reading and discussions, respect differing views, and contribute fairly when making decisions as a group about text choices or interpretations. • Pupils will aspire to read more fluently and with greater
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	<p>fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. <p><i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i></p>		<p>understanding, build their vocabulary, and engage with increasingly challenging texts across genres.</p> <ul style="list-style-type: none"> • Pupils will develop a love of reading through exposure to engaging stories, poetry, and non-fiction, and will speak with enthusiasm about books they enjoy. • Pupils will develop empathy by exploring characters' feelings, thoughts, and motives, and by justifying these with evidence from the text, particularly when making inferences.
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	<ul style="list-style-type: none"> Discuss some words and phrases that capture the reader's interest and imagination. 			
Mathematics:	<p>Year 2:</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour. Draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day 	<ul style="list-style-type: none"> Know that money in the UK is measured in pounds (£) and pence. Explain that there are multiple ways to make a given monetary value using a combination of coins and notes. Explain that items in a shop have a given monetary value. Identify the meaning of the term "change" in relation to money. Know that "change" can be calculated through subtraction of the total cost of the item(s) from the total money owned. Recognise the meaning of the term difference in relation to subtraction. Know the number of seconds in a minute. Know the number of minutes in an hour. Know the number of days in each month/year and leap year. Recognise that the term a.m. refers to the morning (before noon), whilst p.m. refers to the afternoon/evening. Understand that midday is 12pm in the middle of the day, whilst midnight is 12am and in the middle of the night. Explain the relationship between the minute hand and the hour hand on an analogue clock. Know that when the minute hand is pointing to 12, this is referred to as o'clock. Recognise that the term "past" refers to how many minutes after the hour. Recognise that the term "to" refers to how many minutes until the next hour. 	<p>Measurement – Money:</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>Measurement – Time:</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Compare durations of events. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> Working collaboratively with partners and in groups. Using appropriate listening skills and turn taking in group discussion. Showing empathy and kindness by helping each other to understand. Knowing that giving your partner the answer is not helpful but explaining it is. To recognise the value in making mistakes. To identify the importance of resilience in problem solving. To find different ways to solve the same problem.

		<ul style="list-style-type: none"> • Identify the roman numeral representations of the numbers 1 to 12. • Identify that duration refers to how long an event took. • Know that the terms more than and less than can be applied to durations of events. E.g. Camilla took two seconds more than Gillian to draw a square. • Recognise that addition/subtraction can be used to calculate the start/end time of an event. 		
<p>Science:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Independently use a range of question stems. • Where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking • Make systematic and careful observations. • Use a range of equipment for measuring length, time, temperature, and capacity, for 	<p>Plants – Working Scientifically Focus Part 2:</p> <ul style="list-style-type: none"> • To stay healthy, plants need nutrients and minerals. • Water is taken in by the roots and travels up to the stem. • The stem carries water and nutrients through the plant. • The flower contains male and female reproductive parts. • The male part is the stamen. The female part is the carpel. • Pollination is the carrying of pollen to the stigma of the plants. • Fertilisation is the joining of pollen and an ovum/ovule to form a seed. • Seeds need to be dispersed to avoid growing too close to the parent plant. • Seeds can be dispersed by wind, water, explosion or animals. <p><i>Vocabulary:</i> <i>function, nutrition, absorb, repeatable, results table, conclusion, pollen, reproduction, ovum/ovule, dispersal</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Independently use a range of question stems. • Where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. <p>Enquiry:</p> <ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking <p>Observe:</p> <ul style="list-style-type: none"> • Make systematic and careful observations. • Use a range of equipment for measuring length, time, 	<p>Value: Reflect, Aspire, Entrust, Value</p> <ul style="list-style-type: none"> • Pupils should be supported to reflect on how they are working scientifically throughout the lesson. For example, using their prior knowledge form their hypothesis and prediction, OR if their method is clear and repeatable, etc. • Pupils should be encouraged to work as scientists in the development of their results table, being precise and considered. • Pupils are entrusted by the teacher and each other to ensure they are taking accurate and regular measurements as this is key to the success of the investigation. • Recognise the value that each part of the flower has for successful reproduction. • Understanding the value of role of insects in the process of plant reproduction and why they are so important. • Reflecting on the negative repercussions of seeds growing too close to the parent plant will help the pupils see the importance of having space to grow – linked to own growth and development.

	<p>example: thermometers and data loggers.</p> <ul style="list-style-type: none"> • Use standard units for their measurements. • With support, decide how to record and present evidence. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. • Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. • Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. • Draw conclusions based on evidence and current subject knowledge. 		<p>temperature, and capacity, for example: thermometers and data loggers.</p> <ul style="list-style-type: none"> • Use standard units for their measurements. <p>Record/Present:</p> <ul style="list-style-type: none"> • With support, decide how to record and present evidence. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. <p>Conclusion:</p> <ul style="list-style-type: none"> • Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. • Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions. • Draw conclusions based on evidence and current subject knowledge. 	
<p>Art:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and 	<p>Drawing:</p> <ul style="list-style-type: none"> • Pencils have different grades, from H to B. • Hard pencils (H) make light, fine lines and are used for lighter shading. • Soft pencils (B) make dark, bold lines and are used for darker shading. • Sauvat uses charcoal in his drawings to show the shadow. • Charcoal is a very dark, soft medium and easily smudges. • Chalk can be used to show the light areas / highlights on the object drawn. • Chalk is also soft and easily smudges. It is a good contrast to the charcoal. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different 	<p>Values: Value, Aspire, Reflect, Individuality, Share</p> <ul style="list-style-type: none"> • Pupils should be supported to value the work of Jean Louis Sauvat and his dedication to his craft. • Pupils will reflect on previously learnt skills and how they might have improved or could build upon them this term. • Support pupils to value the use of different media to achieve different textures and effects. • Show individuality in their observational skills and choice of perspective and style. • Pupils share their work with others, giving and receiving feedback to appreciate and learn from each other's drawings.

	<p>making simple links to their own work.</p> <ul style="list-style-type: none"> • Begin to draw objects with accuracy. • Experiment with different grades of pencil to create different lines and marks. • Experiment with ways in which surface detail can be added to drawings through texture and pattern. • Discuss the importance of shadow, light and dark. • Explore smooth shading and blending with different media to achieve a range of light and dark tones. • Begin to explore how artists draw foregrounds and backgrounds for perspective. 	<ul style="list-style-type: none"> • Smooth shading and blending create depth and texture in drawings. • It can be used to draw an objects shadow, making the drawing more realistic. • Different tools, including fingers, can help to blend and smudge media. • Adding surface detail makes objects look more realistic. <p>Significant People Jean-Louis Sauvot:</p> <ul style="list-style-type: none"> • Is a French artist known for drawing and painting of animals. • Spends time observing them to make his art look real. • His art is colourful and lively, showing animals in motion and full of energy. <p><i>Vocabulary:</i> <i>shading, shadow, pattern, line, blending, smudging, surface detail, texture</i></p>	<p>practices and disciplines, and making simple links to their own work.</p> <p>Drawing:</p> <ul style="list-style-type: none"> • Begin to draw objects with accuracy. • Experiment with different grades of pencil to create different lines and marks. • Experiment with ways in which surface detail can be added to drawings through texture and pattern. • Discuss the importance of shadow, light and dark. • Explore smooth shading and blending with different media to achieve a range of light and dark tones. • Begin to explore how artists draw foregrounds and backgrounds for perspective. 	
<p>Computing:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Recognising that buttons cause effects and that technology follows instructions. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. Incorporating loops within algorithms. • Using logical thinking to explore software, predicting, testing and explaining what it does. • Using an algorithm to write a basic computer program. • Using loop blocks when programming to repeat an instruction more than once. • Using software (and unplugged means) to create story animations. 	<p>Kapow Computing Scheme:</p> <p>Scratch Lessons 4 – 5:</p> <ul style="list-style-type: none"> • Know that Scratch is a programming language and some of its basic functions. • Explain how to use loops to improve programming. • Know how decomposition is used in programming. • Understand that you can remix and adapt existing code. <p><i>Vocabulary:</i> <i>algorithm, animation, application, code, code block, debug, decompose, game, interface, loop, predict, program, remixing, code, repetition code, review, Scratch, sprite, tinker</i></p>	<ul style="list-style-type: none"> • Using decomposition to explore the code behind an animation. • Using repetition in programs. • Using logical reasoning to explain how simple algorithms work. • Explaining the purpose of an algorithm. • Forming algorithms independently. • Using logical thinking to explore more complex software; predicting, testing and explaining what it does. • Incorporating loops to make code more efficient. • Continuing existing code. • Making reasonable suggestions for how to debug their own and others' code. 	<p>Values: Share, Individuality, Respect</p> <ul style="list-style-type: none"> • Encourage pupil to share their improvements and explain their thinking to peers. • Highlight that sharing ideas in programming builds a collaborative community and helps others learn. • Celebrate pupil's creativity when forming algorithms independently or creating unique animations. • Encourage pupils to personalise their projects to reflect their ideas, showing how individuality enhances programming. • Support pupils to use logical reasoning to explore, predict, and explain how code works while respecting the original creator's intent.

<p>DT:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Begin to learn which foods are specifically grown, reared and caught in the UK. • Identify that different parts of a plant can be eaten, including the root, tuber, stem, leaf, fruit and flower. • Make healthy eating choices using the Eatwell plate when planning a dish. • Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Gather information about the needs and wants of particular individuals and groups. • Develop their own design criteria and use these to inform their idea. • Share and clarify ideas through discussion. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. • Model their ideas using prototypes and pattern pieces. • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. 	<p>CONTEXT:</p> <p><i>“Hi everyone! I’m Bradley. My auntie and cousin are coming to stay with me while they are on holiday soon. I would like to cook them a healthy meal when they arrive that uses ingredients grown, here in the UK. They are vegetarian and I only have an oven, so I am not sure what to make. Can you help me design and make something for them?”</i></p> <p>Oven Roasted Vegetables Lessons 4 – 6:</p> <ul style="list-style-type: none"> • Roasting uses less oil compared to frying and preserves vitamins and minerals in vegetables. • Washing hands before cooking keeps germs away from our food. • Wearing aprons keeps our clothes clean; tying hair back stops it getting in the food. • Different foods need different cutting boards to stop bad bacteria spreading. <p>Vocabulary: <i>grow, rear, catch, plant, root, tuber, fruit, flower, vitamin, mineral, roast</i></p>	<p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> • Begin to learn which foods are specifically grown, reared and caught in the UK. • Identify that different parts of a plant can be eaten, including the root, tuber, stem, leaf, fruit and flower. • Make healthy eating choices using the Eatwell plate when planning a dish. • Follow instructions/recipes and begin to make appropriate adaptations. • Join and combine a range of ingredients. • Develop simple cooking techniques: roasting. • Build on established safe and hygienic practices by also using aprons and tying back long hair. • Understand the importance of using different cutting boards for raw meat (red) and salad vegetables (green). • Cut, peel, grate, slice and chop a range of ingredients. • Develop more confidence with cutting/chopping techniques (bridge hold and claw grip). <p>Designing:</p> <ul style="list-style-type: none"> • Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Gather information about the needs and wants of particular individuals and groups. • Develop their own design criteria and use these to inform their idea. • Share and clarify ideas through discussion. 	<p>Value: Aspire, Entrust, Reflect</p> <ul style="list-style-type: none"> • This lesson links to aspire by encouraging children to design a creative and appealing dish, aiming for a high standard. • This lesson links to entrust by focusing on the trust required to follow safety and hygiene practices effectively. • This lesson links to reflect by encouraging children to evaluate their dish and think about how they can improve next time.
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	<ul style="list-style-type: none"> • Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Refer to their design criteria as they design and make. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Use their design criteria to evaluate their completed products. 		<ul style="list-style-type: none"> • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. • Model their ideas using prototypes and pattern pieces. <p>Making:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety and hygiene. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. <p>Evaluating:</p> <ul style="list-style-type: none"> • Refer to their design criteria as they design and make. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Use their design criteria to evaluate their completed products. 	
Geography:	<p>Year 3:</p> <ul style="list-style-type: none"> • Compare physical and human features in the UK with an area of a European country (Rome, Italy). • Know and understand aspect of human geography including: 	<p>Ciao, Italia Lessons 4 – 5:</p> <ul style="list-style-type: none"> • Rome is known for ancient landmarks such as the Colosseum, the Roman Forum, and Vatican City. 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> • Compare physical and human features in the UK with an area of a European country (Rome, Italy). <p>Human & Physical Geography:</p>	<p>Values: Value, Empathy</p> <ul style="list-style-type: none"> • Explore how natural and human resources are utilised and respected in these cities.

	<p>settlements, land use and economic activity.</p> <ul style="list-style-type: none"> • Know and understand aspects of physical geography including: mountains and rivers. • Identify human features of a location (e.g. rural vs urban setting). • Identify physical features of a location (UK vs. Italy). • Explain that topography refers to the shape, height and depth of a place. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> • London has landmarks like the Tower of London, Buckingham Palace, and the Houses of Parliament. • Both cities are major tourist destinations. • London's economy is based on banking, technology, media and fashion. • Rome's economy is based on tourism, fashion, and food production. <p><i>Vocabulary:</i> <i>capital city, river, peninsula, Mediterranean, landmark, climate, tourism, agriculture, industry, economic activity</i></p>	<ul style="list-style-type: none"> • Know and understand aspect of human geography including: settlements, land use and economic activity. • Know and understand aspects of physical geography including: mountains and rivers. • Identify human features of a location (e.g. rural vs urban setting). • Identify physical features of a location (UK vs. Italy). • Explain that topography refers to the shape, height and depth of a place. <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> • Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps. • Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid. <p>Communicate Geographical Information</p> <ul style="list-style-type: none"> • Research and collect information about a place and present it, e.g., a report, a poster, a brochure. 	<ul style="list-style-type: none"> • Foster an understanding of the different ways people live in each city.
<p>History:</p>	<p>Years 1 & 2:</p> <ul style="list-style-type: none"> • Recount main events from a significant event in history. • Recognise that some objects belong in the past. • Begin to sequence artefacts, photographs and events that are in time order. • Begin to understand where people and events fit on a timeline. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after. • Find answers to simple questions about the past using sources. 	<p>The Romans Lessons 4 – 5:</p> <ul style="list-style-type: none"> • The Romans built towns such as Londinium with roads connecting them. • Roman towns had stone houses, public baths, marketplaces, and amphitheatres for entertainment. • The Romans introduced central heating, aqueducts for clean water, and a calendar similar to the one we use today. <p>Significant People Boudicca:</p> <ul style="list-style-type: none"> • Queen of the Iceni tribe. • Rebelled against the Romans. • Her rebellion led to the destruction of towns like Londinium (London). 	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Recognise the difference between primary and secondary sources. • Using a range of sources, to find out about a period. <p>Change & Continuity:</p> <ul style="list-style-type: none"> • Identify what the situation was like before a change occurred. • Identify reasons for change and reasons for continuity. <p>Historical Significance:</p> <ul style="list-style-type: none"> • Identify some significant features of the past, including ideas and beliefs. • Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. 	<p>Values: Individuality, Empathy</p> <ul style="list-style-type: none"> • Explore how different people lived in Roman Britain, from wealthy Romans to local Britons, highlighting the individuality of various groups and how their lifestyles differed based on their roles in society. • Boudicca's rebellion is a story of injustice and resistance. Pupils can learn to empathise with the struggles of others, particularly women and oppressed groups, and understand why Boudicca might have taken the actions she did.

	<ul style="list-style-type: none"> • Ask a range of simple questions to develop an understanding of a historical event. • Recognise that there are reasons why people in the past acted as they did. • Identify simple reasons for change. • Know that some people and events are considered more 'special' or significant than others. • Know that 'historically significant' people or events changed many people's lives. • Discuss a significant person within a historical event and why they were important. • Discuss why a historical event was significant in relation to its impact on society. <p>Year 3:</p> <ul style="list-style-type: none"> • Accurately sequence several events, artefacts, and/or historical figures on a timeline. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. • Recognise the difference between primary and secondary sources. • Using a range of sources, to find out about a period. • Recognise significant people from historical sources/accounts. 	<p><i>Vocabulary:</i> <i>empire, Emperor, General, revolt, conquer, invasion, rebellion, treaty, Icenii, source</i></p>	<ul style="list-style-type: none"> • Recognise significant people from historical sources/accounts. <p>Chronology:</p> <ul style="list-style-type: none"> • Accurately sequence several events, artefacts, and/or historical figures on a timeline. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Begin to interpret why the past may be represented in different ways. • Describe accounts of a historical event, explaining some of the reasons why accounts may differ (e.g. author bias). 	
<p>Music:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. 	<p>Kapow Music Scheme</p> <p>Pentatonic Melodies & Composition</p> <ul style="list-style-type: none"> • To know that the word 'crescendo' means a sound getting gradually louder. • To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A. 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic and textural details of a piece of 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance.

	<ul style="list-style-type: none"> Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. Offering constructive feedback on others' performances. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<p><i>Vocabulary:</i> <i>accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion</i></p>	<p>music, both verbally and through movement.</p> <ul style="list-style-type: none"> Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. Offering constructive feedback on others' performances. 	<ul style="list-style-type: none"> Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Lead, make decisions, and contribute to the musical process. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> Explain the different types of passing Send and receive with control. Identify how to utilise the space effectively. Be aware of space and use it to support team-mates and cause problems for the opposition. Explain the meaning of being able to 'read the game'. Know and use rules fairly to keep games going. 	<ul style="list-style-type: none"> Discuss the impact that warm ups have on the body and why these are important. Describe different types of sending. Define the term striking. Explain what they need to do to get ready to play games Explain some simple tactics that can be employed in a game of tennis. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> Carry out warm ups with care. 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 simple tactics successfully. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful. Come up with and share sensible solutions, given time to think about their actions. Work collaboratively to improve individual and team member skills, showing aspiration.

		<p><i>ready position, underarm throw, overarm throw, hold, racket, strike.</i></p>		<ul style="list-style-type: none"> • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
<p>RE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences. • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Ask questions about the meaning of life and about identity. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 	<p>What is a Guru?</p> <ul style="list-style-type: none"> • Guru Nanak taught about: one God, equality, sharing, honest living, helping others and remembering God. • He introduced the langar. • He taught that Sikhism should continue under a line of gurus. • His teachings were recorded in hymns (shabads). • Guru Gobind Singh said that Sikhs should defend the weak and fight for justice. • He completed the Guru Granth Sahib, adding more hymns to the Sikh holy book. • The Guru Granth Sahib is treated with great respect. • Sikhs believe that it continues to guide them in life. <p>Significant People</p> <p>Guru Nanak:</p> <ul style="list-style-type: none"> • Lived in modern-day Pakistan • Founder of Sikhism. • Disappeared into a river for three days and had a divine experience • After he died there were 9 more human gurus. <p>Guru Gobind Singh:</p> <ul style="list-style-type: none"> • 10th Sikh Guru • The last human guru. • Created the Khalsa. • Introduced the 5 Ks. • Said that the Sikh holy book would be the Guru after his death. 	<p>Learning About Religion & Beliefs</p> <ul style="list-style-type: none"> • Describe a few things that a believer might learn from a religious story. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences. • Briefly describe some similarities and differences between religions. <p>Learning From Religion & Beliefs</p> <ul style="list-style-type: none"> • Ask questions about the meaning of life and about identity. • Ask important questions about life and compare their ideas with those of other people. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Compare some of the things that influence them with those that influence others. 	<p>Values: Individuality, Share, Entrust, Aspire, Respect</p> <ul style="list-style-type: none"> • Guru Nanak challenged unfair traditions and stood by his beliefs, even when others disagreed. Pupils can reflect on the importance of being true to themselves and standing up for what is right. • Guru Nanak taught that everyone should share food, kindness, and respect, as seen in the langar tradition. Pupils can think about ways they can share with others, whether it's time, kindness, or support. • Guru Nanak entrusted his teachings to a successor, showing that wisdom and guidance should be passed on. Pupils can consider how they can learn from others and share their own knowledge and kindness. • Guru Gobind Singh set high expectations for Sikhs, encouraging bravery, honesty, and selflessness. Pupils can think about their own aspirations and how they can strive to be the best version of themselves. • Sikhs show deep respect for the Guru Granth Sahib, treating it as a living teacher. Pupils can reflect on what respect means in their own lives and how they show it to people and beliefs.

		<i>Vocabulary: guru, Sikhism, teachings, equality, langar, successor, Khalsa, tradition, gurdwara, legacy</i>		
RHW:	<p>Year 1:</p> <ul style="list-style-type: none"> About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. To identify the people who love and care for them and what they do to help them feel cared for. About different types of families including those that may be different to their own. To identify common features of family life. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. What to do if they feel unsafe or worried for themselves or others. Who to ask for help and vocabulary to use when asking for help. Importance of keeping trying until they are heard. <p>Year 2:</p> <ul style="list-style-type: none"> That we relate to different people in different ways and that different people relate differently, too. How their Character Strengths can help them get along with other people. They will learn that we all have different strengths, which is ok. That it is ok that some people react differently to them and that, just because their reaction is different, it isn't wrong. How to spot the characteristics of a good friend and recognise this in themselves. How to actively listen and why this helps them to get along with others. 	<p>My Happy Mind: Relate Lessons 1 – 4</p> <p>To Know:</p> <ul style="list-style-type: none"> That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships. That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. That the more they practise seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. That when we listen to friends, they will know that we care for them. <p><i>Vocabulary:</i></p>	<p>My Happy Mind: Relate</p> <ul style="list-style-type: none"> Identify their own strengths and use them positively in friendships. Recognise and accept differences in opinions and behaviours among peers. Use the skill Stop, Understand and Consider to manage challenges in friendships. Ask questions like "What do you think about that?" to understand other people's perspectives. Practise seeing things from different perspectives to strengthen relationships and memory. Explain why character, rather than superficial factors, is important when choosing friends. Use Active Listening to show care, support problem-solving, and maintain positive friendships. Apply strategies to resolve conflicts and challenges while respecting others' views. <p>My Happy Relationships:</p> <ul style="list-style-type: none"> Identify the characteristics of positive, healthy friendships, including online friendships. Explain how friendships support wellbeing and make people feel included. Recognise when someone feels lonely or excluded. Use strategies to include others and make them feel part of the group. Apply strategies to resolve disputes and reconcile differences safely. 	<p>My Happy Mind: Relate</p> <p>Values: Respect, Empathy, Reflect</p> <ul style="list-style-type: none"> Pupils will treat others kindly, valuing their thoughts, opinions, and differences. Pupils will recognise and respond to others' feelings and perspectives. Pupils will think about their own actions, listening skills, and how they impact friendships. <p>My Happy Relationships: Friendships</p> <p>Values: Empathy</p> <ul style="list-style-type: none"> Pupils will recognise others' feelings, respond with understanding, and act to include and support friends. <p>My Happy Relationships: Families and Close Positive Relationships</p> <p>Values: Respect, Empathy</p> <ul style="list-style-type: none"> Pupils will recognise and respect the diversity of family structures and relationships. Pupils will understand how relationships affect feelings and respond thoughtfully to the needs of themselves and others.

	<ul style="list-style-type: none"> • They will look at what happens if they don't actively listen and how this can affect their ability to get along with others. • That Team H-A-P feels happy when we actively listen because we are using all parts of the team. • How to 'Stop, Understand and Consider' and why it is important to do this before responding. • How Happy Breathing can help them with friendship issues by keeping them calm. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time, or feels the same about the same things.r6. About how people make friends and what makes a good friendship. • About how to recognise when they or someone else feels lonely and what to do. • Simple strategies to resolve arguments between friends positively. • How to ask for help if a friendship is making them feel unhappy. • About what is kind and unkind behaviour, and how this can affect others. • About how to treat themselves and others with respect; how to be polite and courteous. • To recognise the ways in which they are the same and different to others. • How to listen to other people and play and work cooperatively. • How to talk about and share their opinions on things that matter to them. 	<p><i>character strengths, relate, get along, people, active listening, team h-a-p, happy breathing, 'stop, understand and consider', friendships, relationships, differences</i></p> <p>My Happy Relationships: Friendships Lesson 1</p> <p>To Know:</p> <ul style="list-style-type: none"> • About the importance of friendships. • Strategies for building positive friendships. • How positive friendships support wellbeing. • What constitutes a positive healthy friendship (e.g. Mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). • That the same principles apply to online friendships as to face-to-face relationships. • The importance of seeking support if feeling lonely or excluded. • That healthy friendships make people feel included. • Recognise when others may feel lonely or excluded. • Strategies for how to include them. • How friendships can change over time, about making new friends and the benefits of having different types of friends. • That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. <p><i>Vocabulary: friendships, truthfulness, honesty, respect, support star, included, excluded</i></p> <p>My Happy Relationships: Families and Close Positive Relationships Lesson 1</p>	<ul style="list-style-type: none"> • Recognise that friendships change over time and develop strategies for making new friends. • Demonstrate behaviours such as mutual respect, trust, kindness, generosity, and support in friendships. <p>My Happy Relationships: Families and Close Positive Relationships</p> <ul style="list-style-type: none"> • Identify different types of relationships, including friendships, family, romantic, and online relationships. • Recognise features of positive family life, including care, support, and commitment. • Respect different types of family structures and explain how all families can provide love, security, and stability. • Recognise when family relationships make them feel unhappy or unsafe. • Seek help or advice from trusted adults when family situations are worrying or unsafe. • Describe shared characteristics of healthy family relationships and apply these ideas to their own experiences. 	
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<p>Spanish:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • Practising speaking with a partner. • Using short phrases to give information. 	<p>Kapow Spanish Scheme:</p> <p>Classroom Objects in Spanish: Phonics: To Know:</p> <ul style="list-style-type: none"> • The key phonemes represented by the following letters: a, e, i, o, u and r. <p>Grammar: To Know:</p> <ul style="list-style-type: none"> • Every Spanish noun is either masculine or feminine. • Gender affects the form of the indefinite article un or una. 	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. <p>Language Production</p> <ul style="list-style-type: none"> • Asking and/or answering simple questions. • Forming simple statements with information including the negative. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible. • Acknowledge that we are each individuals, with varying identities which can be expressed in a range of languages.

	<ul style="list-style-type: none"> • Recognising that sounds and spelling patterns can be different from English. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Experimenting with simple writing, copying with accuracy. • Recognising and using adjectives of colour and size. 	<ul style="list-style-type: none"> • Feminine nouns usually (but not always) end in 'a' and masculine nouns usually (but not always) end in 'o'. • The ending of a noun can change when the noun is in the plural form. • Most nouns in Spanish become plural by adding an 's' at the end, as in English. • Placing no before the verb makes it negative. • How to use conjunctions such as y – and, and pero – but to join clauses. <p><i>Vocabulary:</i> <i>una regla, una goma, una botella de agua, un lápiz, un bolígrafo, un cuaderno, un estuche, tengo, no tengo, ¿Tienes...?, ¿Qué tienes...?, en mi mochila, y, pero</i></p>	<ul style="list-style-type: none"> • Practising speaking with a partner. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Building confidence by repeating short phrases with increasing accuracy. • Experimenting with simple writing, copying with accuracy. 	
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage