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| **Year 3** | | | **The River Nile** | | | **Spring 2** | |
| **ROOTS Link**: | Taking Care | **Whole School Project**: | | - | **Ignites, Trips, Visits & Visitors**: | | Trip to a local river.  Trip to a local farm.  Construct a large scale 3D river.  Pyramid building. |
| **Vision**:  For this project, the children will develop an understanding of the importance of the River Nile to the Egyptians. This will develop their historical knowledge about Ancient Egypt gained during Spring 1 and focus on the geographical elements of the River Nile and the surrounding area. The children will apply this widening knowledge of Egypt in their writing with a focus on using organisational features to write information into a non-chronological report. Relating to the vegetation growth along the banks of the Nile, children will learn the life cycle of a plant and conduct scientific investigations into how plants grow; design their own 3D greenhouse to use in their scientific work. | | | | | | **Key Texts**:   * Secrets of a Sun King by Emma Carroll * Usborne Encyclopaedia of Ancient Egypt | |
| **History/ Geography** | | | | | | | |
| **NC Links** | | | **Knowledge** | | | **Skills** | |
| Identify Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  Identify 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. | | | * To understand how Egyptians live off rivers. * To know that the Nile is 6,650 kilometres long. * Understand and compare the length of The Nile to other rivers. * To know in addition to Egypt, the Nile runs through ten other African countries. * To recognise some of the vegetation that grows in and around The Nile.   OL: Can I describe the importance of rivers to Ancient Egyptians?  OL: Can I compare the Nile to other famous rivers?  OL: Can I label the Nile and the countries it runs through on a map?  OL: Can I identify vegetation which grows in and around the Nile?  OL: Can I explain how the Nile changes in different seasons? | | | Know and differentiate between physical and human geographical features.  Identify physical geography, including: climate zones, biomes and vegetation belts and rivers.  Identify human geography, including: types of settlement and land use, economic activity and water.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | |

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| **English** | | | | | |
| **Writing Focus**:  **Cold Write**:  **WAGOLL**:  **Hot Write**: | Non-Chronological Report.  Non-Chronological Report – Great Linford Primary School  Non-Chronological Report – River Thames  Non-Chronological Report – Ancient Egyptians. | | **Short Bursts**: | Persuasive Advert – Cruise down the River Thames. | |
| **Purpose:** | Informs reader about a subject but not in time order (unlike explanations etc. | | **Audience:** | People wanting to find out more about a subject. | |
| **NC Links** | | **Knowledge (Grammar)** | | | **Skills (Punctuation, Composition)** |
| **Plan**:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas.   **Draft and write**:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organising paragraphs around a theme. * In narratives, creating settings, characters and plot * In non-narrative material, using simple. organisational devices [headings and sub-headings]   **Evaluate and edit**:   * Assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | * Prepositions tell you where or when something is. * Coordinating conjunctions join two related phrases. * Relative clauses give additional information about a noun. * Word families are groups of words that have a common feature, pattern or meaning. * Prefixes are letters that change the meaning of a word when they are added to the start. * Subordinate clauses cannot stand alone as a complete sentence. * Vowels (a, e, i, o, u) and consonants. * Paragraphs group related material. | | | Use a colon before a list.  Use commas after fronted adverbials.  Use images and words to plan (boxing up/ story maps).  Compose and rehearse sentences orally. |

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| **Speaking & Listening** | | | |
| **Speaking & Listening** | | **Debating** | |
| Use intonation to emphasise grammar and punctuation when reading aloud.  Explain a project or concept to a group of peers.  Respond appropriately when in role including basic improvisation. | | Vary language between formal and informal according to the situation.  Engage in discussions, making relevant points. | |
| **Spelling & Phonics** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * To know how to spell words which are often misspelt. * To know the prefix super- means over. * To know the prefix auto- means self. * Homophones are words with different spellings and meanings, but that sound the same. | | Apply the following spelling rules:   * Prefixes super- and auto-. * Apostrophe for contractions * Words with the /k/ sound spelt ‘ch’. |
| **Handwriting** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | * Use the diagonal and horizontal strokes that are needed to join letters using cursive style. * Increase the legibility, consistency and quality of their handwriting. | | Use joined handwriting throughout their independent writing.  Write down what they want to say with increased fluency. |

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| **Design & Technology** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Design**  Generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**  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, textiles and ingredients, according to their functional properties and aesthetic qualities.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | * To know that sewing is a method of joining fabric. * To know that different stitches can be used when sewing. * To understand the importance of tying a knot after sewing the final stitch. * To know that a thimble can be used to protect my fingers when sewing.   OL: Can I understand how to cross stitch and how to applique?  OL: Can I design an Egyptian collar by selecting appropriate materials?  OL: Can I describe and explain the process of using a template to create my Egyptian collar? | * Following design criteria to create a cushion or Egyptian collar. * Selecting and cutting fabrics with ease using fabric scissors. * Threading needles with greater independence. * Tying knots with greater independence. Sewing cross stitch to join fabric. * Decorating fabric using appliqué. * Completing design ideas with embellishing the collars based on design ideas (Egyptian collars) |

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| **Science** | | | | | |
| **Enquiry Questions**: | Do plants need light to grow?  Do plants need soil to grow?  How much water do plants need to be healthy? | | **Key Vocabulary**: | Carpel, germinate, nutrients, ovary, ovule, photosynthesis, pollen, dispersal, sepals, stamen, stem, stigma. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| **Work scientifically by**:  Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.  They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. | | * Green plants make their own food through the process of photosynthesis. * Flowers are the reproductive organs of the plant. * Pollination is the transfer of pollen from an anther to a stigma to produce new plants. * Identify different types of seed dispersal. * Know that roots help collect water, minerals and nutrients that help plants grow. * Know the stem is a support structure and can be used to store nutrients.   OL: Can I label and explain the functions of different parts of a flowering plant?  OL: Can I describe the life cycle of a flowering plant?  OL: Can I test what conditions are needed for germination? **(practical: seeds) (DT link)**  OL: Can I investigate how water is transported within plants? **(practical: celery)**  OL: Can I demonstrate the process of pollination? **(roleplay/literacy)**  OL: Can I explain the importance of seed dispersal?  OL: Can I explain how water/nutrients from the Nile influence plant growth? **(project link)** | | | * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Investigate the way in which water is transported within plants. * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |

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| **Music** | | | | | |
| **Kapow Focus: Jazz** |  | | **Key Vocabulary**:  call and response, Dixieland, jazz, motif, Ragtime, rhythm, scat singing, straight quaver, swung quaver, syncopation |  | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| ♣ 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. | | * To understand that ‘syncopation’ means a rhythm that is played off the natural beat. * To know that Ragtime is piano music that uses syncopation and a fast tempo. * To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. * To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing.   **Lesson Focus**   * Exploring and listening to ragtime music * Playing on the ‘off beat’ and sing a syncopated rhythm. * Playing a call and then improvise a response. * Improvising and composing a scat singing performance with sounds and words. * Composing and playing a jazz motif fluently, using swung quavers. * Playing a swung rhythm using a tuned percussion instrument. | | | * 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 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. * Composing a piece of music in a given style with voices and instruments. * 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. * Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. * 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 identifying notation symbols using musical terminology. |

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| **Computing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Design, write and debug programs that accomplish specific goals.  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  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, including collecting, analysing, evaluating and presenting data and information. | * To be able to explain that programmes start because of an input. * Understand what a sequence is and how it can be created by linking blocks of code together. * To identify that a programme includes sequences of commands that link together to form a process. * Explain that the order of commands in a sequence can affect the programmes output. * To know that different sequences can achieve the same output. | Skills built using the coding programme Scratch:   * Be able to build a sequence of commands using the coding blocks to code a sprite. * Use the coding block sequence to order commands in a programme to form a process with a set outcome. * To be able to plan a code and debug issues that could occur. * Use the skills and knowledge to create a code and process that allows sprites to play sounds. |

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| **RE** | | | | | |
| **Termly Focus**:  **Religion Focus**: | Jewish Celebrations | |  |  | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| To develop understanding of concepts and mastery of skills to make sense of religion and belief.  To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. | | Pupils should be taught to:  • Listen and respond appropriately to adults and their peers.  • Ask relevant questions to extend their understanding and build vocabulary and knowledge.  • Articulate and justify answers, arguments and opinions  • Give well-structured descriptions and explanations  • Participate actively in collaborative conversations  • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances and debates  • Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | |  |

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| **PSHE** | |
| **Knowledge** | **Skills** |
| **Focus: Healthy Me**   * Understand how exercise affects my body and know why my heart and lungs are such important organs. * Know that the amount of calories, fat and sugar I put into my body will affect my health. * Explain my knowledge and attitude towards drugs. * Identify things, people and places that I need to keep safe from. * Know some strategies for keeping myself safe, who to go to for help and how to call emergency services. * Identify when something feels safe or unsafe. * Understand how complex my body is and how important it is to take care of it. | Set myself a fitness challenge.  Know what it feels like to make a healthy choice.  Identify how I feel towards drugs.  Express how being anxious or scared feels.  Take responsibility for keeping myself and others safe.  Respect my body and appreciate what it does.  for me |

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| **PE** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Repeat, remember and perform phrases in a dance, improvise freely, translating ideas from a stimulus into movement. Share and create dance phrases with a partner and in a small group. Recognise and talk about the movements used. Suggest improvements to their own and other pupil’s dances. | **Focus**: Dance – Machines   * Use changing dynamics, rhythmic and expressive qualities clearly and with control. * Moving in unison, in canon, meeting and parting, going over, under and round a partner. * Copying and following, change of levels, on own, with a partner and in groups.   OL: Can I perform short movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways?  OL: Can I observe and evaluate movements describing the vocabulary performed?  OL: Can I create and perform movement phrases working in small groups?  OL: Can I perform the complete dance sections which express movement phrases using machine actions showing different shapes, dynamics, levels, travel including pathways? | Improvise freely on my own and with a partner.  Translate ideas from a variety of stimuli into movement.  Compare, develop and adapt movement motifs to create longer dances.  Use dance vocabulary to compare and improve my work.  Understand how to work safely.  Recognise changes in my body.  Give reasons why PE is good for my health. |
| play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending | **Outdoor Focus: Hockey**  To dribble a ball with control  To pass the ball over a short distance to stationary player  To pass the ball over a longer distance to stationary player  To pass and move with a partner unopposed  To shoot the ball accurately at a target  To work as a team to pass the ball with increasing speed and accuracy  To perform a block tackle  To plan simple tactics to play the core task:  Play this end-to-end game on a pitch that is about 10m x 20m (wider than it is long). Play three against one, and later, three against two. Put three small goals at one end of the pitch (for the team of three) and one large goal at the other end. The larger team is not allowed to travel with the ball, but the smaller team is allowed to travel by dribbling the ball. The team of three takes all re-start passes from its own goal line after a goal has been scored or the ball goes out of play. | SMSC : Communicate and collaborate. Can support other children in the  group.  Leadership skills: Can keep score in a simple game. Can make  suggestions and demonstrate ideas for warm-up activities to raise heart  rate  Evaluation skills: Choose and use information to suggest ways to  improve for themselves and others performance  Health & WB: Can take part in heart rate raising activities within ALL  warm ups (aim 6mins continuous activity), understand the positive effect  exercise has on wellbeing |