



Year Group: 3

Term: Spring 2

Subject	Learning
History	Taught in other half terms.
Geography	<p><b>Geography: Continent Focus: South America</b>  <b>Brazil and Rainforests - Human Focus</b></p> <ul style="list-style-type: none"> <li>describe and understand types of settlement and land use for people living in amazon</li> <li>to compare the similarities and differences between the lives of people in tribes of the Amazon, children's own life and the lives of people in other places studied.</li> <li>describe and understand economic activity including trade links</li> <li>Children discover the similarities and differences between <b>Brazil</b>,</li> <li><b>South America</b> and their own lives in England.</li> <li>Children discover <b>South America</b> in more detail.</li> <li>Children discover the human features and culture of <b>Brazil</b>. They are introduced to the concepts of <b>trade links, settlements and land use</b>.</li> </ul> <p><b>Key Vocabulary</b>  import, export, goods, trade, port, harbour, transport, fair trade, culture, settlement, land use, urban, rural, village, town, city, population</p>
MFL	<ul style="list-style-type: none"> <li>Name, recognise and remember the four seasons in French</li> <li>Say what favourite season is in French</li> <li>Start to recognise and use conjunctions 'et' (and) and 'car' (because) in spoken and written responses</li> <li>Use correct articles/determiners</li> <li>Use some basic vocabulary linked to seasons (eg it's hot/cold; trees lose their leaves)</li> <li>Recognise and remember 10 common verbs/activities in French</li> <li>Use these verbs to make short sentences</li> </ul>
Art	Taught in Spring 1
RE	<p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>Why do Humanists use the golden rule as a basis for morality?</li> </ul> <p><b>Key Vocabulary</b>  morality, Morality, morals, humanist, reason, empathy, conscience</p>

<p>Science</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>● Explore and describe 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.</li> <li>● Investigate the way in which water is transported within plants.</li> <li>● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><u>Key Vocabulary</u> air, water, transportation, nutrients, soil, reproduction, seed formation, seed dispersal, pollination</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> <li>● Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>● Setting up simple practical enquiries, comparative and fair tests.</li> <li>● <b>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (TAPS ‘ Do’ – How much water do plants need?)</b></li> <li>● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>● Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>● Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><u>Key Vocabulary</u> thermometer, predictions, gather, standard units, record, classify, present</p>
<p>PE</p>	<p>Tennis</p> <ul style="list-style-type: none"> <li>● Strike a ball with varying techniques.</li> <li>● Change direction with increasing speed in game situations.</li> <li>● Use space with some success in game situations.</li> <li>● Use simple tactics individually and within a team.</li> </ul> <p><u>Key vocabulary</u> Serve, accurately, track, racket, control, rally and opponent.</p> <p>School games value: passion</p>
<p>PE with Total Sports</p>	<p>Netball</p> <ul style="list-style-type: none"> <li>● Use a variety of throwing techniques in game situations.</li> <li>● Catch a ball passed to them using one and two hands with some success.</li> <li>● Strike a ball with varying techniques.</li> <li>● Change direction with increasing speed in game situations.</li> <li>● Use space with some success in game situations.</li> <li>● Use simple tactics individually and within a team.</li> </ul>

	<p><b>Key vocabulary</b></p> <p>Accurate, opposition, receiver, control, technique, intercept, court, teamwork and umpire.</p> <p><b>School games value: passion</b></p>
Computing	<p>Discovery Coding Level 3 Unit 1 – 3 lessons complete to at least ‘build’ task. (stepping through, snail vs spider and Alien Space Race).</p> <ul style="list-style-type: none"> <li>To learn to make things happen in a sequence, creating simple animations and simulations.</li> </ul> <p><b>Key Vocabulary</b> sequence, command, timer</p> <p>Plus</p> <p><b>Cross curricular research</b></p> <ul style="list-style-type: none"> <li>Use simple search technologies and recognise that some sources are more reliable than others</li> </ul> <p><b>E-safety</b> Pixl ESafety lesson 4 – being a good friend on the internet</p>
Music	<p><b>Charanga unit:</b> Three Little Birds <b>Style of main song:</b> Reggae <b>Unit theme:</b> Reggae and animals <b>Performance focus:</b> Playing their instruments, following a given piece.</p> <p><b>Listening:</b> Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song. Find the pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march. Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Reggae music.</p> <p><b>Copying rhythms:</b> Play and copy back rhythms, on a glockenspiel using up to 2 notes (C + D).</p> <p><b>Sing:</b> In unison.</p> <p><b>Play instruments:</b> With the song by ear, or from notation. Using up to 3 notes (C, D + E).</p> <p><b>Improvise:</b> using the up to 3 notes (C, D + E).</p> <p><b>Compose:</b> A simple melody using simple rhythms, choosing from notes C, D + E or C, D, E, F + G. .</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p><b>Key Vocabulary</b> Unison, structure, introduction, verse, chorus, reggae music, keyboards, drums, bass, electric guitars, organ, backing vocals, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, pentatonic scale.</p>
PSHE and RSE	<p>Core Theme 2: Relationships</p> <p>Families &amp; close positive relationships</p> <ul style="list-style-type: none"> <li>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> </ul>

	<ul style="list-style-type: none"> <li>● R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>● R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> </ul> <p><b>Key Vocabulary</b> relationships, marriage, commitment</p>
DT	<p>Mechanisms - levers and linkages pneumatic systems</p> <ul style="list-style-type: none"> <li>● Understand and use lever and linkage mechanisms.</li> <li>● Distinguish between fixed and loose pivots.</li> <li>● Know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocabulary</b> mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating</p>
British Values	<p>Individual Liberty</p> <ul style="list-style-type: none"> <li>● What is individual liberty?</li> <li>● What are our human rights?</li> <li>● Consider the choices we make about ourselves at Werrington Primary School</li> </ul> <p>Respect and Tolerance</p> <ul style="list-style-type: none"> <li>● What do these words mean and how can we show this to one another?</li> <li>● How to show respect in and around school.</li> </ul>
SMSC	<ul style="list-style-type: none"> <li>● Moral obligations – deforestation.</li> </ul>