


Appletree Gardens First School Medium Term planning 2022-23

Year Group:3 Spring 2 The Victorians

History - Victorians	Geography <u>History Focus this term</u>	Art and Design <u>DT Focus this term</u>
<p>Knowledge We will know when the Victorian period started and ended. Identify Queen Victoria, and recall facts associated with her.. Compare and contrast our lives to Victorian children's – jobs, schools, rich/ poor lifestyles and the workhouse. Learn about the industrial revolution and will develop our knowledge of inventions. Learn about at least one famous inventor and the development of their invention e.g Alexander Graham Bell.</p> <p>Vocabulary: Inventions ,poverty, Governess, Raggy schools, Corporal Punishment, Innovator, Engineer.</p> <p>Skills: Compare everyday life then and now. Experience/get a taste of Victorian Britain by visiting Beamish History Museum Experience a what it was like to be a child at school and in the home during Victorian times Look for clues around the local area of our Victorian heritage. Talk about innovation and how an idea can develop and become global Think like an inventor/innovator</p>	<p>Continue to refer to map / globe / google earth when appropriate to reinforce links.</p>	

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<p align="center">Music - The Dragon Song</p> <p>Knowledge To know how to play a tuned instrument and to know how to play chords. To learn and appraise songs To perform a song To experience Music in Victorian times , music saloons , music hall</p> <p>Skills Play tuned instruments (ukulele and glockenspiel) and follow notation. Learn, appraise and perform songs Perform to a live audience (Ukulele concert)</p> <p>Vocabulary Chords, play, stop, tempo, beat, strum,perform, sing, in time, rhythm count</p>	<p align="center">The Victorians</p> <p>What would it be like to go to school in Victorian Times ? Would you rather be at school then or now ?</p> 	<p align="center">PE - Basketball and dodgeball</p> <p>Knowledge Dribbling , Passing , Stopping the ball, tackling and shooting. Dodgeball games, throwing and aiming. Games strategies, participation, agility</p> <p>Vocabulary Pass, dribble, shoot, tackle, find space, teamwork, throw, catch, dodge</p> <p>Skills Controlling the ball , developing speed and accuracy, pass, look for space, intercept Working with a partner / group of 4 / small team to move the ball around. Defending and blocking, throwing and catching skills, aiming the ball, dodging the ball, play as a team</p>
<p align="center">PSHCE Jigsaw - Healthy Me</p> <p>Knowledge To understand how exercise affects the body and know why the heart and lungs are important organs. To know that the amount of calories, fat and sugar there is in our food can affect our health. To know what a balanced diet is. To know that all medicines are drugs but not all drugs are medicines. To know that some drugs can be harmful to our bodies. To know that there are things, places and people that can be harmful.</p>	<p align="center">RE - Easter & Judaism</p> <p>Knowledge When is Lent and why do Christians observe Lent. Recap upon the Easter Story / Last Supper. Palm Sunday - meaning and significance Symbolism - Why do we have Easter eggs ? Passover - why did Jesus go to Jerusalem , what is Passover (what does it mean to Jews)</p> <p>Skills Learn about reflect on and respect other religions Christian communities around the world.</p>	<p align="center">Design and Technology -</p> <p>Knowledge</p> <p>Vocabulary</p> <p>Skills</p>

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<p>Vocabulary Balanced diet ,healthy Lifestyle, Exercise/ Fitness, Oxygen, Organs, Heart/Lungs, Strategies, Advice, Anxiety</p> <p>Skills Make healthy choices, Set a fitness challenge, Measure risk and take sensible decisions, Develop strategies that look after both our physical and mental health.</p>	<p>Links to other religions (Judaism) Respond to sacred writings (know the sources of Easter story in Bible) Reflect upon right and wrong. Why did Roman leaders feel threatened by Jesus. How did Jesus show forgiveness (how does he respond to Judas ?)</p>	
<p>ICT - Digital Imagery</p> <p>Knowledge Use a variety of softwares and apps to edit and enhance downloaded images of patterns found in nature.</p> <p>Vocabulary: alter, attribute, copyright, digital content, edit, evaluate, export, hue, import, layer, lasoo, photo retouching, saturation , save, search, software , web browser.</p> <p>Skills: Acquire, store and retrieve images. Create images using a range of techniques to develop a particular style. Compare and contrast different art software or web-based tools. Use a lasso tool to select specific areas of an image. Use effects in photo-manipulation software to edit, change or enhance an image. Independently download and save images or video onto a computer. Be able to resize various elements in a graphics</p>	<p>MFL - French Je me presente</p> <p>Knowledge: To say age and ask others how old they are To say where you live and ask others where they live. To say which country you live in and which language you speak. To say names of countries surrounding France. To understand and use numbers 13-20, to practise numbers 0-20. To understand and say the days of the week. To describe the weather using simple phrases</p> <p>Vocabulary: Quel age as-tu? J'ai ____ ans. Il/elle a ____ans. Ou habites-tu? J'habite a... J'habite en... C'est quel pays? C'est La France, L'Angleterre, la Belgique, le Luxembourg, l'Allemagne ,la Suisse, l'Italie Il/elle s'appelle ____il/elle habite a____ Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Les jours du semaine, lundi, mardi, mecredi, jeudi, vendredi, samedi, dimanche C'est quel jour aujourd'hui? Demain, hier</p>	

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	<p>Une chenille, affamee, un papillon, une feuille, un oeuf, faim, mal au ventre, une pomme, deux pores, trois prunes, quatre fraises, cinq oranges Il fait beau, il fait mauvais, il fait chaud, il fait froid, il pleut, il fait du vent, il neige, il fait du soleil</p> <p>Skills: Listen and understand French phrases. Take turns when speaking by listening and responding correctly, name some French classroom objects in. Pronounce words correctly. Ask and answer questions in French.</p>	
<p>Maths- Statistics, Length, Fractions</p> <p>Knowledge: Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions. Understand equivalent lengths - centimetres and millimetres. Measure, compare, add and subtract: Understand units of measurements. Measuring the perimeter of a shape. Problem solving involving length. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Vocabulary: Data, stats, gathering data, charts, conclusions, lengths (m/ cm/mm); mass (kg/g); volume/capacity (l/ml) Equivalent, distance, perimeter, Fractions Numerator, Denominator</p> <p>Skills: Draw and interpret charts and draw conclusions from the results. Identify patterns and trends from</p>	<p>Science- Electricity</p> <p>Knowledge: Identify common appliances that run on electricity (mains/battery). Identify the sources used to create electricity e.g. non-renewable such as fossil fuel e.g. oil, gas, coal and renewable sources e.g. wind, hydro, solar, geothermal, nuclear. Identify the differences between AC (mains) and DC (battery). Identify dangers of using electricity. Know whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Name some common conductors and insulators and associate metals with being good conductors.</p> <p>Vocabulary:</p>	<p>Literacy</p> <p>Knowledge: To listen to Tom's Midnight Garden and to understand character and plot of the story</p> <p>Vocabulary: introductory sentence, definition, paragraphs, diet, habitat, appearance, amazing fact, invent, create, imitate, Tom, grandfather clock, characters, setting, Dear diary, non-chronological report, fictional writing, headings, subheadings, Write a diary entry and a letter</p> <p>Skills: write diary entry, a letter, a non-chronological report, Write in paragraphs, use generalisers and introductory paragraphs, write in the first person, include feelings, chatty language, create toolkits and wordbanks, sentence structure, adverbials, noun phrases, use punctuation correctly, make ambitious word choices</p>

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<p>data. Accurately measure in a variety of different ways, using different resources. Predict and estimate sizes and lengths of objects. Understand fractions and what they mean, find fractions of amounts and fractions of numbers.</p>	<p>electricity, sources, fossil fuels, renewable, solar, hydro, geothermal, wind. Insulator, conductor, cells, battery, wire, crocodile clips, bulb.</p> <p>Skills:</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Construct a circuit for a purpose and debug. Know how to make bulbs brighter in a circuit and explain why?</p> <p>Construct a circuit to test materials to see if they are conductors/insulators of electricity.</p> <p>Construct a circuit that enables the testing of metals that can be used to connect across a gap in a circuit.</p>	
<p>We will involve our families in our learning by - Using the online platform of Seesaw and our school website. Regular communication and homework. Yellow reading record books form part of the dialogue, conversations in person/phone call.</p>		
<p>The strategies to support our most vulnerable learners are - T, TA and peer support Homework clubs (Blossom club) , targeted work in lessons, Support with uniform, book bags, visits, water bottles when needed. Contacting parents / carers in alternative ways to Seesaw.</p>		