


Appletree Gardens First School Medium Term planning 2022-23

Year Group:3 Spring 1 Teeth & Healthy Eating

History	Geography <i>Features of the UK and Europe Mapping Skills and Land Use</i>	Art and Design Prehistoric Painting
<p>Geography Focus Spring 1</p>	<p>Knowledge Identify important landmarks in my locality. Talk about the purpose/features of a sketch map, Use a key on a map, Understand why we use symbols on a map Know the difference between rural and urban land use</p> <p>Vocabulary: sketch map, aerial view, street map feature, landmark, key, symbol, urban, rural</p> <p>We want to practice how to (do) Skills Draw a simple sketch map showing landmarks and features. Read a map using a key and symbols, include our own symbols and key on a map. Identify which features/landmarks are similar or different in rural and urban landscapes.</p>	<p>Knowledge Recognise the processes involved in creating prehistoric art. Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint.</p> <p>Vocabulary: charcoal, composition, negative image, pigment' positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone</p> <p>We want to practice how to (do) Skills Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours.</p>

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<p style="text-align: center;">Music Three Little Birds Reggae, happiness and animals.</p> <p><u>Knowledge</u> Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics.</p> <p><u>Vocabulary -</u> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p> <p><u>We want to practice how to (do)</u> <u>Skills</u> Play tuned instruments (ukulele and glockenspiel), and follow notation. Learn new chords, notes and perform songs</p>	<p><i>Teeth and Healthy Eating</i> How do we keep our teeth healthy ?</p> 	<p style="text-align: center;">PE <i>Quick sticks Hockey and Gymnastics</i></p> <p><u>Knowledge</u> How to hold the hockey stick, play small sided games and use game strategies. Dribble the ball, how to use a variety of passes and be able to stop the ball. <i>Gymnastics</i> - How to move the body in a number of ways, Perform a range of rolls with increasing control, vary how they travel in their performance, use turns when travelling</p> <p><u>Vocabulary</u> Shoot, defend, attack, block, run, control, pass, teamwork, score.</p> <p>Fluency contrast, unison, turns, high, low, power, control, group, similar differences.</p> <p><u>We want to practice how to (do)</u> <u>Skills</u> Master basic movements, leap, jump, balance, devise simple sequences, work collaboratively.</p> <p>Controlling the ball , developing speed and accuracy. Working with a partner / group of 4 / small team to move the ball around. Defending - blocking and tackling.</p>
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<p>PSHCE Jigsaw <i>Dreams and goals</i></p>	<p>RE <i>Hindu worship</i></p>	<p>Design and Technology</p>
<p><u>Knowledge</u> To identify a dream/ambition To work in a group to achieve a goal To know that you need specific skills to achieve a goal or dream</p> <p><u>Vocabulary</u> Dreams, goals, ambitions, future, aspiration, teamwork, co-operation, career, skill</p> <p><u>We want to practice how to (do)</u></p> <p><u>Skills</u> Open our minds /Share our dreams/ goals with our peers (Circle time) Listen to each other, respect each others views and value all ideas. Take turns, assign group roles, work as a team to produce an end result, evaluate and improve a design Think about what skills are needed for certain careers</p>	<p><u>Knowledge</u> How do Hindus's Worship</p> <p><u>Vocabulary</u> Belonging, Symbolism , Mandir, Aum , Vedas, Puja , Brahman , shoe rack, shrine, charanamrita, aarti plate , prasada</p> <p><u>We want to practice how to (do)</u></p> <p><u>Skills</u> learn about reflect on and respect other religions Theme of Belonging - what does it mean to belong Religious symbolism and customs How Hindus pray at home and in the Mandir Mandir design / symbolism / differences round the world. Reflection and understanding</p>	<p><u>Art Focus Spring 1</u></p>

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<p style="text-align: center;">ICT <i>Scratch</i></p> <p><u>Knowledge</u> This unit builds on the computer science units with a coding focus from Key Stage 1. It introduces the coding language of Scratch which is the most widely used block-based coding language in the world and is a key tool that is used again in several units through Key Stage 2. New key concepts such as sequence, selection, repetition, working with variables are all introduced in this unit.</p> <p><u>Vocabulary</u> Block, command, costume, script, sprite, stage, motion, variable, sensing</p> <p><u>We want to practice how to (do)</u></p> <p><u>Skills</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p style="text-align: center;">MFL French <i>Je me presente</i></p> <p><u>Knowledge</u> Understand and use names for classroom objects and furniture Understand le, la les, mon, ma, mes 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</p> <p><u>Vocabulary</u> Qu'est-ce que c'est? Qu'est-ce qu'il y a dans ma trousse/mon sac a dos? Il y a un/une... un crayon, un stylo, une gomme, un taille-crayon, une regle, une trousse, une calculatrice, une calculette, un livre, un cahier, un baton du colle, des feutres, des ciseaux, un compas</p> <p><u>We want to practice how to (do)</u></p> <p><u>Skills</u> Listen and repeat words in French. Respond appropriately to questions in french. To recall key vocabulary. To count to 20 in French.</p>	
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<p style="text-align: center;">Maths <i>Money, Multiplication and division, statistics</i></p> <p>Knowledge Be able to add and subtract amounts of money to give change. Use both £ and p in practical contexts. Convert pounds and pence. To be able to add money and subtract amounts of money. To be able to approach problem solving word problems using money. Write and calculate mathematical statements for multiplication and division using the known multiplication tables, including for two-digit numbers times one-digit numbers, using mental</p>	<p style="text-align: center;">Science <i>Teeth and healthy eating</i></p> <p>Knowledge Know that we have 2 sets of teeth- (milk/deciduous and adult/permanent). Know that teeth are made up of enamel, dentine, pulp, nerves and a root which holds the tooth securely into our jaw/gums. Know that as humans we have 4 different types of teeth. Understand that animals have different teeth depending on their diet. Know ways in which we can look after our teeth Recall foods and drinks that may harm our teeth</p>	<p>Literacy</p> <p>Knowledge Read as a reader, be inspired by and learn new stories, learn how to plan and write our own stories following a story mountain structure and Talk for Writing - Lion, Witch and Wardrobe Write a non-chronological report based on Healthy Eating. Join handwriting using Nelson</p> <p>Vocabulary non-chronological report, fictional writing, headings, subheadings, setting, characters, plot, beginning, build-up, dilemma, problem, resolution,</p>

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<p>and progressing to formal written methods. Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'how many more?' and 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables</p> <p><u>Vocabulary</u> Ponds, pence, change, coins, denominations, gold, silver, bronze, paper notes. Times, divide, repeated additions, inverse. Interpret, pictogram, bar chart, fewer, more than.</p> <p><u>We want to practice how to (do)</u> <u>Skills</u> Accurately count money. Find different ways to make the same amount. Add and subtract money to work out change required. Comparing multiplication and division statements. Multiplying a 2-digit number by a 1-digit number. Dividing a 2-digit number by a 1-digit number. Read bar charts accurately, understand the scale used, interpret pictograms, draw conclusions and facts from the data.</p>	<p>and explain the impact acids/plaque have on the enamel of our teeth.</p> <p><u>Vocabulary</u> Teeth- incisor, canine, premolar, molar, milk/deciduous, adult/permanent, enamel, dentine, pulp, nerve, root, gum, jaw bone, decay, plaque, biting, chewing, grinding, herbivore, carnivore, omnivore,</p> <p><u>We want to practice how to (do)</u> <u>Skills</u> Correctly brush our teeth. Look after our teeth correctly throughout our lifetime. Be able to choose foods and drinks that do not harm our teeth.</p>	<p>ending, noun phrases, adjectives, commas in lists, a or an, direct speech, inverted commas, capital letters, full stops</p> <p><u>We want to practice how to (do)</u> <u>Skills:</u> Descriptive sentences and paragraphs, Write a story with characters and a plot, Write a report, imitate, Plan and write a story based on a TFW text, Write a non-chronological report</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>		



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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.