**UNIT OF INQUIRY 1**

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|  | **Central Idea**Respecting other people’s perspectives can help us to live better together**Key Concepts**PerspectiveReflection**Related concepts**ConflictCommunication | **Lines of Inquiry*** What shapes our perspective towards others
* Communication between ourselves and others
* Ways to solve conflict

**Key Vocabulary**perspective, resolve, conflict, opinion, respect choices, open minded, offend, appreciate, culture, religion |

**UNIT OF INQUIRY 2**

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|  | **Central Idea**Images communicate ideas and information**Key Concepts**FunctionPerspective**Related concepts**CreativityImagery | **Lines of Inquiry*** Use of static images in different media
* How design elements of media support communication
* How we interpret and respond to images

**Key Vocabulary**image, communicate, idea, information, design, media, interpret |

**LANGUAGE**

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|  | **Reading****Fiction:**Familiar stories and how they can be changed by looking at different perspectivesA variety of poetry including shape and calligrams **Non-fiction:**Information booksNewspaper articles containing familiar eventsPicture books - looking at different perspectivesRecounts/ diary entries of familiar events**Writing****Text Type:***To Entertain*: Narrative- stories with issues or dilemmas*To Recount: Newspaper articles containing familiar events**To Entertain:* Poetry- shape poems and calligrams*To Recount*: Diary entries about trips/walks | **Phonics, Spelling and Vocabulary*****(Continue with different Letters and Sounds revision as long as needed)*** Thesaurus/synonymsLong vowel phonemesSyllablesIndependent spelling strategiesCollect new words and log themHow the spellings of verbs alter when -ing is added;To infer the meaning of unknown words from contextSpelling patterns: ‘i’ sound spelt with a ‘y’ e.g. myth, gym.‘u’ sound spelt as ‘ou’ e.g. young, touch‘k’ sound spelt as ‘ch’ e.g. echo, stomach‘sh’ sound spelt as ‘ch’ e.g. chef, machine**Grammar and punctuation**Using capital lettersSentence constructionVerbs and adjectivesUse past tense consistently for narrationCompound sentences with conjunctions Commas to separate items in a list. |

**MATHS**

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|  | **Stand alone Maths****Place Value:**- Read, write and order whole numbers to at least 1000 and position them on a number line.- Count on from and back to zero in single-digit steps or multiples of 10.- Partition three-digit numbers into multiples of 100, 10 and 1 in different ways.- Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences.Investigating properties of number by halving and doubling**Addition and Subtraction:**- Add or subtract mentally combinations of one-digit and two-digit numbers.- Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers.- Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100. | **Integrated Maths****Data Handling:**- Tally chart and bar graphs related to people's perspectives - Carroll and Venn diagrams to sort people’s responses to class surveys**Shape:**- Classify and describe 2D shapes**-** Identify and sketch lines of symmetry- introduce fractions of shapes- Right angles: Looking at 2D shapes that contain right angles |

**ICT**

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|  | **Stand alone ICT*** **Organising:** Use various methods to access an application.
* Use an organised system of folders with a naming convention.
* Recognise functions of basic file menu commands.
* **Organising:** Identify and compare the different components of different ICT systems.
* **Becoming a responsible digital citizen:** Follow and understand the DSL acceptable Use Policy
 | **Integrated ICT*** **Investigating:** Use multimedia tools to record a video interview.
* **Communicating:** Use a multimedia tool (eg Ipads) to give a presentation to a target audience.
* **Organising:** Use audio and video files with equipment
* **Creating:** Create a Google document and demonstrate word processing skills and insert an image.
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**ART**

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|  | **Drawing and sketching**Viewpoints- drawing objects from front view, side view, aerial view.Concentrating on how to represent objects depending on their position/angle. | **Painting**Art as a form of communicationHow artists use images, colour to convey a message or informationArtist study: Jasper JohnsTrip to Royal Academy |

**FRENCH**

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|  | **All About Me**Greetings, classroom instructions and recognising written instructions.Introducing yourself and our family. Birthdays & Months of the Year.Writing a party invitationFollowing simple instructions.Playing *Jacques a dit* | **Portraits**Parts of the bodyColoursDescriptions of peopleOur ActivitiesMaking a wish listNumbers 1-30 |

**MUSIC**

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|  | **Integrated**Listening to favourite songs, discussing the differences in music taste. How to share our love for certain songs or music style? How music connects to images - listen to famous songs inspired by paintings. Create music to a set of images.  | **Stand alone**Saying chants and rhymes and simple use of instruments. Develop appraising skills across a range of music styles. Instruments: Back to basics: revise and improve knowledge and application of rhythm, pulse, tempo, metre, bars, note and rest lengths.Discriminate between different sounds and instruments. |

**PE**

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|  | **Invasion Games: Netball, Football, Handball and Speedball**In Games, Year 3 students will begin to develop sport-specific skills for netball, football, Handball and Speedball. These skills will be practised in small group activities and applied to modified games. Skills include dribbling, passing and shooting. Students will also develop an understanding of the rules and playing positions of each sport. | **Invasion Games: Hockey and Basketball**In PE, students will work independently and in small groups to begin developing dribbling, passing and shooting skills in basketball and hockey. These skills will be practised in modified games and activities with an emphasis on ball control. |