



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 3	Topic Title/Theme: Stronger Together	Term: Spring
Entry Point: Archaeological Dig where children use tools to discover objects within sand trays and generate ideas about what they might be learning about – an ancient community.	Exit Point: Children will understand how the UK has changed over time and give reasons for changes, with a focused study on the land within the school vicinity.	Visits/Visitors or Special Arrangements: Dr Jo's Time Machine Stone Age Day Visit to local Synagogue
Topic Overview: Within this topic, children will develop an understanding of the importance of being part of a community. The idea of belonging and a sense of purpose is a key focus whether that is within the Stone Age/Iron Age or as a member of a religious community. Studying the local area and how that has changed due to the demands of the community will further establish the importance of how a group of people live together. Through art and PSE, children will explore how we communicate within a community to share stories, how we feel and expectations of how individuals should behave and interact.		Outdoor Learning: <ul style="list-style-type: none"> Gathering/Cooking (DT) Building a shelter as a team (DT/PSE) Cave painting (Art) Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music MFL Computing

Curriculum Drivers			
Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge, allowing them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk 12
Science	History	History	Art	Art	DT	Science	RE	RE	Geography	Geography	Geography
Animals including Humans	Stone Age Communities		Sharing Stories / Communicating (paint) Colour mixing and Sean Scully		Food	Animals including Humans	Judaism Prayer, places of worship and artefacts Celebrations Purim, Shavuot		How the local area has changed to meet the needs of the community. Digimaps Symbols and keys		
PSHE / Outdoor Learning			PE			Computing			Music / MFL		

PSHE – Spring 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. <p>Physical and health fitness</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Health and prevention</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<ul style="list-style-type: none"> HW4 – recognize and respect similarities and differences between people PW34 Develop strategies for managing and controlling strong feelings and emotions HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions PW33 Begin to make responsible choices and consider consequences 	<p>Children will know;</p> <ul style="list-style-type: none"> Physical health is linked to the body. Mental health involves thinking. Emotional health is the capability to express emotions in an appropriate way. Children their age should have between 10 and 12 hours sleep each night. 	<p>Children identify how they can support their physical, emotional and mental health. They will set themselves a realistic goal.</p>
		<p>Writing Opportunity</p> <p>Mind map</p>	<p>Resources</p> <ul style="list-style-type: none"> 3D PSHE planning documents
Key Questions / Learning Journey Steps		Implementation	
Mind map title: Core 1 Health and Well Being			
<p>What is the difference between physical and mental health?</p>		<ul style="list-style-type: none"> Core 1 Unit 1 Ln 1: Physical, Emotional and mental – I am who I am! Discussion question – which is the most important part of you? Create group outlines of body <ul style="list-style-type: none"> Add ways of looking after our bodies Add ways we can damage our bodies Is it easier to look after our bodies or damage them? Define physical, mental and emotional health. 	
<p>Which is more important - physical, emotional or mental health?</p>		<ul style="list-style-type: none"> Core 1 Unit 1 Ln 2: Physical, Emotional and mental – Hearts and minds Identify photos which show physical, emotional and mental images Physical activity – working together to hold a ball in the air Emotional activity – discussing anger and surprise and how to control the emotions Mental activity – character in a bag Add ways to support each other’s physical, emotional and mental health to mind map 	
<p>Why is goal setting important? How will it help you in your future?</p>		<ul style="list-style-type: none"> Core 1 Unit 1 Ln 3: Physical, Emotional and mental – Three in one Recap definitions of physical, mental and emotional health Create and share a health goal Discuss how we can support each other with our health goals Add health goal to mind map 	
<p>Why is sleep so important?</p>		<ul style="list-style-type: none"> Core 1 Unit 1 Ln 4: Physical, Emotional and mental – Sleep – sweet dreams Recap health goals Circle time: <ul style="list-style-type: none"> How do you wake up each morning? 	

	<ul style="list-style-type: none"> ○ What time do you get up? ○ What time do you go to sleep? ○ How much sleep do you get each night? ● Discuss benefits of sleep and share the recommended amount of sleep for children their age. https://www.aboutkidshealth.ca/Article?contentid=645&language=English ● Add sleep guidance to mind map.
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Growth	Possibilities	Health	Community
Children should develop socially, morally, spiritually and physically in positive ways.		All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children should develop an understanding of the importance of supporting each other.
Relevant RRSA Article	Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example, housing decisions or the child’s day-to-day home life.		

PE - Spring 1 Tennis

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly Pass to team mates at appropriate times 	Children will know; <ul style="list-style-type: none"> Ball needs to bounce twice inside opponents half to score a point. Holding a tennis racket correctly Balancing a ball A rally means returning the ball over the net 	Children will hold a tennis racket correctly and develop a ready position and the forehand stroke. They will take part in games to develop a rally.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> PE Planning Yr 3 tennis Tennis balls Tennis rackets Nets / Cones

Key Questions / Learning Journey Steps	Implementation
What basic skills are needed to play tennis?	<ul style="list-style-type: none"> Warm up: Drop the ball Skills: Copy Cats Game: Key skills – throwing and catching tennis ball over the net to opponent. Aim is to get ball to bounce twice to score a point. Cool down: Stretches
How do I develop control?	<ul style="list-style-type: none"> Warm up: Egg and spoon Skills: Look after the ball (pairs) Game: Tennis tag Cool down: stretches
How do I stop the ball?	<ul style="list-style-type: none"> Warm up: Make them reach Skills: Introduce the racket Game: 'Racket v no racket' Cool down: stretches
What is a rally?	<ul style="list-style-type: none"> Warm up: Pass the ball Skills: Cooperative rallying – hand tennis Game: Keep the kettle boiling Cool down: Dynamic warm down
What are the rules?	<ul style="list-style-type: none"> Warm up: Domes and dishes Skills: Hand tennis - rallying Game: Racket v No racket Cool down: Circle stretch
How can I make it difficult for the opposition?	<ul style="list-style-type: none"> Warm up: Knee tag Skills: Follow the leader Game: Score the game Cool down: Dynamic stretch

Growth	Possibilities	Health	Community
Children will develop physically in different ways and be able to work cooperatively.	Children will learn about playing sport as a career.	Children will have the opportunity to exercise and take part in games.	Children will understand that there are tennis clubs in our community that they could join and be part of a team.
Relevant RRSA Article	Article 31: I have the right to relax, play and take part in a range of activities.		

PE - Spring 1 Football

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Strike a ball with control Pass to team mates at appropriate times Maintain possession of a ball Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly 	Children will know; <ul style="list-style-type: none"> Only feet can touch the ball Hands can be used to save Use the side of your foot to kick the ball for more control 	Play confidently and competitively in small sided net games.
		Writing Opportunity	Resources
		Write rules for game	<ul style="list-style-type: none"> PE Planning Yr 3 Football Footballs Bibs Cones

Key Questions / Learning Journey Steps	Implementation
How can I support team mates during the game?	<ul style="list-style-type: none"> Warm Up: The ball is hot Skill: Passing first with hands then feet Game: 3 v 1 passing, dribbling and scoring
How do you control the ball?	<ul style="list-style-type: none"> Warm Up: Look after the ball Skill: Skill circuit Game: Empty your goal
How do I move with a football?	<ul style="list-style-type: none"> Warm Up: Ball control Skill: Through the gate Game: Numbers
How do I pass the ball effectively?	<ul style="list-style-type: none"> Warm Up: On the move Skill: Passing in small squares, progress to through the gate Game: Island football
How do I score a goal?	<ul style="list-style-type: none"> Warm Up: Touch, head, shoot Skill: Shooting at an empty target and then number shooting Game: Goal line football
Which tactics are helpful?	<ul style="list-style-type: none"> Warm Up: Tidy the room relay Skill: Jump the island Game: Small game

Growth	Possibilities	Health	Community
Children will develop physically in different ways and be able to work cooperatively.	Children can become team players and be willing to have a go.	Children will develop an understanding of the importance of physical health.	Children will understand that there are football clubs in our community that they could join and be part of a team.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full.		

Computing – Spring 1 E-Safety

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> Give examples of the risks posed by online communications. 	Children will know; <ul style="list-style-type: none"> Too much time should not be spent online Age restrictions are there to keep children safe Speak to an adult if they feel pressure to watch or do something online that makes them feel uncomfortable (e.g. age restricted gaming or web sites). 	Children will identify how long they spend online and develop a timetable to create a more balanced lifestyle.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Health, wellbeing and lifestyle
Key Questions / Learning Journey Steps		Implementation	
How can we create a balanced lifestyle?		<ul style="list-style-type: none"> Identify features of a healthy and balanced lifestyle Create balanced timetable for Jack 	
Why do some online activities have age restrictions?		<ul style="list-style-type: none"> Share story of Sanjeev and Arya – follow teaching prompts Children to discuss why age restrictions are in place 	

Computing - Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught to 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. 	<ul style="list-style-type: none"> Use simple animation techniques Create a stop-frame animation Add media and effects to animation 	Children will know; <ul style="list-style-type: none"> Flip books create moving pictures Onion skinning lets you see previous image Small changes need to be made in each picture Animation is created by taking multiple pictures, then sequencing to look like movement 	Children will create a story based animation using the iMotion app and the onion skinning technique.
		Writing Opportunity	Resources
		Children create a storyboard of their animation	<ul style="list-style-type: none"> NCCE – www.teachcomputing.org iMotion app
Key Questions / Learning Journey Steps		Implementation	
Can a picture move?		<ul style="list-style-type: none"> NCCE Stop-frame animation unit – Lesson 1 Children will create a flip book animation 	
What is onion skinning?		<ul style="list-style-type: none"> NCCE Stop-frame animation unit – Lesson 2 Children will use onion skinning to create a simple animation 	
What's the story?		<ul style="list-style-type: none"> NCCE Stop-frame animation unit – Lesson 3 Children will create a storyboard for their animation 	
How do I sequence my animation?		<ul style="list-style-type: none"> NCCE Stop-frame animation unit – Lesson 4 Children will create stop-frame animations 	
How can I improve my animation?		<ul style="list-style-type: none"> NCCE Stop-frame animation unit – Lesson 5 Children evaluate their work and make improvements 	

What effects will improve my animation?	<ul style="list-style-type: none"> • NCCE Stop-frame animation unit – Lesson 6 • Children to add music and text to their animations
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Growth	Possibilities	Health	Community
Children will learn to persevere when faced with a challenging activity.	Children will learn that they can use ICT to create their own animations.	Children will learn that it is important to spend time doing different activities and online activities should be limited.	Children will learn to support others and accept help when needed.
Relevant RRSA Article	Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.		

Science – Spring 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	Children will know; <ul style="list-style-type: none"> Animals and humans get nutrition from what they eat Seven nutrients humans need: carbohydrates, protein, fats fibre, vitamins, minerals, water Different animals need varying amounts of nutrients Skeleton types: endoskeleton, hydroskeleton and exoskeleton Label a human skeleton Function of parts of the skeleton 	Children will identify nutrients humans need and what foods they can be found in. Children will learn the scientific names for the bones in the skeleton and identify how the skeleton protects the internal organs of the body.
		Writing Opportunity Comparing diets of different animals	

key Questions / Learning Journey Steps	Implementation
How do animals and humans get nutrition?	<ul style="list-style-type: none"> Nutrition pyramid Paper plate balanced diet
What nutrients do animals need?	<ul style="list-style-type: none"> Compare diets and reasons why Reading comprehension activity
What are the different skeleton types?	<ul style="list-style-type: none"> Endoskeletons, hydro skeletons and exoskeletons
What are the bones in a human skeleton?	<ul style="list-style-type: none"> Labelling skeleton
What are the functions of a skeleton?	<ul style="list-style-type: none"> Complete table to explain function of skeleton types

Growth	Possibilities	Health	Community
Children will understand how different animals in our world have different skeletons and how these help them to survive	Children will explore the possibilities of jobs in biology or as a dietician	Children will understand how choices in nutrition impacts upon well-being.	Children will understand how some communities make choices about eating different food groups (e.g. vegan)
Relevant RRSA Article	Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		


Music			
National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject intent
<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Evaluate music using musical vocabulary to identify areas of likes and dislikes Use the term timbre, pitch and texture to describe the of different instruments used to create characters. Perform from memory with accurate pitch Perform with awareness of others 	Children will know; <ul style="list-style-type: none"> Beat is the pulse that never changes Tempo is fast and slow How to sing along to a melody vocabulary to describe music 	Dragon song – The chn will focus describing music including pitch, rhythm, pulse, dynamics and instruments. They will evaluate pieces of music. Three little birds – The chn will begin to describe music using vocabulary such as tempo, dynamics and pitch. They will learn to sign the song from memory and will perform as a group.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Charanga Glockenspiels
Key Questions / Learning Journey Steps		Activity	
How do you play instruments effectively as a group?		<ul style="list-style-type: none"> Give children instruments and let them explore. What did it sound like etc? How could it sound better? 	
Can you use musical vocabulary to describe a song? Dragon song		<ul style="list-style-type: none"> Identify instruments Listen and appraise music on whiteboards Clap rhythms and pulses – use vocab to describe each. 	
Can you learn to sing and sign parts of a song? Bob Marley		<ul style="list-style-type: none"> Appraise music – correct vocab Introduce the new song along with musical vocabulary – pulse, rhythm, pitch, tempo, dynamics and genre. Discuss reggae music – steel drums How does bob marley begin his songs? Discuss instruments 	
How can you perform a song effectively as a group? Video 1 – 3 chn singing and signing chorus solo		<ul style="list-style-type: none"> Recap vocab – appraise new song. Learn chorus and sign language to go with it. Only do sign to chorus throughout. Practise chorus and sign language 	
Are there different ways you could improve a performance? Video 2 – singing a verse as a small group (same chn as vid 1)		<ul style="list-style-type: none"> Discuss the use of solos and group parts to improve performance – find west end video where there are both group and solos within the same song. Learn verse 1 and 2 – begin to put the song together Discuss performance skills – how do we perform effectively? Watch a theatrical performance and highlight skills. Sing parts already learned from memory and perform chorus signing from memory. Chn each have parts to sing (small group/solo if confident) Start to create a performance 	
Have you taken part in an engaging performance ? Video 3 – same 3 chn performing using skills from previous videos.		<ul style="list-style-type: none"> Perform with awareness of others Chn to know their parts so that performance flows correctly. Most chn performing from memory. Evaluate performance as a class. 	

Growth	Possibilities	Health	Community
Children will develop their understanding of composing music. They will learn how a song is put together and how different parts of a song are used for effect.	The children will be learning to improvise with the song allowing them to explore different notes and sounds. They will become more aware of how sounds are made.	Children will listen to different songs that allow them to express themselves.	The children will experience different music that they may like or dislike. They will be able to use this to communicate with others and spread their knowledge.
Relevant RRSA Article	Article 13: We all have the right to share what we learn, think and feel with others.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Suggest suitable sources of evidence Describe the characteristic features of the past Understand the concept of change over time, representing this on a timeline Use appropriate historical vocabulary to communicate 	Children will know; <ul style="list-style-type: none"> Three periods of the Stone Age: Paleolithic, Mesolithic, Neolithic Stone age people used stone to create tools Artefacts from prehistoric ages are rare Stone age children would be involved in hunting and cooking Stone age people lived in small family groups and were nomadic Bronze age led to people living in bigger communities and farming was more apparent Iron Age people lived in larger communities 	Children will identify how people lived during the Stone Age and then identify how life progressed through the Bronze and Iron Ages.
		Writing Opportunity Diary Entry – A day in the life of a child in Stone Age times	Resources <ul style="list-style-type: none"> Items for archeological dig (images of stones, descriptor cards) Sand trays Brushes Stone Age Boy by Satoshi Kitamura Espresso BBC History website

Key Questions / Learning Journey Steps	Implementation
How did communities become stronger between the ages? When was the stone age?	<ul style="list-style-type: none"> History of Britain timeline from stone age to now. Artefacts and videos shared. Chn create questions for visitor.
What was life like in the Stone Age? (2 lessons)	<ul style="list-style-type: none"> Visitor – Dr Joe – Children to look at artefacts and find out about the Stone Age taking part in activities. BBC Bitesize & Espresso Videos to provide children with visual, concrete understanding of the period – begin to make notes on mind maps Children to write a diary entry about their life in the stone age.
What were the key changes from Bronze Age to the Iron Age?	<ul style="list-style-type: none"> Sorting activity
How can we summarise what we have learned to teach others? (2 lessons)	<ul style="list-style-type: none"> Non-chronological report created from what has been learned over the topic.

Growth	Possibilities	Health	Community
Developing an understanding of how different aspects of their country (homes) have evolved and changed for children before modern times.	Children can become archaeologists regardless of gender.	Understanding the need to eat a balanced diet and that people can grow their own food rather than purchase it (DT – outdoor learning).	Understanding how some societies can be organised so that everyone works for the benefit of all.
Relevant RRSA Article	Article 28: Every child has the right to education (Were Stone Age/Iron Age children educated and what was it like?)		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Mix colours effectively Experiment with creating mood with colour 	Children will know; <ul style="list-style-type: none"> Primary colours are red, blue and yellow. Secondary colours are created by mixing primary colours: <ul style="list-style-type: none"> Red and yellow = orange Red and blue = purple Blue and yellow = green Tertiary colours are created by mixing secondary colours. White lightens the tint Black darkens the tint Cave paintings communicate life from the stone age Sean Scully is an abstract painter 	Children will explore colour mixing and use of colour in paint. Children will explore the work of the abstract artist, Sean Scully, and use colour mixing skills to produce a painting in his style. Children will explore how painting is a method of communication and produce art in the style of cave paintings.
		Writing Opportunity	Resources
		Evaluation of work	<ul style="list-style-type: none"> Blank colour wheels Paper Primary paint White paint Brushes Images of Sean Scully's art Paint made with natural materials Images of cave paintings
Key Questions / Learning Journey Steps		Implementation	
How is art used to communicate?		<ul style="list-style-type: none"> Look at use of natural materials to make paint Explore cave paintings and how they were used to communicate Create own cave painting 	
How many colours are there? What are primary, secondary and tertiary colours?		<ul style="list-style-type: none"> Make colour mixing charts (make secondary colours mixing two primary colours together) 	
How do you change the tint of a primary colour?		<ul style="list-style-type: none"> Explore adding white to a primary colour – create colour strip Explore adding black to a primary colour – create colour strip 	
Who is Sean Scully?		<ul style="list-style-type: none"> Look at the art of Sean Scully. Which painting do the children prefer and why? Produce own painting in the style of Sean Scully. 	

Growth	Possibilities	Health	Community
Children gain knowledge and understanding of how colours can be mixed and of primary and tertiary colours.	Children will learn about the possibility of being an artist and of different types of art.	Children will develop an understanding of how art can make people feel and how colours can be used to influence mood.	Children will learn about how members of stone age communities came together to produce cave paintings to communicate important events in the community
Relevant RRSA Article	Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. 	Children will know; <ul style="list-style-type: none"> Stone Age people were known as hunter gatherers Stone Age people would eat meat such as deer, boar, fish and collect berries and nuts A recipe is a set of instructions to make / bake food. Ingredients are the food items in the recipe. Begin to use scales and measure. Safety around an oven 	Children will research Stone Age food and create ideas for a Stone Age menu. Children will follow a recipe using ingredients used in the stone age and use utensils and equipment to create the food and then evaluate the process.
		Writing Opportunity	Resources
		Write a menu Evaluation	<ul style="list-style-type: none"> Food pictures to sort Fruit
Key Questions / Learning Journey Steps		Implementation	
How could I become a stone age chef?		<ul style="list-style-type: none"> Sorting activity Compare food collected to a healthy diet today 	
What was the early stone age diet?		<ul style="list-style-type: none"> Write a menu for the stone age boy 	
What food did they eat in the stone age?		<ul style="list-style-type: none"> Children make and taste stewed fruit Children make and taste oatcakes Children evaluate stone age meal 	
How do we prepare stone age fruit?			

Growth	Possibilities	Health	Community
Children will grow in knowledge and understand that people used to hunt and gather their food.	Children will learn that everyone has the opportunity to become a chef.	Children will learn about healthy diets from the past and compare them with our diet today.	Children will learn about how meals are prepared in different communities.
Relevant RRSA Article	Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.		

PSHE – Spring 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Respectful Relationships <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<ul style="list-style-type: none"> PW 29 – Face new challenges positively and know when to seek help Ci15 – Work cooperatively, showing fairness and consideration to others PW32 – Talk about their views on issues that affect themselves and their class Ci18 – Show awareness of issues affecting communities and groups Ci12 – Recognise the importance of local organisations in providing for the needs of the local community PW65 – Recognise how new relationships may develop 	Children will know; <ul style="list-style-type: none"> How humans communicate. Poor communication can lead to problems in relationships Listening involves looking at the speaker and repeating information 	Children will identify why clear communication is important, especially when resolving conflict. They will practice listening to each other to repeat information.
		Writing Opportunity Mind map	Resources <ul style="list-style-type: none"> 3D PSHE planning documents

Key Questions / Learning Journey Steps	Implementation
Mind map title: Core 2 Relationships	
Why is good, clear communication important?	<ul style="list-style-type: none"> Core 2 Unit 1 Ln 1: Clear Messages – Dot, dot, dash What ways do people communicate? Communicate messages using Braille and Morse Code and de-code messages Mind map: Poor communication skills can seem like people are speaking in code or a different language. Clear communication is very important in relationships, particularly in dealing with problems and resolving conflict.
What makes a good listener?	<ul style="list-style-type: none"> Core 2 Unit 1 Ln 2: How to listen – Listen up! Why is listening important? How do you know if you're a good listener? Play memory game What makes a good listener? Mind Map: children to add a way they can be a good listener
Mind map title: Core 3 Living in the Wider World	
What are the benefits of being a part of a community?	<ul style="list-style-type: none"> Core 3 Unit 2 Ln 1: Different Communities – My community What services are available in our community and what people work there? How can we help each other in our community? Mind map: Living in a community provides support and friendship.
How are school communities different?	<ul style="list-style-type: none"> Core 3 Unit 2 Ln 2: School Communities – School swap Do you know any children who attend different schools? What other schools are in the area? How are things different/similar? Mind map: Although our school community is Harlow Green, we have links to other schools such as ...

Growth	Possibilities	Health	Community
Children should develop socially, morally, spiritually and physically in positive ways.	Developing good communication skills will allow children to progress into further education and careers.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children should develop an understanding of the importance of supporting each other.
Relevant RRSA Article	Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example, housing decisions or the child's day-to-day home life.		

PE - Spring 2 Volleyball

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Strike a ball with control Pass to team mates at appropriate times Maintain possession of a ball Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly 	Children will know; <ul style="list-style-type: none"> A net-wall game involves defending your area and trying to score in your opponent's area In volleyball the areas are divided by a net To receive the ball: keep your eye on the ball, move to get in line with the ball and get in a good position as the ball comes to you Ready position: knees bent, lean slightly forward and have hands out in front of the body Throw underarm 	Play confidently and competitively in small sided net games.
		Writing Opportunity	Resources
		n/a	<ul style="list-style-type: none"> PE planning Yr 3 volleyball Volleyballs Bibs / Cones / Net

Key Questions / Learning Journey Steps	Implementation
What can you do to make sure you are ready to receive the ball?	<ul style="list-style-type: none"> Introduce the children to volleyball https://www.youtube.com/watch?v=jxhuopeNAHE Warm Up: Number crazy Skills: One bounce and Get in line Game: Key skills game
What is the ready position and why is it important?	<ul style="list-style-type: none"> Warm Up: Around the body Skills: Knee tag and get ready Game: 1v1 high net volleyball
What do you need to think about when throwing a ball to a partner/target?	<ul style="list-style-type: none"> Warm Up: Knee tag Skills: Ready to catch and aim for the hoop Game: Hit the hoop
What did you do to try and score points in any of the games?	<ul style="list-style-type: none"> Warm Up: Rolling caterpillar Skills: Copycats and different every time Game: 2v1 bouncing volleyball
Why are rules important when playing games?	<ul style="list-style-type: none"> Warm Up: Quick feet Skills: Reaction bounce Game: Grid volleyball and 2v2 volleyball
How do you think you have improved?	<ul style="list-style-type: none"> Warm Up: Simon says Skills: Catch and clap Game: Key skills game

Growth	Possibilities	Health	Community
Children will develop physically in different ways and be able to work cooperatively.	Children can become team players and be willing to have a go.	Children will develop an understanding of the importance of physical health.	Children will understand that there are sports clubs in our community that they could join and be part of a team.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full.		

Computing – Spring 2 ESafety

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Respect individuals and intellectual property Use technology responsibly, securely and safely. 	<ul style="list-style-type: none"> Give examples of the risks posed by online communications Understand that comments made online that are hurtful or offensive are the same as bullying 	Children will know; <ul style="list-style-type: none"> Negative comments online can affect people in the same way as bullying Negative comments online should be shared with a trusted adult 	Children will identify how comments online make people feel and understand that any comments like that should be shared with a trusted adult.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Project Evolve – Self-image and Identity.

Key Questions / Learning Journey Steps	Implementation
How does it feel?	<ul style="list-style-type: none"> Discuss emotions – generate synonyms for happy and sad. Apply these to emotions thermometer. Read scenarios and children identify how they would feel using thermometer. Children identify how they would help their friends if any of these things were to happen. https://projectevolve.co.uk/toolkit/resources/content/online-relationships/7-11/i-can-explain-how-someone-s-feelings-can-be-hurt-by-what-is-said-or-written-online/?from=years

Computing - Spring 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught to 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. 	<ul style="list-style-type: none"> Organise data in different ways. Collect my own data. Create and use my own database. Save my database and retrieve it. 	Children will know; <ul style="list-style-type: none"> Yes or no questions are quick and clear to answer Similar objects are grouped into categories Identify an object by answering yes/no questions A branching database organizes information 	Children will create their own branching database and apply the questioning mentality that a computer uses with simple logical steps of yes and no.
		Writing Opportunity	Resources
		Children create own survey	<ul style="list-style-type: none"> NCCE – www.teachcomputing.org Purple Mash

Key Questions / Learning Journey Steps	Implementation
How do I create a yes or no question?	<ul style="list-style-type: none"> NCCE Branching Databases Unit – Lesson 1 Create yes or no questions about a collection of objects
How can I group objects?	<ul style="list-style-type: none"> NCCE Branching Databases Unit – Lesson 2 Organising objects into a tree structure
What is a branching database?	<ul style="list-style-type: none"> NCCE Branching Databases Unit – Lesson 3 Create a branching database
How do I structure a branching database?	<ul style="list-style-type: none"> NCCE Branching Databases Unit – Lesson 4 Order questions to create effective branching database
How do I use a branching database?	<ul style="list-style-type: none"> NCCE Branching Databases Unit – Lesson 5

	<ul style="list-style-type: none"> • Answer questions using branching database
What presenting tools will I use?	<ul style="list-style-type: none"> • NCCE Branching Databases Unit – Lesson 6 • Present information using a pictogram and a branching database

Growth	Possibilities	Health	Community
Children will learn to be patient when faced with tricky problems.	Children will be imaginative and have a go at new challenges.	Children will learn they can report their concerns to an adult if something bothers them online.	Children will work together to ensure they remain safe online.
Relevant RRSA Article	Article 5: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights.		

MFL			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall subject intent
<ul style="list-style-type: none"> Engage in conversations; ask and answer questions Read carefully and show understanding of words, phrases and simple writing Write phrases from memory 	<ul style="list-style-type: none"> Use a translation dictionary or glossary to look up new words. Read and understand the main points in short written texts. Express personal experiences and responses. Take part in discussions and tasks. Describe with some interesting details some aspects of countries or communities where the language is spoken. 	Children will know; <ul style="list-style-type: none"> Words for musical instruments How to write words for musical instruments 	Musical instruments – The children will name, recognise and write up to 10 instruments in French. They will spell some nouns correct and learn how to say and write ‘I play an instrument.’
		Writing Opportunity Sentence writing in line with lesson plans.	Resources <ul style="list-style-type: none"> Langauge Angels. Images of instruments. Dictionaries
Key Questions / Learning Journey Steps		Implementation	
Where is French spoken across the world?		<ul style="list-style-type: none"> Intercultural understanding 	
What are the French words for musical instruments?		<ul style="list-style-type: none"> Lesson 1 and 2 Masculine/feminine Phonics of words about to be used in the unit – ou, on sounds written in back of book. Nasal sounds – on. BBC bitesize page Learn names of instruments including masculine/ feminine/ plural verbally Activity – dictionary task for 5/ labelling other 5 instruments 	
Are the musical instruments masculine or feminine?		<ul style="list-style-type: none"> Recap instruments – play oui or non – are the instruments correct? Lesson 3 – Le or la/du or de la – children to complete a table putting instruments on the correct side depending on their gender. Table in lesson 5. Focus on du, de la, des. (quick look at lesson 4 pp) 	
Do you play a musical instrument?		<ul style="list-style-type: none"> Lesson 4 – Give children picture of an instrument that they will ‘play’. The children will practice saying ‘I play the...’ in pairs. Children to swap picture cards many times to say different instruments. Give children a small helpsheet to stick in with correct de la etc. Reading task – who plays what instrument? 	
Do you play a musical instrument?		<ul style="list-style-type: none"> Previous lesson split over 2 lessons. Give children a sentence to stick in their book that says ‘I play the clarinet’ in French. Highlight the verb and noun for them. Writing - Stick pictures in book and write the sentence ‘I play the..’ next to each one. 	
Assessment		<ul style="list-style-type: none"> Speaking exercise Listening exercise – lesson 6 	

Growth	Possibilities	Health	Community
Children should develop knowledge of how to introduce themselves in French and how to introduce others.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to introduce themselves and others.
Relevant RRSA Article	Article 30: We all have the right to use our own language, culture and religion.		

Science - Spring 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Children will know; <ul style="list-style-type: none"> Muscles allow the body to move. There are voluntary and involuntary movements. Muscles work in pairs. When one muscle contracts, the other relaxes. 	Children will build in their previous knowledge about how the skeleton supports the body and begin to add muscles to understanding how we then move. Children will complete an investigation into how their muscles work.
		Writing Opportunity	Resources
		Explain how muscles work Write up investigation	<ul style="list-style-type: none"> BBC video clips Espresso
Key Questions / Learning Journey Steps		Implementation	
How do muscles allow movement? (2 lessons)		<ul style="list-style-type: none"> Discuss how skeletons move- address misconceptions. Can you tell your brain to move your leg? etc 	
What are muscles? (2 lessons)		<ul style="list-style-type: none"> Label diagram showing cells, tissues and muscles Voluntary/ involuntary muscles 	
How do muscles work? (2 lessons)		<ul style="list-style-type: none"> Children work in groups to carry out activities using muscles- predict the muscles used Write up predictions- conclusion Create fact file about muscles 	

Growth	Possibilities	Health	Community
Children will understand how their muscles develop as they grow.	Children will learn about the possibility of having a career in physiotherapy.	Children will learn the importance of a healthy body to live a happy life.	Children will learn about being a positive, healthy member of the community.
Relevant RRSA Article	Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.		

RE			
Gateshead Agreed Syllabus	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>The calendar</p> <ul style="list-style-type: none"> Purim / Shavuot <p>People, places and practices</p> <ul style="list-style-type: none"> Jewish prayer and worship including: Places of worship - Teachers/leaders Types of prayer/Principal prayers Daily prayer Havdalah Jerusalem, the Holy City Modes of dress Bar Mitzvah Marriage <p>Narrative</p> <ul style="list-style-type: none"> The story of Ruth linked to Shavuot The story of Esther linked to Purim <p>Principal beliefs</p> <ul style="list-style-type: none"> Talmud / Sheema <p>Artefacts and Symbols</p> <ul style="list-style-type: none"> The Ark The Bimah The Star of David The prayer shawl The skull cap The Phylacteries The Mezuzah 	<ul style="list-style-type: none"> Present the key teaching and beliefs of a religion Describe religious buildings and explain how they are used Give reasons why religious figures may have acted as they did 	<p>Children will know;</p> <ul style="list-style-type: none"> A synagogue is the place of worship for Jewish people. Torah, ark, yad, tallit, bimah are important objects found in a synagogue. Purim is a Jewish holiday. Purim celebrates the story of Esther Shavuot (Jewish harvest festival) and is the anniversary of the day God gave the Torah to Moses. During Shavuot, Jews say prayers, decorate with flowers, read the Torah and eat dairy products. 	<p>Children will identify key objects within a synagogue and visit a synagogue. They will learn about the Jewish holiday Purim and the story of Esther. The children will understand that Shavuot is the Jewish harvest festival and identify the rituals followed by Jewish people during Shavuot.</p>
		<p>Writing Opportunity</p> <p>Leaflet about Synagogue</p>	<p>Resources</p> <ul style="list-style-type: none"> Visit to the synagogue Images Story of Esther Art materials
Key Questions / Learning Journey Steps		Implementation	
<p>What events are important to people of the Jewish faith?</p> <p>How do followers of this religion worship?</p> <p>What is a synagogue and what happens there?</p>		<ul style="list-style-type: none"> Visit to a synagogue and learn about worship. Learn about the synagogue, its functions and features. Create leaflet about the synagogue. 	
<p>What do followers of this religion celebrate?</p> <p>What is Purim why is it celebrated?</p>		<ul style="list-style-type: none"> Learn about the story of Esther and how Purim is celebrated. Make Purim masks for a festival 	
<p>What is Shavuot?</p>		<ul style="list-style-type: none"> Learn about the festival Shavuot. Share rituals that take place. Make flower and write traditions on petals. 	
<p>Easter focus</p> <p>Why is Christ a saviour?</p>		<ul style="list-style-type: none"> Recap the Easter story and how Easter is celebrated. Show children items – which do they think are the best reminders of the story and why? Watch video about the meaning of Easter for Christians. Complete stem sentence - Christians believe Jesus saved us because 	
Growth	Possibilities	Health	Community
<p>Children should learn that there are many different ways to live and how these differences make us unique and important.</p>	<p>Children should find out about the stories and practices of different religions.</p>	<p>Children should have the opportunity to help keep others happy and healthy.</p>	<p>Children should be given the opportunity to make an impact within their local community.</p>
<p>Relevant RRSA Article</p>	<p>Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	Children will know; <ul style="list-style-type: none"> What an urban area is Harlow Green is an urban area Harlow Green has become more urbanized over time Land use in Harlow Green is residential, community, retail and recreational Sketch maps show how land is used A key makes it easier to read information on a map 	Children will learn about how places change over time and that humans needs and uses can cause this change. They wil study their local area because it has been through a lot of change over time and understand how elemens of it may still remain.
		Writing Opportunity	Resources
		Presentation of land use in the local area.	<ul style="list-style-type: none"> iPads Digimaps Pictures of rural and urban areas Atlases Examples of keys Sketch maps Historical maps

Key Questions / Learning Journey Steps	Implementation
What is the difference between rural and urban living? (2 lessons)	<ul style="list-style-type: none"> Define rural and urban Look at and sort pictures under headings Describe local area
What did the local area look like historically? (2 lessons)	<ul style="list-style-type: none"> Look at historical maps – identify land use and human features
How is the local land used? (2 lessons)	<ul style="list-style-type: none"> Local area walk – identify landmarks and features of the local area. Discuss differences to historical maps.
What is the purpose of a sketch map? (2 lessons)	<ul style="list-style-type: none"> Identify features of sketch maps Compare sketch map with google earth map- what are the differences? Use google earth to show children the area around us Use this to create own sketch map of our local area
Why do we use symbols and keys on a map? (3 lessons)	<ul style="list-style-type: none"> Look at symbols on a map and discuss representations Children match symbol to place- discuss whether the symbol is good or not Children improve original sketch map by adding symbols
What are grid references? (3 lessons)	<ul style="list-style-type: none"> Introduce children to 4-figure grid references. Children to locate landmarks/features linked to grid references on sketch maps.

Growth	Possibilities	Health	Community
Children will increase their understanding of the local land use and share their own knowledge with others.	Children will ask questions about their local area and expand their understanding of where they live.	Children will be familiar with the local area and develop awareness of safety.	Children will develop their understanding of their local area and what facilities are available to access in the community.
Relevant RRSA Article	Article 8: Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.		

Stronger Together



**"Coming together is the beginning.
Keeping together is progress.
Working together is success!"**

Henry Ford

