

# Year 3 - Topic Planner - Spring Term



## Champions for Change – Care and Rehabilitation

### Project Synopsis:

This term the children become 'Champions for Change', as they explore the world of natural disasters and the significant impact they have on the people living around them. They will discover how they can support people in need in this country and across the world and plan and lead a project in school to make a difference.

### Project Aims:

Care and rehabilitation is the name of the game as the children step into someone else's shoes in order to develop an understanding and ability to empathise with people less fortunate than themselves; and ultimately concluding an answer to the question 'How can I make a difference on the lives of people around the world?'

How?

### Project Launch:

The project will launch with an art and science afternoon creating a volcanic explosion and a piece of artwork inspired by Nita Engle.

### Project Outcome:

The children will plan and lead a charity event in school in order to raise money for people less fortunate than them. They will also reach out to the community, performing and sharing their cooking and music skills.

## National Curriculum Coverage and Key Skills

### ENGLISH:

#### Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

### MATHS:

#### Milestone Focus:

Teachers identify and personalise the key Maths skills that the children need to rehearse across the curriculum.

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## Champions for Change – Care and Rehabilitation



**UNICEF ARTICLE 39** – Children who have suffered in any way have a right to get help in a safe place, to help them recover.

### SCIENCE: Helping Plants Grow Well / Light and Shadow

NC Links: 1a, 1b, 1c, 1d, 4a, 4b, 4c, 4d, 4e

#### Key Milestones:

- **S1** – Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers
- **S2** – Explore the requirements of plants for life and growth (air, light, water, nutrients from soils, and room to grow) and how they vary from plant to plant
- **S3** – Investigate the way in which water is transported within plants
- **S4** – Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- **S5** – Notice that light is reflected from surfaces
- **S6** – Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows

### GEOGRAPHY: Earthquakes and Volcanoes

NC Links: 1a, 1c, 3a, 4a, 4b

#### Key Milestones:

- **G1** – To use maps, atlases, globes and digital/computer mapping to locate countries and describe features
- **G2** – To use a range of resources to identify the key physical and human features of a location
- **G3** – Name and locate the countries of Europe and identify their main physical and human characteristics
- **G4** – Name and locate the Equator, Northern Hemisphere and Southern Hemisphere
- **G5** – Describe key aspects of physical geography including Earthquakes and Volcanoes

### ART AND DESIGN: Painting

NC Links: 1a, 1b

#### Key Milestones:

- **A1** – Collect information, sketches and resources
- **A2** – Comment on artworks using visual language
- **A3** – Use a number of brush techniques using thick and thin brushes to produce shapes, textures and patterns
- **A4** – Mix colours effectively
- **A5** – Use watercolour paint to produce washes for backgrounds then add detail
- **A6** – Experiment with creating mood with colour

### DESIGN AND TECHNOLOGY: Food Technology / Materials and Construction

NC Links: 1a, 1b, 2a, 2b, 3a, 3b, 4a, 5b

#### Key Milestones:

- **DT1** – Cut materials accurately and safely by selecting appropriate tools
- **DT2** – Measure and mark out to the nearest millimetre
- **DT3** – Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the materials (such as slots or cut outs)
- **DT4** – Select appropriate joining techniques
- **DT5** – Strengthen materials using suitable techniques
- **DT6** – Design with purpose by identifying opportunities to design
- **DT7** – Prepare ingredients by hygienically using appropriate utensils
- **DT8** – Measure ingredients to the nearest gram accurately
- **DT9** – Follow a recipe

### RELIGIOUS EDUCATION: Concept of Community and Worship (Church and synagogue, artefacts, rituals and symbols)

NC Links: 1a-3, 2a-e, 3a-e, 5a, 5b, 5c, Christianity – 4a, 4b, 6a, 6b, Judaism – 3a, 5b

#### Key Milestones:

- **RE1** – Describe religious buildings and explain how they are used
- **RE2** – Identify religious artefacts and explain how and why they are used
- **RE3** – Explain some of the religious practices of both clerics and individuals
- **RE4** – Describe how some of the values held by communities or individuals affect behaviour and actions

### LANGUAGES: Je me presente

NC Links: 1a, 1b, 1c, 1d, 1e, 1g, 1h, 1i, 1j, 1k, 1l

#### Key Milestones:

- **L1** – Read and understand the main points in short written texts
- **L2** – Use a translation dictionary or glossary to look up new words
- **L3** – Write a few short sentences using familiar expressions
- **L4** – Ask and answer simple questions and give basic information
- **L5** – Demonstrate a growing vocabulary
- **L6** – Ask others to repeat words or phrases if necessary

### PHYSICAL EDUCATION: Gymnastics (symmetry and asymmetry) / Dance (Volcanoes), Attacking and Defending, Tennis

NC Links: 1b, 1c, 1d, 1f

#### Key Milestones:

- **PE1** – Choose appropriate tactics to cause problems for the opposition
- **PE2** – Follow the rules of the game and play fairly
- **PE3** – Maintain possession of the ball
- **PE4** – Pass to team mates at appropriate times
- **PE5** – Create dances and movements that convey a definite idea
- **PE6** – Move in a clear, fluent and expressive manner
- **PE7** – Refine movements into sequences
- **PE8** – Show changes of direction, speed and level during a performance

### COMPUTING: Databases (Junior Viewpoint / Scratch)

NC Links: 1a, 1b, 1c, 1f

#### Key Milestones:

- **C1** – Devise and construct databases using applications designed for this purpose in areas across the curriculum
- **C2** – Use specified screen coordinates to control movement
- **C3** – Set the appearance of objects and create sequences of change
- **C4** – Specify conditions to trigger events

### MUSIC: Recorders

NC Links: 1a, 1c, 1d, 1e

#### Key Milestones:

- **M1** – Play notes on an instrument with care so that they are clear
- **M2** – Perform with control and awareness of others
- **M3** – Recognise the notes EGBDF and FACE on the musical stave
- **M4** – Evaluate music using musical vocabulary to identify areas of likes and dislikes

# Year 3 - Spring Term

## Learning Journey

### STARS FOCUS

**UNICEF ARTICLE 39 –**  
Children who have suffered in any way have a right to get help in a safe place, to help them recover.



### Champions for Change – Care and Rehabilitation

Science  
Music  
DT  
Geography  
Computing  
English

5) How can we make a positive difference to the lives of people in the community?



Music  
RE  
English  
Computing

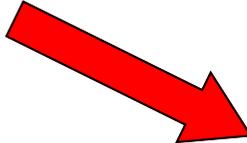
4) How can we work together to help people in need?



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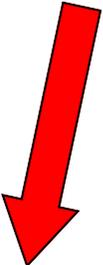
1) How can we work together to make a difference on the lives of people around the world?

Launch – Volcanic explosions / art



2) How do our Ranvilles Roles help us to work effectively as a team?

Geography  
Art, DT, PE,  
Computing  
English



3) How do we show empathy and care for people suffering in the world?

English  
Geography  
Science  
Computing