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| **Science**  **Plants**   * To identify and describe the functions of different parts of flowering plants * To explore what a plant needs in order to survive * To investigate how water is transported in plants * To explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed dispersal and seed formation | **Music**  **Developing singing technique: Theme Vikings**   * Move and sing as a team, following the lyrics on the screen. * Recognise minims, crotchets and quavers often by ear and reliably by sight. * Perform rhythms accurately from notation and layer them to create composition. * Add appropriate sound effects to their performances using untuned percussion. * Join in with the performances confidently, and reasonably in time and tune. * Make suggestions for improving their performances.   **Pentatonic melodies and compositions**   * Match their movements to the music, explaining why they chose these movements. * Accurately notate and play a pentatonic melody. * Play their part in a composition confidently. * Work as a group to perform a piece of music. | **Spanish**  **Daily Life - Shapes and Colours in Spanish**   * Recognise and name some colours in Spanish. * Begin to describe shapes using colour adjectives. * Create and practise descriptive phrases orally. * Read and recognise descriptive phrases in Spanish. * Write a design brief using shape and colour vocabulary. Create a short presentation using descriptive phrases.   **Classroom Objects in Spanish**   * Recognise and respond to spoken classroom instructions. * Name school bag objects and identify if they are masculine or feminine nouns. * Identify how a noun phrase changes in the plural form |
| **History**  **Romans**   * Recognise the where and when the Romans ruled * Understanding daily life * The Roman invasion of Britain and the lasting impact * The significance of Boudicca * The power/strength of the Roman army | ***Brackenwood Junior School***  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  ***Y3***  ***Spring Overview*** | **PE**  **Athletics**   * Athletics   Use running, jumping, throwing and catching in isolation and in combination   * Yoga   Retain focus and control breathing   * Tennis   Striking the ball on the forehand and backhand striking the ball downward   * Golf   To understand that a golf club must strike underneath the ball to cause elevation. |
| **Geography**   * To explain what climate means and how climates differ in different parts of the world * To understand the key features of deserts and locate deserts around the world. * To study of the Atacama Desert (South America study) and compare this to our own locality * To know what animals live in the Atacama Desert (South America study) * To know what vegetation grows in the Atacama Desert (South America study) | **DT**  **Digital World: Wearable Technology**     * To develop design criteria * To use code to program and control a product. * To develop and communicate ideas * To develop ideas through Computer-aided design.   **Mechanical Systems: Pneumatic Toys**   * To design a toy that uses a pneumatic system. * To create a pneumatic system * To test and finalise ideas against design criteria. | **RE**  **Sikhism**   * how Sikhism began * the importance of Guru Nanak to Sikhs * the 5Ks and their significance * why the Guru Granth Sahib is so important to Sikhs * to understand the Festival of Light   **Christianity**   * Looking at the significance of artefacts * understanding the events of Palm Sunday * understanding the support the disciples gave Jesus knowing the role Judas played in Jesus’ arrest |
| **Computing**  **Programming - Sequencing Sound**   * To explore a new programming environment * To identify that commands have an outcome * To explain that a program has a start * To recognise that a sequence of commands can have an order * To change the appearance of my project * To create a project from a task description   [**Data and information – Branching databases**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases)   * I can investigate questions with yes/no answers I can create a group of objects within an existing group * I can select objects to arrange in a branching database * I can compare two branching database structures * I can create questions that will enable objects to be uniquely identified * I can suggest real-world uses for branching databases | **Art**  **Drawing**   * Use different media to achieve variations in line, texture, tone, colour, shape and pattern.   **Painting**   * Mix a variety of colours and know which primary colours make secondary colours. | **PSHE**  **Safety and the Changing Body**   * Exploring ways to respond to cyberbullying or unkind behaviour online. * Developing skills as a responsible digital citizen. * Identifying unsafe things people might do near roads unsafe. * Beginning to recognise unsafe digital content.   **Citizenship**   * Exploring how children’s rights help them and other children. * Considering the responsibilities that adults and children have to maintain children’s rights. * Discussing ways we can make a difference to recycling rates at home/school. * Identifying local community groups and discussing how these support the community. |