| **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   **Animals Including Humans**   * To explored the 5 key food groups. * To lean about the nutrition in the food we eat. * To learn about the different types of skeletons. * To learn about animals and their skeletons. * To explore the role of muscles. | **Music**  EdSential 10-week Ukulele workshops  Throughout this unit, they will progress in a range of musical skills;   * Listening * Singing * Composing * Performing * Learning to play the Ukulele. | **Spanish**  **Daily Life - Shapes and Colours in Spanish**   * To recognise and name some colours in Spanish. * To begin to describe shapes using colour adjectives. * To create and practise descriptive phrases orally. * To read and recognise descriptive phrases in Spanish. * To write a design brief using shape and colour vocabulary. * To create a short presentation using descriptive phrases.   **Classroom Objects in Spanish**   * To recognise and respond to spoken classroom instructions. * To name school bag objects and identify if they are masculine or feminine nouns. * To identify how a noun phrase changes in the plural form when describing classroom items. * To construct a phrase using the negative form, no tengo – I do not have. * To read and interpret sentences featuring the conjunctions y and pero. * To compare a piece of writing describing what is in a school bag. |
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| **History**  **Romans**  -Recognise where and when the Romans ruled  -understand the reasons why Emperor Claudius want to invade Britain  -Understand the role of the Roman soldiers  -look at local city, Chester and its significance in the Roman rule over Britain  -understand the significance of Boudicca fight with the Roman army | ***Brackenwood Junior School***  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  ***Y3***  ***Spring Overview*** | **PE**  **Athletics**   * Use running, jumping, throwing and catching in isolation and in combination * To position my body sideways-on when throwing   **Yoga**   * Retain focus and control breathing * Perform a variety of poses   **Tennis**   * Striking the ball on the forehand and backhand striking the ball downward * What the ‘ready position’ is   **Golf**   * To understand that a golf club must strike underneath the ball to cause elevation. * Which club to use and when |
| **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**  **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.   **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. | **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**  **Coding - Code Studio**  [**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**  **Artist: Sandra Silberzweig**  **Drawing**   * Use different media to achieve variations in line, texture, tone, colour, shape and pattern. * Experiment with different grades of pencil and other implements.   **Painting**   * Mix a variety of colours and know which primary colours make secondary colours. * Experiment with different effects and textures inc, blocking in colour, washes, thickened paint etc. | **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. |