

Y3 Spring : Where I belong - Planning overview/sequential learning grid

Text:



Big Question: What is my heritage?

	05.01.26 INSET DAY	12.01.26	19.01.26 World Religion Day 18/01/26	26.01.26	02.02.26 Assessment Week	09.02.26 ROA day Internet Safety Day - 10/02 Children's Mental Health Week	23.02.26 Chinese New Year 17/02/26	02.03.26 World Book day 05/03/26 Careers Week 2026	09.03.26 Science Week Assessment Week	16.03.26	23.03.26
Literacy	Narrative - setting description To use drama to make links between the text and their personal experience (Chapter 1) INCIDENTAL OUTCOME - PHOTOS OF THE DRAMA AND SPEECH BUBBLES	Narrative - setting description To describe the statues, dome and the supertram with a focus on alliteration (End of Chapter 1 and beginning of Chapter 2 - The Steelmans Pot) - INCIDENTAL OUTCOME - SETTING DESCRIPTION	Recount To use references in the text to the robbery to collate ideas for their own TV news report (written script) Recount To use references in the text to the robbery to collate ideas for their own newspaper report OUTCOME -		Diary To infer the characters feelings from the text (What's Snap?) INCIDENTAL OUTCOME - DIARY ENTRY	Diary To write a diary from different viewpoints - Jenny/Stevie (Chapter - Heat and Dirt) INCIDENTAL OUTCOME - DIARY ENTRY	Instructions - How to make snap (lunchbox) Link to DT making bread		Written Evaluation To report on findings from scientific investigation OUTCOME - Science report from the investigation		Poetry Linked to the Hole in the road
Maths	Number - Fractions						Measure: Length and perimeter			Measure - Mass and Capacity	
Science Forces and magnets/Properties of Materials	LO: To explain what a force is Suggested outcome - Investigating push and pull forces and defining	LO: Notice that some forces need contact between two objects. LO: Compare how things move on different surfaces. INVESTIGATION: Which surface is best to stop you slipping? Suggested outcome - Science report from investigation. Plan investigation to test how objects move along different surfaces.. Record results. Links to ICT. Spreadsheets & graphs. Data & data representation.			LO: To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Suggested outcome - Venn diagram based on magnetic properties	LO: To identify that magnets exert attractive and repulsive forces on each other. LO: To describe magnets as having two poles LO: To predict whether two magnets will attract or repel each other, depending on which poles are facing Suggested outcome - Understanding poles of a magnet	LO To identify that magnetic forces can act at a distance Suggested outcome - Make a game/ map of Meadowhall and move object around (non contact using magnetic force)		SCIENCE WEEK LO To discuss that magnet forces are affected by magnet strength, object mass, distance from object and object material. Prediction Results Conclusion Make a science investigation booklet Suggested outcome - INVESTIGATION Does the size and shape of a magnet affect how strong it is? 		
ICT Data & Data Representations	LO: To identify the effects that the internet can have on people's feelings.	Computing systems and networks / key skills LO: To understand the main components of a computer and how they work together. Suggested outcome: role-play how the computer sends and receives messages from input devices to output	LO: To compare different types of computers and their features. Suggested outcome: Label parts inside a laptop (CPU, ROM, RAM)	LO: To use decomposition to explain the parts of a computer. Suggested outcome: Unplugged activity linked to creating an algorithm	LO: To decompose a tablet computer. Suggested outcome: Inside a tablet		LO: To understand the ways personal information can be shared on the internet.	LO: To Use logical thinking to explore software, predict outcomes, and explain how it works. Suggested outcome: Creating Media/ Video trailers for Woscars	LO To take photographs and record videos to tell a story. Suggested outcome: Interview a coal miner (visitors in school) about what life was like during the miners strikes.		LO: To use software to edit and enhance videos, adding music, text, and transitions. Suggested outcome Edited videos using iMovie

		devices.									
History			<p>LO. To use evidence to describe buildings and their changing use from the past</p> <p>Suggested outcome - Describe the similarities and differences of a building in Rotherham between 1850 - 1960 - present Focus on Magna or Meadowhall</p> <p>Use photos/ and historical sources to make comparisons and ask historical questions - history mysteries</p> <p>Key learning - What is a primary source?</p>	<p>LO. To compare time studied with our lives today</p> <p>Suggested outcome - Describe the similarities and differences in Rotherham now and then Focus on Clifton Park Town Centre/ transport</p>		<p>LO. To explain what it would have been like to work in the factory (Templeborough steel works - Steelo's song - how did people get jobs?)</p> <p>Suggested outcome - Diary entry on Literacy</p> <p>What was the environment like? Were there many injuries? Focus on role of teemer and puller out - significance of these rolls - link back to book - how do we know. Inference using pictures, must be strong/ skilled etc Link to Ethel's description</p>			<p>LO. To study two different accounts of the same event, exploring similarities and differences</p> <p>Suggested outcome - Women at work linked to text - comparison to now</p>		<p>LO. To explore main events and changes in history, giving causes and consequences</p> <p>Suggested outcome - Closure of steelworks</p>
Geog	<p>L.O. To use NF books, stories, atlases, pictures/photos and the internet as sources of information.</p> <p>Name and locate key cities in the UK- Plus Sheffield and Rotherham Key learning - compare a city to a town (rotherham/Sheffield)</p> <p>Suggested outcome - Map showing major cities of UK, including Sheffield and comparing to other cities and towns. What makes a city a city?</p>	<p>LO : To use OS maps and internet sites to find locations</p> <p>identify Rotherham (as the place where they live) on a map of the UK and identify local features in Herringthorpe/Rotherham. Digimaps</p> <p>Suggested outcome - Annotated maps (both digimaps and google earth) showing local landmarks e.g. magna, clifton park, train station, meadowhall/ Minster</p>					<p>L.O. To begin to identify features on aerial/ oblique photographs</p> <p>L.O. Identify the human and physical features of Rotherham today using aerial photographs</p> <p>Suggested outcome - Photos of Rotherham with key to identify human and physical features</p>	<p>L.O. - To begin to draw a sketch map from a high viewpoint. L.O. To use 4 compass points</p> <p>Look at the route of the journey for the visit from School to Sheffield centre. Link to compass points for the different locations</p> <p>Suggested outcome - Sketch map of route from School to Rotherham</p>	VISIT Geo Doodle booklet		
DT Food				<p>LO. Evaluate and compare a range of products.</p> <p>Suggested outcome - Look at foods in a packed lunch and where they come from e.g. bread, ham, cheese Taste testing</p>	<p>LO. Design a product within a given budget, drawing upon previous taste tastings.</p> <p>Design own steelman snap</p>		<p>L.O. To use the correct utensils to hygienically prepare food</p> <p>Suggested outcome - Create a Steelman's Picnic (What's Snap?)</p> <p>Make butter/bread</p> <p>Evaluate a recipe considering its taste, smell, texture and appearance.</p>	<p>L.O. To use the basic principles of a healthy and varied diet to prepared dishes.</p> <p>Suggested outcome - Create a healthy lunchbox leaflet/ presentation for school to inform parents</p>			
Art 3D Art	<p>Drawing Artist study / Sketchbook</p> <p>L.O. To analyse pieces of artwork and express likes and dislikes giving reasons</p> <p>Suggested outcome - Luke Horton/Pete McKee study</p> <p>Scenes of Sheffield</p> <p>https://www.lukehortonart.co.uk/collections/sheffield-prints</p> <p>https://shop.petemckee.com/collections/sheffield</p>		<p>Drawing Skills lesson / Sketchbook</p> <p>L.O. To explore primary and secondary colours.</p> <p>Suggested outcome - Colour wheel different pastels (oil and chalk)</p> <p>2 colour wheels- chn to reflect that chalk pastels will mix to make new colours. Oil pastel will not mix and evaluate which they will use in their outcome.</p>	<p>Drawing Skills lesson / Sketchbook</p> <p>L.O. To develop intricate patterns/ marks with a variety of media.</p> <p>Suggested outcome - Practise pen and ink skills in sketchbook and complete piece of artwork</p> <p>From Sheffield image complete using pen and ink in the style of Luke Horton</p> <p><i>This could be their initials. Chn imitate a small section of a letter</i></p>	<p>Drawing Outcome</p> <p>L.O. To develop intricate patterns/ marks with a variety of media.</p> <p>Suggested outcome - Chn choose either pastel full picture of pen and ink lettering for their final piece.</p> <p>From Sheffield image complete using medium of their choice in the style of Luke Horton</p> <p>Use these skills to complete one of the sections of the artwork</p>	<p>Drawing Evaluation / Sketchbook</p> <p>LO: Evaluate our artwork</p>		<p>3D/Sculpture Skills lesson</p> <p>L.O. Begin to show an awareness of objects having a third dimension and perspective</p> <p>L.O. To shape a pinch pot and join clay shapes as decoration.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate. Learn to secure work to continue at a later date.</p> <p>Suggested outcome - Use the pinching technique to create a bowl</p>  <p>use forks to create intricate patterns on/around</p>	<p>3D/Sculpture Outcome</p> <p>L.O. To use paint to finish a product</p> <p>Suggested outcome - Children to paint their bowls</p> 	<p>3D/Sculpture Evaluation and reflection (sketchbook lesson)</p> <p>LO: Evaluate our artwork</p>	

<p>Homework suggestion: Pete McKee drawing workshops</p>								<p>the bowl</p>					
<p>PE - L&L Tag Rugby Fitness</p>	<p>TAG RUGBY - To develop throwing, catching and running with the ball. FITNESS - To recognise different areas of fitness and explore what your body can do.</p>		<p>TAG RUGBY - To develop an understanding of how to defend using tagging rules. FITNESS - To develop speed and strength.</p>		<p>TAG RUGBY - To begin to use the 'forward pass' and 'offside' rule. FITNESS - To develop coordination.</p>		<p>TAG RUGBY - To begin to use the 'forward pass' and 'offside' rule. FITNESS - To develop coordination.</p>		<p>TAG RUGBY - To develop movement skills to dodge a defender. FITNESS - To develop agility.</p>		<p>TAG RUGBY - To track an opponent and begin to defend as a team. FITNESS - To develop balance. Suggested outcome - Pic collage of Tag Rugby skills</p>		<p>TAG RUGBY - To apply the rules and skills you have learnt and play a game FITNESS - To develop stamina. Suggested outcome - Pic collage of fitness circuit</p>
<p>Music Charanga scheme</p>	<p>L. O. To identify the rhythm of songs as "ta" and "ti-ti" L.O. To place "so" and "mi" on the stave L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Use heart cards to find the rhythm of known songs Play How d'you do Sing a so-mi song while jumping between the pitches on a floor stave Sing and play Apple tree</p>	<p>L. O. To identify the rhythm of songs as "ta" and "ti-ti" L.O. To place "so" and "mi" on the stave L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Play How d'you do and analyse the rhythm, using heart cards. Make the rhythm using rhythm people Arrange children like musical notes on two lines of the floor stave for a known so-mi song e.g. see saw Sing and play Apple tree</p>	<p>L. O. To identify the rhythm of songs as "ta" and "ti-ti" L.O. To place "so" and "mi" on the stave L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Play Listen listen and analyse the rhythm, using heart cards. Write the rhythms on whiteboards Draw notes on two line stave on whiteboards to show the pitches of a so-mi song e.g. cuckoo where are you. Use pictorial score to help if needed Sing and play Apple tree and Bobby Shafto</p>	<p>L. O. To recognise rhythms from stick notation L.O. To place "so" and "mi" on the stave L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Play rhythm corners with ta and ti-ti flashcards Show hand stave and the so and mi rule. Sing some so-mi songs while showing the pitch positions on hand stave Sing and play Apple tree and Bobby Shafto</p>	<p>L. O. To recognise rhythms from stick notation L.O. To place "so" and "mi" on the stave L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Play "splat the rhythm" with ta and ti-ti flashcards Show written 5 line stave and compare to hand stave. Read pitch from written stave while showing on hand stave Sing and play Apple tree and Bobby Shafto</p>	<p>L. O. To improvise and compose rhythms using ta and ti-ti L.O. To identify one note rests (shh) L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Play touch your shoulders and mark the pulse in twos. Sing and play Pease pudding hot Sing and play Mrs White</p>	<p>L. O. To improvise and compose rhythms using ta and ti-ti L.O. To identify one note rests (shh) L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Play touch your shoulders. Fill in the rhythm on a rhythm grid that shows bars of 2 beats Sing and play pease pudding hot and rain is falling down Sing and play Mrs White</p>	<p>L. O. To improvise and compose rhythms using ta and ti-ti L.O. To identify one note rests (shh) L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Show the touch your shoulders grid with some parts missing. Ask children to improvise for 2 beats to fill the gaps Play turn the rhythm cards to analyse the rhythm of pease pudding hot. Identify new rhythm as "shh" Sing and play Mrs White and Bounce the ball Identify the new pitch in Apple tree as higher or lower than so and mi</p>	<p>L. O. To improvise and compose rhythms using ta and ti-ti L.O. To identify one note rests (shh) L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Extend the rhythm conversation to make a longer rhythmic piece, with children following on adding their two beat rhythm. Have some children marking the pulse in twos on different instruments Play rhythm card reading game with rhythms including shh Identify where the new pitch happens in Bobby Shafto</p>	<p>L. O. To improvise and compose rhythms using ta and ti-ti L.O. To identify one note rests (shh) L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Compose in 2/4 using a rhythm grid. Play composition on untuned percussion Give jumbled rhythms of Pease pudding hot and Rain is falling down to be put in order and played on untuned percussion while singing Introduce the new pitch as la. Sing songs using the new handsign</p>	<p>L. O. To improvise and compose rhythms using ta and ti-ti L.O. To identify one note rests (shh) L.O. To sing songs using the pitches "so", "mi" and "la". Suggested outcome - Compose in 2/4 using a rhythm grid. Play composition on untuned percussion Give jumbled rhythms of Pease pudding hot and Rain is falling down to be put in order and played on untuned percussion while singing Introduce the new pitch as la. Sing songs using the new handsign</p>		
<p>MFL</p> 	<p>L.O. To name the parts of the body in French L.O. I am able to listen and engage L.O. I can appreciate stories, songs, poems and rhymes Suggested outcome - Sing Head, Shoulders, Knees and Toes (QR code) and label body parts</p>		<p>LO: Know key phrases to describe body parts L.O. I am developing appropriate pronunciation Suggested outcome: Create a snap game</p>		<p>L.O. To follow basic classroom Instructions in French L.O. I am able to listen and engage L.O. I am developing appropriate pronunciation Suggested outcome : Photos of Jacques a dit ... Simon says ... Silence, Répétez, Asseyez-vous, Levez-vous etc Chante en français CD1 Track 5</p>				<p>L.O. - To name basic classroom objects/ Pencil case items in French L.O. I am developing appropriate pronunciation L.O. I am able to read familiar words and phrases Suggested outcome - Vocabulary matching task</p>		<p>L.O. - To explain the significance of Easter celebrations (Pâques): to French people. Suggested outcome - Compare Lent and Easter celebrations in the UK What is Les Cloches Volantes? Flying Bells are an important part of the Easter traditions of France.</p>		
<p>RE 3.2 - What is it like to be a Hindu?</p>	<p>L.O. To understand different Religious symbols L.O. To know some Hindu artefacts, and the ways they are connected to Hindu worship and beliefs</p>		<p>WORLD RELIGION DAY - MONDAY L.O. To recall at least one form of Hindu god <i>What do Hindu's say that God is like?</i></p>		<p>CHINESE NEW YEAR - WEDNESDAY L.O. To understand and compare different religious symbols <i>What do Hindu's say that God is like?</i></p>				<p>L.O. To describe ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir L.O. To explain how Hindu's worship L.O.To explain how Hindu people thank the gods and goddesses in their home worship, and</p>		<p>L.O. - To retell the story of Diwali L.O. To retell the story of Diwali through dance</p>		<p>L.O. To explain significant religious symbols L.O. How and why do Hindus use the symbolism of light?</p>

