**Critical Path - Creative YEAR 3 Term: Spring 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1**  *6/1/2025* | **2**  *13/1/2025* | | | **3**  *21/1/2025* | | | **4**  *28/ 1/2025* | | | | **5**  *3/2/2025* | |
| **Literacy**  **Theme** | **The King Who Banned the Dark** by Emily Haworth-Booth  *Thinking and talking confidently about our responses to books, using predictions and asking questions.*  *Exploring the authentic authorial process of ideation, creation, reflection and publication.* | | | | | | | | | | | | |
| **Written Outcomes** | Response to illustration.  Letter of advice.   * Role on the wall (character exploration).   Discussion and debate, leading to journalistic writing. | * Role play and drama: building and planning a news story. * Identifying themes and features of news stories. * Creating a news story. | | | * Collaborative writing – reflecting on and publishing a news story. * Poetry – focusing on language. | | | * Debate and discussion (exploring issues and dilemmas in story events). * Role on the wall. * Monologue, in role as the king (sharing his journey, his thoughts and feelings). | | | | * Writing speeches – effectively arguing a position. * Book Talk – writing a book review. | |
| **Guided Reading focus** | **VIPERS EXTRACTS – Developing comprehension and fluency** | | | | | | | | | | | | |
| Rural vs Urban | Dense Dwellings | | | | Slums | | | Unique Houses | | | | Urban Pets |
| Living Urban vs Rural | Urban Living | | | | Urban Populations | | | Urban Living | | | | Urban Accommodation |
| **Geography** | **Are all settlements the same?** | | | | | | | | | | | | |
| What is a settlement?  WALT: describe different types of settlements  *Settlement*  *Village*  *Town*  *City*  *Linear*  *Nucleated*  *Dispersed* | How is land used in my local area?  WALT: identify the human and physical features in the local area  *County*  *Agricultural land*  *Recreational land*  *Transportation*  *Commercial land*  *Residential land* | | | Can I explain the location of features in my local area?  WALT: discuss why physical and human features are in particular locations  *Human features*  *Physical features*  Landmark | | | How has my local area changed over time?  WALT: describe how land use in the local area has changed  *Compare*  *Population*  *Region* | | | How is land used in New Delhi and how does this compare with my local area?  WALT: compare land used in two different locations  *Continent*  *Capital city*  *Oceans*  *Country border*  *Monument* | | |
| **Music** | **What are pentatonic melodies and composition? (Theme of Chinese New Year)** | | | | | | | | | | | | |
| What part does music have in the celebration of Chinese New Year?  WALT: learn about the music used to celebrate the Chinese New Year Festival  *Tempo*  *Crescendo*  *Dynamics*  *Timbre*  *Duration* | | What is a pentatonic melody?  WALT: play a pentatonic melody  *Melody*  *Pentatonic scale – five-note scale*  *Fluency*  *Accuracy*  *Control* | | | | How is a pentatonic melody written?  WALT: write and perform a pentatonic melody  *Tuned percussion instruments*  *Letter notation* | | | What are layered melodies?  WALT: perform a group composition  Group composition  Simultaneously  Octaves | | | |
| **DT** | **Structures – Castles – How can I construct a complex structure?** | | | | | | | | | | | | |
| What are the features of a castle?  WALT: identify features of a castle  *Castle*  *Features:*  *Gatehouse*  *Turret*  *Drawbridge*  *Tower*  *Curtain wall*  *Moat*  *Battlement* | | | How can I make sure my castle structure will be stable and strong?  WALT: design a castle  *2D shapes*  *3D shapes*  *Design criteria*  *Structure*  *Stable/strong* | | | What is a net and how can this help me construct a castle?  WALT: construct a range of 3D geometric shapes using a net  *Net*  *Shape*  *Scoring*  *Tab* | | | | Does my castle meet the requirements of my design criteria?  WALT: construct a castle to meet the requirements of my criteria and evaluate it  *Recyclable*  *Design criteria*  *Evaluation* | | |
| **RE** | L2.2 **What is it like for someone to follow God?** | | | | | | | | | | | | |
| Why do Christian and Jewish people still read the story of Noah from Genesis 6:5 – 9:17?  WALT: understand the significance of the story of Noah  *New testament*  *Old testament*  *Obedience* | | What is a covenant?  WALT: make clear links between the story of Noah and the idea of covenant  *Covenant*  *Obey* | | | | How does the story of Noah link to how we live in school and the wider world?  WALT: make links between the story of Noah and how we live in school and the wider world  *Contract*  *Pact*  *Agreement*  *Responsibility* | | | | What promises are made at a Christian wedding?  WALT: understand the promises made during a Christian wedding ceremony  WALT: make links between promises in the story of Noah and promises that Christians make at a wedding ceremony  *Wedding ceremony*  *Marriage*  *Vows*  *Partnership*  *Congregation / witnesses* | | |

**Critical Path - Other YEAR 3 Term: Spring 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1**  *8/1/2024* | **2**  *15/1/2024* | | | **3**  *22/1/2024* | | | **4**  *29/1/2024* | | | | **5**  *5/2/2024* |
| **Maths** | **Multiplication and division** | | | | | | | | | | | |
| * Multiples of 2 * Multiples of 5 and 10 * Sharing and grouping | * Multiply by 3 * Divide by 3. * The 3 times-table. * Multiply by 4. * Divide by 4. | | | * The 4 times-table. * Multiply by 8. * Divide by 8. * The 8 times-table. | | | * The 2, 4 and 8 times-tables. * End of unit assessment. * Multiples of 10. * Related calculations. | | | | * Reasoning about multiplication. * Multiply a 2-digit number by a 1-digit number (no exchange). * Multiply a 2-digit number by a 1-digit number (with exchange). * Link multiplication and division. |
| **Science** | **Soil – Is there more to soil then just mud and dirt?** | | | | | | | | | | | |
| What is soil?  WALT: explore different types of soil  Organic matter  Properties  Soil  Complex mixture | What’s so important about soil?  WALT: understand the importance of soil  Nutrients  Habitats  deforestation | | | Do all soils have the same absorbency?  WALT: explore the absorbency of soil (plan)  Independent variables  Dependant variables  Controlled variables | | Do all soils have the same absorbency?  WALT: explore the absorbency of soil (investigate)  Investigate  Filter paper  Filter funnel  Measuring cylinder | | | | | Do all soils have the same absorbency?  WALT: explore the absorbency of soil (evaluate)  Evaluate  Absorb  Conclusion  Evaluation  data |
| **PE** | **Can I display strength, flexibility and balance in a range of shapes and balances?** | | | | | | | | | | | |
| What is body symmetry?  WALT: build strength through pushing & pulling motions  WALT: perform with developing symmetry | | Can I combine simple shapes with jumps?  WALT: use a change of direction in between jumps  WALT: copy and add to a shape | Can I display strength in gymnastics actions?  WALT: find different ways to exit and enter apparatus  WALT: build strength through pushing & pulling motions | | | | | Can I display symmetry with a partner on different apparatus?  WALT: perform with developing symmetry  WALT: use a change of direction in between jumps | | Can I show creativity in transitions?  WALT: copy and add to a shape  WALT: find different ways to exit and enter apparatus | |
| **French** | **Les Animaux (Animals) – Language Angels**  How do we name the animals in French? | | | | | | | | | | | |
| How can I name animals in French? (lesson1&2)  WALT: name and recognise up to 10 animal nouns in French. (5 per lesson)  WALT: say and spell these nouns with their correct indefinite article/determiner (un/une) | | How can I say and spell animals correctly in French? (lesson 3)  WALT: apply our language learning skills in reading, writing, listening and speaking to recall and spell 10 animal nouns in French. | | When and why do I use different indefinite articles/determiners in French? (lesson 4)  WALT: use the correct article/ determiner for given singular masculine and feminine nouns.  WALT: explain the difference between un and une. | | | How can I say and write which animal I am in French? (lesson 5)  WALT: say and write a short sentence in French to say which animal I am.  WALT: Use ‘Je suis’ in sentences (1st person singular of être) | | | | What have I learnt so far? How would I evaluate my learning and progress? (lesson 6)  WALT: consolidate our skills in listening, speaking, reading and writing (assessment). |
| **PSHE** | **Keeping Myself Safe – How can I keep myself safe?** | | | | | | | | | | | |
| <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/safe-or-unsafe-1>  What is safe or unsafe?  WALT: identify situations which are safe or unsafe  *Safety*  *Boundaries*  *Safe/unsafe*  *Scenario/situation* | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/danger-or-risk-1>  What is the difference between danger and risk?  WALT: understand strategies for dealing with a risky situation  *Danger*  *Risk*  *Decision making*  *Hazards* | | | | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-or-harm-1>  How can medicines help or harm us?  WALT: understand that medicines are drugs and suggest ways that they can be helpful or harmful  *Nutrition*  *Medicine*  *Healthy/unhealthy*  *Substance*  *Harmful/harmless* | | | | <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-searcher>  What are the risks when browsing online?  WALT: recognise potential risks associated with browsing online  *Media influence*  *Privacy*  *Browsing*  *Reliable*  *Search engine* | | |