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

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|  | **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.
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| **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**

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|  | **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.
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| **Science** | **Soil – Is there more to soil then just mud and dirt?** |
| What is soil?WALT: explore different types of soil Organic matterPropertiesSoilComplex mixture | What’s so important about soil?WALT: understand the importance of soilNutrientsHabitatsdeforestation | Do all soils have the same absorbency? WALT: explore the absorbency of soil (plan)Independent variablesDependant variablesControlled variables | Do all soils have the same absorbency? WALT: explore the absorbency of soil (investigate)InvestigateFilter paperFilter funnelMeasuring cylinder |  Do all soils have the same absorbency? WALT: explore the absorbency of soil (evaluate)EvaluateAbsorbConclusionEvaluationdata |
| **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 motionsWALT: perform with developing symmetry | Can I combine simple shapes with jumps?WALT: use a change of direction in between jumpsWALT: copy and add to a shape | Can I display strength in gymnastics actions?WALT: find different ways to exit and enter apparatusWALT: build strength through pushing & pulling motions | Can I display symmetry with a partner on different apparatus?WALT: perform with developing symmetryWALT: use a change of direction in between jumps | Can I show creativity in transitions?WALT: copy and add to a shapeWALT: 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*  |