

AUTUMN		SPRING		SUMMER	
Time or Expertise?					
English Writing	<p>Narrative: Mary Poppins Setting Description: Charlie and the Chocolate Factory Poetry: Sense Poem about the Chocolate Room</p>	<p>Instructional Writing: Alice in Wonderland Narrative: Harry Potter and the Prisoner of Azkaban Non-Chronological Report: Exercise Personal Recount: Time or Expertise?</p>			
SPAG	<p>Suffixes Possessive Apostrophes Expanded Noun Phrases Plurals Year 3 Spellings Organising paragraphs</p>				
SCIENCE	<p><u>Animals Including Humans</u> By the end of our project, the children will be able to... <b>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b> <u>Working Scientifically (Project Driver)</u> Throughout the project, the children will explore the importance of and have experience of... <b>Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurement using standard units. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Use results to draw scientific conclusions. Using scientific evidence to support their findings.</b></p>				
Computing	<p>Throughout the project the children will develop an understanding of... <b>computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</b> Within our computing sessions, the children will develop an understanding of how to... <b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b> Throughout our Science and computing sessions, the children will <b>select, use and combine a variety of software (including internet services) on a range of digital devices to collect, analyse, evaluate and present data and information.</b></p>				
Design Technology	<p>As the project progresses, the children will spend a number of weeks planning, designing and re-drafting (<b>DESIGN, MAKE, EVALUATE</b>) their sand timer. They will use the feedback (<b>EVALUATE</b>) from our experts and their peers to tweak their designs. The children will have regular contact with the focus group; they will <b>DESIGN</b> the sand timers based on the research they collect. The group will share their preference of colour/pattern and support the children to redraft (<b>EVALUATE</b>) their products by offering small tweaks. Throughout this process, the children will have to interleave between ensuring their product is scientifically accurate (<b>DESIGN</b>) but also well constructed and visually pleasing (<b>MAKE</b>).</p>				
ART	<p><b>To create sketch books to record their observations and use them to review and revisit ideas.</b> The children will create exploding sketches of their designs, allowing them to focus on key aspects of their sand timer.</p>				
GEOG	<p><b>Here &amp; There</b> As our project progresses, children will understand diets of other cultures and access to different foods. Where does food come from?</p>				
HISTORY	<p><b>Now &amp; Then</b> During the evaluation section of our design technology, the children will explore the history of sand timers; looking carefully at when and why they were invented.</p>				

Language S (French)	<b>My Family</b> To develop pupils confidence and competence when speaking the French language. To identify, associate and rehearse French vocabulary with common everyday objects/ themes.	<b>In the classroom</b> To develop pupils confidence and competence when speaking the French language. To identify, associate and rehearse French vocabulary with common everyday objects/ themes.				
MUSIC	Through music and song, the children will develop and secure their knowledge of a 'healthy lifestyles' and the skeletal bone structure.					
PE	Ball Bounce (Basketball)	Pilates				
PSHE/ SMSC	Healthy Me Throughout our PSHE sessions, the children will explore how exercise affects their body. They will be developing an understanding of how their heart and lungs are such important organs.					
RE						

## Autumn

Outcome: Throughout the project, we are going to design, re-draft and create a sand timer. The sand timer will symbolise the importance of incorporating physical activity into your daily routine. The children will be able to use their knowledge of the human body to clearly articulate how such activity may positively impact our lifestyles.

## Spring

Outcome:

## Summer

Outcome:



