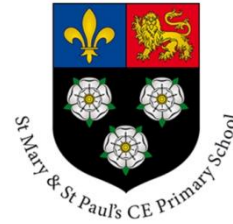


Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
Art Topic Focus – Mosaic in architecture	NC Objective - I can research an architect.	NC Objective - I can investigate the architecture of Antoni Gaudi.	NC Objective - I can create a mosaic in the style of Antoni Gaudi.	NC Objective - I can create a mosaic design inspired by Ancient Rome.	NC Objective - I can create a mosaic to decorate a Roman villa.	NC Objective - I can evaluate my mosaic inspired by ancient Rome.	
	Key Knowledge - To know what architecture is. To research the life of Antoni Gaudi including; his importance to the architecture of Barcelona, his main inspirations and the main events in his life.	Key Knowledge - Children will find out about the key pieces of architecture by Gaudi including the Sagrada Familia and Parc Guell. They will develop their sketching techniques and their ability to describe art.	Key Knowledge - To be able to say what a mosaic is. To recognise some of Gaudi’s mosaics. To understand the term trencadís (broken tiles). To experiment with creating their own mosaic inspired by Gaudi.	Key Knowledge - To recognise Roman mosaics and what the Romans were inspired by. To use their knowledge of Roman’s to design their own mosaic.	Key Knowledge - To know how to create a mosaic using their own design.	Key Knowledge - Children with refine their evaluation skills including; what they like about their artwork, what they would improve about their artwork and what they have learnt during this unit.	
	Revisited Vocabulary Cut, stick, create, design, improve, pattern New Vocabulary architect, architecture, mosaic, Barcelona, Antoni Gaudi, inspiration, events, trencadís, Ancient Rome, Gods, Goddesses, critique, experiment, tones, texture.						

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Computing Topic Focus –Get Blogging	NC Objective - I can understand how the internet works and how to get access to it.	NC Objective - I can understand how I can communicate on the internet.	NC Objective - I can explain how to stay safe when communicating online.	NC Objective - I can explain why I need to be responsible online.	NC Objective - I can understand what a blog is.	NC Objective - I can publish and evaluate my blog.	NC Objective -
	Key Knowledge - Children to have a basic understanding of how the internet works and how data can be transported around the world. They will have a basic understanding of what data is. To know about the history of the internet.	Key Knowledge - Show the children the difference between web 1.0 and 2.0. 1.0 Read, download, consumer, keep to yourself, watch, static pages that don't change, locally installed applications that work on your PC. 2.0 Write, upload, publish, share, participate, dynamic pages that do change, web-based application, work on the internet. Discuss what communication tools are available now and how you might use them.	Key Knowledge - I can explain who will be able to read my communication. I know what to do when I receive a communication that makes me feel uncomfortable.	Key Knowledge – I recognise my online activity leaves a digital footprint. To explain the need to be kind online.	Key Knowledge - Children are able to explain what blogging is.	Key Knowledge - Children are able to publish their blog.	Key Knowledge -
Revisited Vocabulary Internet, World Wide Web (WWW), communicate, message. New Vocabulary Social media, Facebook, Twitter, email, tweet, attachment , Instagram, Snapchat, Skype, Facetime, Flickr, upload, share, publish, applications, safe, digital footprint, blog, publish.							

<p>Design Technology</p> <p>Topic Focus – Digital world - An electronic charm</p>	<p>NC Objective – To understand the impact of the digital revolution in the world of (D&T) product design</p>	<p>NC Objective - To write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro: bit light sensing, as part of an eCharm</p>	<p>NC Objective - To create and decorate a foam pouch for the eCharm, using a template</p>	<p>NC Objective - To design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product</p>	<p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Give a brief explanation of the digital revolution and/or remember key examples. • Suggest a feature from the Micro:bit that is suitable for an eCharm. • Write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed. • Identify errors, if testing is unsuccessful, by comparing their code to a correct example. • Explain the basic functionality of their finished program. • Suggest key features for a pouch, with some consideration for the overall theme and the user. • Use a template when cutting and assembling a pouch, with some support. • Describe what is meant by ‘point of sale display’ with an example. • Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration. • Evaluate their design.
	<p>Key Knowledge –I can analyse an existing product</p>	<p>Key Knowledge - To Know that a Micro:Bit is a pocket-sized, codeable computer</p>	<p>Key Knowledge - I can develop design ideas for a technology pouch</p>	<p>Key Knowledge - I can write a program to control (button press) and/or monitor (sense light) to initiate a flashing LED algorithm</p>	
	<p>Topic Vocabulary –smart wearables, product design, digital revolution, technology, analogue, digital, feature, function, digital world, Micro:bit, electronic products, program, loops, initiate, simulator, control, monitor, sense, template, fasten test, user, develop, CAD (Computer Aided Design), point of sale, display, badge</p>				

<p>Geography</p> <p>Topic Focus – Welcome to the UK</p>	<p>NC Objective - I can name and locate the countries and cities of the UK.</p>	<p>NC Objective - I can name rivers and seas in the UK and locate them in an atlas.</p>	<p>NC Objective - I can explore the different counties of the UK including locating Merseyside.</p>	<p>NC Objective - I can locate some physical features including mountains in the UK.</p>	<p>NC Objective - I can explain how and why London has changed over time.</p>	<p>NC Objective - I can describe and explain how and why the UK has changed over time.</p>	
	<p>Key Knowledge - To locate the countries that make up the UK on a map and name the capital cities of the countries of the UK. To label key cities in the UK on a map. Use the eight compass points to describe a location on a map.</p>	<p>Key Knowledge - To name the seas surrounding the UK. To name some of the UK’s main rivers and the seas some rivers flow into. To use maps to find where rivers start and end.</p>	<p>Key Knowledge - To explain what a county is. Name some counties local to my area and find my county on a map. To identify some counties local to my area on a map.</p>	<p>Key Knowledge - I can tell you the names of some areas of high ground in the UK. To find areas of high ground on a map of the UK. To use a legend to find areas of high ground on a map. To find the height of a peak on a map.</p>	<p>Key Knowledge - To explain who first settled in London. To describe some ways that London has changed since AD 43 and the reasons why. To find London on world and UK maps. To identify the location of the Prime Meridian and explain why London was chosen to be the location of the Prime Meridian.</p>	<p>Key Knowledge - To explain some reasons a place may change. To describe how the UK population has changed over time. To know where some immigrants to the UK came from.</p>	
<p>Revisited Vocabulary United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, river, sea, mountain, hill, height.</p> <p>New Vocabulary</p>							

	North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann, county, north-east, north-west, south-east, south-west, range, peak, legend, City of London, Greater London, population, growth, immigration, trading, finance, suburbs, Prime Meridian, population, immigration, migrants.						
<p>History</p> <p>Topic Focus –The Romans</p>	<p>NC Objective - I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain.</p>	<p>NC Objective - I can investigate how Romans changed Britain.</p>	<p>NC Objective - I can use a variety of sources to investigate a historical figure.</p>	<p>NC Objective - I know who Emperor Hadrian was and can explain why he built a wall.</p>	<p>NC Objective - I can understand the religious beliefs the Romans had and know about some of the Gods and Goddesses they worshiped.</p>	<p>NC Objective - I can explain what the Roman baths were and know about the different amenities they contained.</p>	
	<p>Key Knowledge - To continue to develop a chronologically secure knowledge and understanding of British and world history by knowing the dates of the Roman invasion. They will learn about the attempted invasion of Julius Caesar and the successful invasion and</p>	<p>Key Knowledge – Children will select and organise information about Roman roads. They will learn about why the roads were built, where some of the main roads ran from and to and know how the roads were made. They will begin to learn about some of the changes the</p>	<p>Key Knowledge - Children will learn about how the Roman Empire affected different people, how they felt and reacted to the changes, including learning about the resistance of Queen Boudicca.</p>	<p>Key Knowledge - Children will be able to describe who Emperor Hadrian was. They will know when, how and why he built Hadrian’s wall and explain the features of the wall.</p>	<p>Key Knowledge - Children will learn about the religious beliefs of the Romans, looking at the Gods and Goddesses they worshiped.</p>	<p>Key Knowledge - To know how to select and organise historical information about Roman baths and understand how important they were to the lifestyle of the Romans.</p>	

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	conquest by Claudius.	Romans made in Britain.					
<p>Modern Foreign Language - Spanish</p> <p>Topic Focus - Colours</p>	<p>Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.</p> <p>New Vocab Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct, hypocaust, great bath, Gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, Hadrian, turret, milecastle, fort, Picts, Boudicca, rebellion.</p>						
<p>Topic Focus - Body Parts-</p>	<p>NC Objectives</p> <p>I can say the colour names in Spanish using correct pronunciation I can read the colour names in Spanish I can write the colour names in Spanish</p> <p>Key Knowledge</p> <p>The color — el color Red — rojo Orange — naranja Yellow — amarillo Green — verde Blue — azul Purple — lila Pink — rosa Brown — marrón Black — negro/a White — blanco/a Light — claro/a Dark — oscuro/a</p> <p>Mi color favorito es = my favourite colour is</p>	<p>NC Objective -</p> <p>I can name the body parts in Spanish using correct pronunciation I can read the body parts in Spanish I can write the body parts in Spanish I can sing heads, shoulders, knees and toes in Spanish</p> <p>Key Knowledge</p> <p>Arm — el brazo Ear — la oreja Elbow — el codo Eye — el ojo Finger — el dedo Foot — el pie Hair — el pelo Head — la cabeza Knee — la rodilla Leg — la pierna Mouth — la boca Nose — la nariz Shoulder — el hombro Toe - Pie</p>	<p>NC Objective - Assessment</p> <p>Key Knowledge</p>				

	Vocabulary - See Key knowledge						
<p>Music</p> <p>Topic Focus – Bring us Together Disco</p>	<p>NC Objective - I can find the pulse in a song.</p>	<p>NC Objective - I can listen to and appraise a song.</p>	<p>NC Objective - I can refine and improve my singing.</p>	<p>NC Objective - I can accompany a piece of music using the Glockenspiel.</p>	<p>NC Objective - I can improvise a piece of music using notes A and C to accompany Bring us Together.</p>	<p>NC Objective - I can perform the song Bring us Together for an audience.</p>	
	<p>Key Knowledge - Children will be able to clip out a simple pulse in a song. Children will listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Key Knowledge - Children will listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Key Knowledge - Children will be able to modify their singing to improve it.</p>	<p>Key Knowledge - To use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Key Knowledge - To know what it means to improvise and understand that it should complement the song they are learning.</p>	<p>Key Knowledge - Children will apply their knowledge of the previous weeks.</p>	
<p>Revisited Vocabulary Note, notes, bars, rhythm</p> <p>New Vocabulary Pulse, steady beat, heartbeat, pitch, tone, appreciate, recall, appraise, glockenspiel, clef, treble clef, staves, minims, minim rests, time signature, crochet, crochet rest, semibreve, semibreve rest, improvise.</p>							

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