
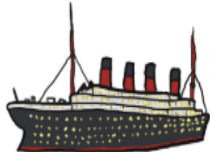






<p><b>Maths</b></p> <p>Following White Maths Programme</p> <p><b>Multiplication &amp; Division</b></p> <p><b>Length and Perimeter</b></p>  <p>Rose</p>	<p><b>History</b></p> <p><b>Local History Study – Titanic (links with Godalming – Jack Phillips)</b></p> <p>Why the Titanic was significant?</p> <p>How do we know what happened to the Titanic? (learning about different sources of information)</p> <p>What was life like on board for the different classes?</p> <p>Who was on board the Titanic?</p> <p>Why were so many lives lost on the ‘unsinkable’ Titanic?</p> <p>In what ways has the Titanic changed history?</p> <p>Titanic Today</p> 	<p><b>Science</b></p> <p><b>Healthy Me</b></p> <p>Children will become a team of personal trainers for clients in need of expert health, dietary and training advice. They will develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct your own research in order to answer client’s questions. Finally, they make a presentation tailored to your client’s needs that will set them on the road to a healthier life style.</p> 
<p><b>Music</b></p> <p>Linked to Topic: Learning about the composers, <b>Johann Strauss and George Gershwin</b> and their well-known compositions. What is an 'orchestra' and what are <b>four instrument families</b>.</p>	 <p>Medium Term Planning Year 3 Spring I 2024</p> <p><b>The Titanic</b></p>	<p><b>English</b></p> <p><b>Fiction:</b> Story Writing – based on Kaspar – Prince of Cats by Michael Morpurgo and Samson’s Titanic Adventure</p> <p><b>Non-fiction:</b> Diary entries – life on board the Titanic; Newspaper Reports – reporting on the sinking of the Titanic.</p> <p><b>SPAG:</b> parts of speech; main and subordinate clauses; present perfect vs past simple; punctuation revision</p>
<p><b>RE</b></p> <p>What do Sikh people value?</p>		<p><b>Art</b></p> <p><b>Working with shape and colour</b></p> <p>Children will use close looking and the “Show Me What You See” technique to explore artwork and how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. Using first collage, then simple printmaking methods, pupils will create meaningful compositions in response to the original artworks they looked at.</p>
<p><b>PE</b></p> <p><b>Outdoor</b> Kickstart</p> <p><b>Indoor</b> Gymnastics Dance - Waltz</p> 		<p><b>PSHE/Thinking/SMSC/British Values:</b></p> <p>Weekly focus on school values.</p> <p>Following Jigsaw Programme</p>
<p><b>French</b></p> <p><b>Les instruments</b></p> <p>Instruments</p> 	<p><b>Computing</b></p> <p><b>Making music</b> - This unit explores the concept of sequencing in programming through Scratch. The children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.</p>	