Nurturing a caring community, in which every child learns well.

Driver 1: Citizenship
Enable children to make their own decisions and take responsibility for their own lives and communities.
Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

Driver 2: Aspiration
Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.
Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.

Long Term Project Planning: Learning Objectives

Year Group: Year 3

Term: Autumn 2

Project Stimulus (Visit/Visitor/Experience): The Victorian Classroom

Project Outcome: Victorian Christmas Event

Art and Design

Design and make toys by joining a range of materials.

History

The children will learn about the Victorians and the rule of Queen Victoria. The children will then learn about what life was like in Victorian times.

Our 'Great Exhibition'

RE

Discuss Christian people's beliefs about God, the world and others have an impact on their lives?

Share understanding of the challenges of commitment for a Christian person and a Christian community.
Children consider: what difference does believing in Jesus make to Christians?

Music

Children perfom Christmas Carols in front of an audience with confidence and in harmony with other children.

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Art and Design
Plan, design and make models developed from drawings and 2D work.
Use a variety of techniques to join and decorate materials, french knitting, fabric-crayons, embroidery developing skills in stitching, cutting and joining.
Experiment with a range of media, e.g. overlapping, layering

RE
How do Christian people's beliefs about God, the world and others have an impact on their lives?
Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. Consider: what difference does believing in Jesus make to Christians?

Our 'Great Exhibition'

History
Recount events from significant periods of history, identifying a number of key individuals, places and dates
Use common words and phrases related to the passage of time including adverbial phrases like 'last week'
Use language connected to the measurement of time e.g. hours, weeks, years, decades
Use language connected to historical roles such as 'king, queen'
Uses timelines to place events in order.

Music
Sing rounds (canons) and partner songs, maintaining own part with some support.
Sing songs with a simple ostinato part.
Sing with a developing understanding of expression and dynamics.

Real PE

Social
Dynamic balance- jumping and landing
Agility
Static balance- seated

French

Ask people's names and give your own. Know the colours. Write a short letter to Santa.

Communicating: Text and Images
Objective: I understand that information can be presented in different formats for different purposes, and that images can provide a lot of information quickly.

PE
Use running, jumping, throwing and catching in isolation and in combination

Play competitive games and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance

PSHE

Can children compare the life of a child in Victorian Britain to that of a child today?

To understand that there are basic human rights shared by all peoples and all societies and that children have their own set of rights set out in the United Nations Declaration of Rights of the Child

Cooking & Nutrition

Children will learn to understand and apply the principles of a healthy and varied diet.

They will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques