

## 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:** 3

**Term:** Spring 1

**Project Stimulus (Visit/Visitor/Experience):** Curriculum Day (Sheffield University)

**Project Outcome:** Motorised Car Race

**Long Term Project Planning**

**Year Group: 3**

**Term: Spring 1**

**French**

Counting from 0 – 10

Ask for and state name

Colours

**Computing**

**Communicating: Text and Images**

How do I use a computer as a musician?

I understand that music can be used to affect mood.  
Digital music is owned by the person that created it

**RE**

***Judaism and Islam*** - Religion, Family and Community: Prayer

How do religious families and communities live out their faith?

Find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.

Investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. They consider the values expressed in prayers for themselves, connecting ideas from different religions.

**Real PE**

Cognitive

Dynamic balance- on a line

Coordination- ball skills

**Music**

Share ways to improve the composition of others

Create a soundscape using tuned and un-tuned percussion.

Begin to take part in improvisation sessions.