

|                  | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
|------------------|--|----------|---|----------|--|----------|
| Enquiry Title    | Why did our ancestors need to scavenge and which factors made them into settlers?  |          | What makes the Earth so active and what impact does it have on humans?  |          | Why was the age of Ancient Greece described as Golden?   |          |
| <b>Geography</b> |  |          |   |          |  |          |
| Knowledge        | <ul style="list-style-type: none"> <li><u>Physical geography- settlements and land use</u></li> </ul>  |          | <u>Natural disasters</u>  |          | <ul style="list-style-type: none"> <li><u>Local area</u></li> </ul>  |          |
| Skills           | Human geography, including: settlements and land use.  |          | <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use.</p> |          | Describe how the locality of the school has changed over time.   |          |
| Key Vocabulary   |  |          | <p>Volcano, crust, dormant, magma, lava, plates, core, mantle, active, ash, eruption, extinct, ring of fire, Disaster, natural, earthquake, Richter scale, tremor, tornado, flood, climate, destruction, tsunami, surface, extreme, tidal</p> <p>Word mat: <a href="..\..\Geography\word mats\T2-G-347-Volcano-Word-Mat Year 3.pdf">..\..\Geography\word mats\T2-G-347-Volcano-Word-Mat Year 3.pdf</a></p> <p><a href="..\..\Geography\word mats\T2-G-345-Rocks-Volcanoes-and-Fossils-Word-Mat Yr 3.pdf">..\..\Geography\word mats\T2-G-345-Rocks-Volcanoes-and-Fossils-Word-Mat Yr 3.pdf</a></p>   |          |  |          |
| <b>History</b>   |  |          |   |          |  |          |
| Knowledge        | <ul style="list-style-type: none"> <li>Learn about Stone age hunters including what they looked like, how they created and used different tools to help them to survive, what they ate and how they hunted.</li> <li>Learn about when the Stone Ages was and plot this on a timeline using historical sources to help.</li> <li>Learn about Skara Brae.</li> </ul> |          | <ul style="list-style-type: none"> <li>Learn about past natural disasters and how these affected our world today.</li> <li>Find out about Krakatoa past and present.</li> <li>Learn about the Pompeii eruption and find out why this is so important to our lives today.</li> </ul>   |          | <ul style="list-style-type: none"> <li>Learn about the Ancient Greeks-where they lived, what they wore, what they used to help them to survive and what they ate.</li> <li>Look at different archaeologists and find out what they have used to help them to discover more about the Ancient Greeks.</li> <li>Find out what artefacts have been discovered to teach</li> </ul> |          |

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|                       | <ul style="list-style-type: none"> <li>Find out about how and why Avebury stone circle came into existence.</li> <li>Research and learn about civilisations from the Bronze Age and compare these to civilisations of today.</li> <li>Learn about the Celts and how their lives compared to our lives.</li> <li>Discover how people in the Iron age lived and what their homes were made of.</li> </ul> <p style="text-align: center;"><b>Black History- Mary Seacole</b></p> <ul style="list-style-type: none"> <li>Learn about who Mary Seacole was (nurse who helped soldiers during the Crimean War) and why she was important and influential to black history.</li> </ul>  |   | <p>us about the Ancient Greeks and why these are classed as 'treasures'.</p> <ul style="list-style-type: none"> <li>Learn about the buildings from Ancient Greek times and find out how modern buildings have been influenced by this architecture.</li> <li>Learn about Ancient Greek myths and legends and find out how these have helped to provide up with evidence of life in Ancient Greek times.</li> </ul> <p>Learn about the Ancient Olympic games and compare these to the present day Olympic games including rules, etiquette and competitors.</p>   |
| <b>Skills</b>         | <ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can choose suitable sources of information to help with my historical learning.</li> <li>I can suggest reasons why historical events and changes may have happened.</li> <li>I can suggest consequences of historical events and changes.</li> <li>I can study an area of local history.</li> <li>I can make comparisons between one period of history and another.</li> <li>I can place the time I am studying on a time line.</li> <li>I can sequence several events or artefacts.</li> <li>I can use key dates and terms to explain the period of history I am studying.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> </ul> <p>I can use literacy, numeracy and computing skills to show what I know about the past.</p> | <ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can suggest reasons why historical events and changes may have happened.</li> <li>I can suggest consequences of historical events and changes.</li> <li>I can sequence several events or artefacts.</li> <li>I can use key dates and terms to explain the period of history I am studying.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> </ul> | <ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can choose suitable sources of information to help with my historical learning.</li> <li>I can suggest reasons why historical events and changes may have happened.</li> <li>I can suggest consequences of historical events and changes.</li> <li>I can make comparisons between one period of history and another.</li> <li>I can place the time I am studying on a time line.</li> <li>I can sequence several events or artefacts.</li> <li>I can use key dates and terms to explain the period of history I am studying.</li> <li>learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> <li>.</li> </ul> |
| <b>Key Vocabulary</b> | Stone age, hunting, tools, Bronze Age, Iron age, Celts, sources, evidence, consequence, compare, period, era, chance, chronology   | Natural disaster, affect, eruption, change, evidence, compare, period, era, chronology  | Ancient Greece, archaeologist, architecture, influence, Olympic, change, compare, period, era, chronology  |

MFL

| Knowledge | <u>Moi (All about me)</u><br>* greetings<br>* numbers to 10<br>* ages  | <u>Jeux et chansons (games and songs)</u><br>* numbers to 20<br>* some hobbies/games<br>* some animals  | <u>On fait la fete (celebrations)</u><br>* hobbies<br>* months of the year<br>* birthdays  | <u>Portraits</u><br>* colours<br>* body parts<br>* descriptions  | <u>Les quatre amis (the four friends)</u><br>* animals<br>* stories  | <u>Ca pousse (growing things)</u><br>* food<br>* likes and dislikes<br>* shopping  |
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| Skills    | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>• Appreciate songs in the language.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Appreciate songs in the language.</li> <li>• Express opinions and respond to those of others.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>• Appreciate songs in the language.</li> <li>• Ask and answer questions; express opinions and respond to those of others.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>• Appreciate songs in the language.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> <li>• Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Describe things and actions orally and in writing.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> <li>• Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>• Appreciate songs in the language.</li> <li>• Ask and answer questions; express opinions and respond to those of others.</li> <li>• Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</li> </ul> |

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| Key Vocabulary | <p>Bonjour! Hello!</p> <p>Salut! Hi!/Bye!</p> <p>Ça va? How are you?</p> <p>Ça va bien/mal. I'm fine/not very well.</p> <p>Et toi? And you?</p> <p>Au revoir! Goodbye!</p> <p>Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher)</p> <p>oui, non yes, no</p> <p>Je m'appelle ... My name is ...</p> <p>Comment tu t'appelles? What's your name?</p> <p>voici ... here is ...</p> | <p>11-20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Combien de ...? How many ...?</p> <p>Je préfère ... I prefer ...</p> <p>J'ai ... I have ...</p> | <p>11-20: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> <p>How many ...?</p> <p>I prefer ...</p> <p>I have ...</p> | <p>(très) bien (very) well/good</p> <p>Je joue bien au football. I'm good at playing football.</p> <p>Je nage bien. I'm a good swimmer.</p> <p>Je nage. I swim/I'm swimming.</p> <p>Je danse. I dance/I'm dancing.</p> <p>Je chante. I sing/I'm singing.</p> <p>Je lis. I read/I'm reading.</p> <p>Bravo! Well done!</p> <p>Super! Chouette! Super! Cool!</p> <p>Fantastique! Fantastic!</p> <p>Je suis/Tu es un génie/génial(e)! I'm/You're a genius!</p> <p>Joyeux anniversaire! Happy birthday!</p> <p>Les mois: (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>The months: (in) January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Je peux .../Je peux ...? I can .../Can I ...?</p> <p>s'il te plaît please (informal singular)</p> | <p>Les couleurs: The colours:</p> <p>rouge red</p> <p>rose pink</p> <p>jaune yellow</p> <p>bleu(e) blue</p> <p>vert(e) green</p> <p>noir(e) black</p> <p>blanc(he) white</p> <p>violet(te) purple</p> <p>(Add -s to all the above if plural)</p> <p>marron (invariable) brown</p> <p>orange (invariable) orange</p> <p>J'ai ... I have ...</p> <p>un nez a nose</p> <p>une bouche a mouth</p> <p>des yeux the eyes</p> <p>un bras an arm</p> <p>une jambe a leg</p> <p>Il/Elle a ... He/She has ...</p> <p>... le nez bleu. ... a blue nose.</p> <p>... la bouche bleue. ... a blue mouth.</p> <p>... les yeux/cheveux bleus. ... blue eyes/hair.</p> <p>Il/Elle est grand(e)/petit(e). He/She is big/small.</p> | <p>le cheval the horse</p> <p>le mouton the sheep</p> <p>le lapin the rabbit</p> <p>la souris the mouse</p> <p>il galope. He/It gallops.</p> <p>Elle court. She/It runs.</p> <p>Il/Elle est ... He/She/It is ...</p> <p>gris(e) grey</p> <p>Non, le lapin ne galope pas, etc. No, the rabbit doesn't gallop, etc.</p> | <p>Tu aimes ...? Do you like ...?</p> <p>J'aime ... I like ...</p> <p>Je n'aime pas ... I don't like ...</p> <p>beaucoup a lot</p> <p>Je voudrais ... I would like ...</p> <p>s'il vous plaît please (formal or plural)</p> <p>Vous désirez? What would you like? (formal or plural)</p> <p>Voilà. There you are.</p> <p>Merçi. Thank you.</p> <p>Au revoir. Goodbye.</p> <p>Dans mon panier In my basket</p> <p>il y a there is/there are</p> |
|                | <b>Art</b>  |  |  |  |  |   |  |

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| <b>Knowledge</b> | <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Focus: Disney</li> <li>Observing facial features of Disney characters</li> <li>Understand physical features and appearance of characters can affect how the audience interpret them</li> </ul>  | <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Focus: Jackson Pollock</li> <li>Understand primary and secondary colours to match paint using a mixing palette</li> <li>Compare artwork and nature</li> <li>Understanding different ways of applying paint using a brush</li> </ul>  | <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Focus: M. C. Escher</li> <li>Use ICT to create a repeating stamp/design</li> <li>Evaluate aesthetic qualities</li> <li>Relief printing</li> <li>Understand layering</li> </ul>  | <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Focus: Bernard Leach/ Beaker Culture</li> <li>Select appropriate tools for cutting, marking, joining</li> <li>Using long-lasting joining techniques</li> <li>Understand the Beaker Culture during the Bronze Age</li> </ul>                        | <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Focus: Tie dye</li> <li>Understand different ways of joining materials together</li> <li>Use embellishments to enhance their design</li> </ul>  | <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Focus: Gary Drostle/ Greek mosaics</li> <li>What is collage?</li> <li>Mosaics build up small pieces to a picture</li> <li>Greek culture and art</li> <li>Selecting appropriate tools and adhesive</li> <li>Aesthetics</li> </ul>   |
| <b>Skills</b>    | <ul style="list-style-type: none"> <li>Use size, shape and spacing to give a desired effect</li> <li>Experiment with different grades of pencil</li> <li>Use a pencils to show tone, shadow and light</li> <li>Use a sketch book to record the media explorations</li> <li>Create textures using a range of different marks</li> <li>Design, make, evaluate</li> </ul> | <ul style="list-style-type: none"> <li>Mix powder paints</li> <li>Mix and match colours with increased confidence</li> <li>Use different brush strokes for effect</li> <li>Begin to use paint to give different textures (eg adding sand, plaster)</li> <li>Use black and white to show shade within a painting</li> <li>Design, make, evaluate</li> </ul> | <ul style="list-style-type: none"> <li>Using brushes and rollers</li> <li>Adding PVA to poster paint to print a sharp image</li> <li>Think about how the design will look and the aesthetics</li> <li>Make a relief printing tile</li> <li>Print with more than 1 colour</li> <li>Design, make, evaluate</li> </ul> | <ul style="list-style-type: none"> <li>Cutting, shaping and moulding clay with increasing confidence</li> <li>Begin to join clay using lasting joints</li> <li>Turn a 2D design into a 3D shape (Character)</li> <li>Use a variety of tools to add texture and pattern</li> <li>Design, make, evaluate</li> </ul> | <ul style="list-style-type: none"> <li>Thread a needle independently</li> <li>As well as glue, begin use a needle and thread to join material together</li> <li>As well as glue, begin to use a needle and thread to add embellishments to materials</li> <li>Develop skills on stitching, cutting and joining</li> <li>Design, make, evaluate</li> </ul> | <ul style="list-style-type: none"> <li>Be inspired by artists and time periods</li> <li>Begin to select materials with purpose thinking about shape, colour and texture</li> <li>Begin to select colours to create a mood or feelings</li> <li>Begin to use a variety of tools and adhesives</li> <li>Design, make, evaluate</li> </ul> |

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| <b>Key Vocabulary</b> | Expression, appearance, line, tone, colour, shape, size, space  | Primary colours, secondary colours, texture, shade, light, dark  | Pattern, print making, colour, relief printing, overlay, aesthetic,   | Cutting, marking, joining, shaping, moulding, crosshatch, clay slip, texture, carve  | Embellishment, sew, join, needle, thread, aesthetics,  | Layering, pattern, texture, colour, joining, adhesive, mood, over-lapping, |
| <b>RE</b>             |   |  |   |  |  |  |
| <b>Strand</b>         | <b>Living</b>   | <b>Believing</b>   | <b>Expressing</b>   | <b>Expressing</b>  | <b>Believing</b>   |  |
| <b>Knowledge</b>      | Christian family rituals and non-religious family rituals.<br>Rituals in your house.<br>Christian everyday activities e.g. food bank.<br>Look at Christian churches notice board and see how activities linked to everyday life are influenced by being Christian.<br>Local Christian visit to share their life.<br>Pope Francis leading by example – non-materialism.<br>Story of Rosa parks.<br>Bible quotes,<br>Christian music in worship and bread and wine. | Christian focus and either or both Hindus and Muslims.<br>Christians Trinity, Moses and the burning bush and Paul's conversion.<br>The story of first revelation of the Qur'an to Prophet Muhammad [PBUH].<br>Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);<br>Similarities & differences between varied ideas about God. | Easter focus possibly an RE week.<br>Comparing what MATTERS most TO BELIEVERS IN FESTIVALS of Diwali and spring festival of Holi (story of Lakshmi and Rama and Sita in Hinduism)-<br>Symbols of Easter -washing the disciples feet.<br>The last supper and the Eucharist.<br>Rejoicing and weeping, crucifixion of Jesus and conscience alley Roman soldier. | Christian prayer, the Lord's prayer comparing with Hindu Mantra prayer 7, the Muslim first Surah prayer.<br>Sorry please thank you prayers.<br>Hannah story and brief touch on Jonah story.<br>Hindu shrines, prayer objects & music.<br>Prayer as a pillar of Islam.<br>Tools for prayer –prayer beads. | New and old testament, metaphors for the Bible.<br>Creation, the fall, incarnation and the salvation.<br>The creation story and Adam and eve.<br>The lost son –God wants sinners to turn back to him.<br>Special books display – Torah, Bible, Qu'ran, favourite wise words. |  |
| <b>Skills</b>         | <u>Describe</u> two things that Christians do to show their faith <u>making connections</u> to a Christian belief or teaching for each.<br><u>Reason</u> of two things that might be hard or a challenge about being a Christian.<br><u>Make comparisons</u> - note similarities and differences between the reasons that religious people and on religious people give for helping people.   | <u>Create metaphors</u> about God and give reasons ( <u>reasoning</u> ).<br><u>Reasoning and conjecture</u> - Supply reasons why some people believe in God and some do not.<br><u>Discover</u> what Christians mean when they say 'Father, Son and Holy Spirit' for God.  | <u>Make links</u> between beliefs about Jesus and the celebration of Easter.<br><u>Make links</u> between symbols and their corresponding celebration e.g. Easter.<br><u>Identify similarities and differences</u> between the celebration of two festivals.  | <u>Describe and outline</u> some ways Christians pray, Muslims and Hindu's pray.<br><u>Make connections</u> between what Christians, Muslims and Hindus believe about prayer and what they do to pray.<br><u>Explain</u> any similarities and/or differences.  | <u>Describe</u> what Christians and/or people from other religions believe makes their book sacred or holy.<br><u>Research and discover</u> more about the ways Christians think of God and see the world  |  |
| <b>Key Vocabulary</b> | Rituals, non-materialism,   | Holy Trinity, Hindu, Muslim, conversion, revelation, Trimurti, Brahma, Vishnu, Shiva.  | Diwali, Holi, Lakshmi, Rama, Sita, Symbol, disciple, Eucharist, Crucifixion   | Hindu Mantra, Ohm, First Surah, prayer beads, pillars of Islam   | Metaphor, creation, incarnation, salvation, sinner, Torah, Biblr, Qu'ran   |  |
| <b>Music</b>          |   |  |   |  |  |  |
| <b>Knowledge</b>      | <b>Active Music – Rhythm and Pulse Unit</b>   | <b>Active Music – Pitch Unit</b>   | <b>Active Music – Instrumental Unit</b>   | <b>Singing</b>   | <b>Active Music – Singing Games unit</b>   | <b>Catch up/overflow unit</b>  |

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| <b>Skills</b>         | <ul style="list-style-type: none"> <li>• To create musical patterns.</li> <li>• To sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse.</li> <li>• To learn to recognise and read rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>• To work in a group to create 4-beat rhythm sequences with words, based around a theme.</li> <li>• To rehearse and present performances.</li> <li>• To add instrumental accompaniments.</li> <li>• To feel and play the different rhythms of the words.</li> <li>• To appraise and improve their work.</li> <li>• To improvise rhythm patterns as part of a class performance.</li> <li>• To relate rhythm symbols to actions.</li> <li>• To internalise and recall rhythmic phrases with increasing aural memory.</li> </ul> | <ul style="list-style-type: none"> <li>• To experiment with different ways the voice can be used.</li> <li>• To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b>.</li> <li>• To learn the solfa name and hand sign of notes, <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To recognise and sing the intervals between <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To sing from notated rhythm and pitch patterns using Bb A G and <b>Do,Re, Mi, So, La</b> (full pentatonic notation).</li> <li>• To use tuned instruments to play pulse, rhythm and to pick out melodies.</li> <li>• To experiment with ostinatos and begin to layer sounds.</li> <li>• To perform in 2 parts.</li> <li>• To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</li> <li>• To practise and perform as a class and individually.</li> <li>• To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul> | <ul style="list-style-type: none"> <li>• To play un-tuned instruments with rhythmic accuracy.</li> <li>• To improvise melodic phrases on xylophones.</li> <li>• To play while using thinking voices.</li> <li>• To perform and appraise.</li> <li>• To create layers of sound with ostinatos.</li> <li>• To appraise.</li> <li>• To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song.</li> <li>• To play as an accompaniment to chanting and on key words.</li> <li>• To choose and organise rhythm patterns in groups.</li> <li>• To practise and perform rhythm compositions in groups.</li> </ul> | <p style="text-align: center;">Y3 Performance<br/>26<sup>TH</sup> March<br/>Singing practise lessons</p> | <ul style="list-style-type: none"> <li>• To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around the circle.</li> <li>• To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>• To read and perform rhythm patterns accurately.</li> <li>• To internalise, memorise and pass on rhythms.</li> <li>• To practise and perform in a group.</li> <li>• To sing with melodic and rhythmic accuracy both in unison and in 2 parts.</li> <li>• To learn new singing games.</li> <li>• To improvise actions to a steady pulse.</li> <li>• To move within a musical time frame and to walk, clap and stamp to a steady pulse.</li> <li>• To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.</li> </ul> | <p style="text-align: center;"><b>Catch up/overflow unit</b></p> |
| <b>Key Vocabulary</b> | Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases  |  | Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation  |  | Rhythm, pulse, melody, cue words, improvise   |  |
| <b>PSHE</b>           |  |  |   |  |   |  |

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| <p><b>Knowledge</b></p> | <p>I know how to set personal goals</p> <p>I know strategies to face new challenges positively</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others</p> <p>I know how to make responsible choices</p> <p>I understand my behaviour brings rewards/consequences</p> | <p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p> | <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I can recognise obstacles which might hinder my achievement</p> | <p>I understand how exercise affects my body and know why my heart and lungs are important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from</p> <p>I know strategies and who to go to for help</p> <p>I understand that some household substances, including medicine, can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p> | <p>I can identify the roles and responsibilities of each member in my family and reflect of the expectations for males and females</p> <p>I know some strategies to keep myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives might be different</p> <p>I know how to show appreciation to friends and family</p> | <p>I understand lots of changes happen for humans and animals from conception and growing up</p> <p>I know it is usually the female who has a baby</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify the changes made to girls' and boys' bodies on the outside</p> <p>I can understand how boys' and girls' bodies change on the inside</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to in Year 4</p> |
| <p><b>Skills</b></p>    | <p>I value myself and can make someone else feel welcome and valued</p>  | <p>I appreciate my family/the people who care for me</p>  | <p>I respect and admire people who overcome obstacles and achieve their</p>  | <p>I can set myself a fitness challenge</p>   | <p>I can describe how taking some responsibility in my family makes me feel</p>   | <p>I can express how I feel when I see babies or baby animals</p>  |

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|  | <p>I recognise how it feels to be happy, sad or scared and identify if other people are feeling these emotions</p> <p>I can work cooperatively in a group</p> <p>I choose to follow the rules</p> | <p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can give and receive compliments and know how this feels</p> | <p>dreams and goals (e.g. through disability)</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p> <p>I am confident in sharing my success with others</p> | <p>I can identify how I feel towards drugs</p> <p>I can express how being anxious or scared feels</p> <p>I can take responsibility for keeping myself and others safe at home</p> <p>I respect my body and appreciate what it does for me</p> | <p>I know how to negotiate in conflict situation to try and find a win-win solution</p> <p>I know who to ask for help if I'm worried or concerned</p> <p>I can show awareness of how others influences can affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I might learn from them</p> <p>I enjoy being part of a family and friendship groups</p> | <p>I can express how I might feel if I had a new baby in the family</p> <p>I can recognise how I feel about the changes happening to me and how to cope with those changes</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my idea sometimes</p> <p>I can start to think about changes I will make when I go to Year 4 and how to go about it</p> |
| <b>Key Vocabulary</b>  | Responsibility, choice, achievement, value, feelings  | Bullying, isolation, problem-solve, hurtful, compliments   | Frustration, steps, strengths, confidence, success   | Exercise, healthy, substances, emotions   | Friendship, family, influence, expectation, roles, responsibilities   | Changes, conception, uterus, womb, growth, family roles   |
| <b>MENTAL HEALTH:</b><br>(Lesson to be taught at end of each unit) | <i>Afl: What will benefit your class? What are their needs? Address and support your class</i>  | <b>Mental Health unit</b><br>Lesson 1: Everyday feelings   | <i>Afl: What will benefit your class? What are their needs? Address and support your class</i>   | <b>Mental Health unit</b><br>Lesson 2: Expressing feelings  | <i>Afl: What will benefit your class? What are their needs? Address and support your class</i>  | <b>Mental Health unit</b><br>Lesson 3: Managing feelings  |
| Computing  |   |  |  |   |   |   |
| <b>Knowledge</b>   | <b>Coding - 6 weeks (2Code)</b><br>To design algorithms using flowcharts.   | <b>Online Safety - 3 weeks</b><br>To know what makes a safe password.  | <b>Touch Typing - 4 weeks (2Type)</b>  | <b>Emails (cont) - 4 weeks (2Email, 2 Connect and 2 DIY)</b>  | <b>Branching Databases (cont) - 2 weeks (2Question)</b>   | <b>Graph - 3 weeks (2Graph)</b>   |



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|        | <p>To design an algorithm that represents a physical system and code this representation.</p> <p>To understand variables in 2Code.</p> <p>To deepen understanding of the different between</p> | <p>Methods for keeping passwords safe.</p> <p>To understand how the Internet can be used in effective communication.</p> <p>To understand how a blog can be used to communicate with a wider audience.</p> <p>To consider the truth of the content of websites.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b><br/>To understand the symbols more than, less than and equal to, to compare values.</p> | <p>To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys.</p> <p><b>Emails - 2 weeks (2Email, 2 Connect and 2 DIY)</b><br/>To think about different methods of communication.</p> <p>To learn how to use email safely.</p> <p>To explore a simulated email scenario.</p> | <p>(see previous column)</p> <p><b>Branching Databases - 2 weeks (2Question)</b></p> <p>To understand a branching database and how to sort objects using just 'yes' or 'no' questions.</p> | <p>(see previous column)</p> <p><b>Simulations - 3 weeks (2Simulate and 2Publish)</b><br/>To consider what simulations are.</p> <p>To explore a simulation.</p> | <p>To know how to enter data into a graph and answer questions.</p> <p><b>Assessment for Learning based intervention.</b></p> |
| Skills | <p><b>Coding - 6 weeks (2Code)</b><br/>To use selection in coding with the 'if' command.</p> <p>To use variables in 2Code.</p>   | <p><b>Online Safety - 3 weeks</b><br/>To create a safe password and keep it protected</p> <p>To being using a blog to communicate</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b></p>   | <p><b>Touch Typing - 4 weeks (2Type)</b><br/>To practice typing with the left and right hand.</p> <p><b>Emails - 2 weeks (2Email, 2 Connect and 2 DIY)</b></p>  | <p><b>Emails (cont) - 4 weeks (2Email, 2 Connect and 2 DIY)</b><br/>(see previous column)</p> <p><b>Branching Databases - 2 weeks (2Question)</b></p>                                      | <p><b>Branching Databases (cont) - 2 weeks (2Question)</b><br/>(see previous column)</p> <p><b>Simulations - 3 weeks (2Simulate and 2Publish)</b></p>           | <p><b>Graph - 3 weeks (2Graph)</b><br/>To solve an investigation and present the results in graphic form.</p>                 |

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|                       |   | <p>To use the symbols more than, less than and equal to, to compare values.</p> <p>To use 2Calculate to collect data and produce a variety of graphs.</p> <p>To use the advanced mode of 2Calculate to learn about cell references.</p>   | <p>To open and respond to an email using an address book.</p> <p>To add an attachment to an email.</p>   | <p>To complete a branching database using 2Question.</p> <p>To create a branching database of the children's choice.</p>  | <p>To analyse and evaluate a simulation.</p>                          | <p><b>Assessment for Learning based intervention.</b></p>   |
| <b>Key Vocabulary</b> | <p>Action, Algorithm, Bug, Code block, Code design, Command, Control, Debug/debugging, Design mode, Event, If, Input, Output, Object, Properties, Repeat, Computer simulation, Selection, Timer, Variable</p>   | <p>Password, Internet, Blog, Concept map, Username, Website, Webpage, Spoof website, PEGI rating</p> <p>&lt;=&gt;, Advance mode, Copy and Paste, Columns, Cells, Delete key, Equals tool, Move cell tool, Rows, Spin tool, Spreadsheet</p>  | <p>Posture, Top row keys, Home row keys, Bottom row keys, Space bar</p> <p>Communication, Email, Compose, Send, Report to the teacher, Attachment, Address book, Save to draft, Password, CC, Formatting</p>   | <p>Communication, Email, Compose, Send, Report to the teacher, Attachment, Address book, Save to draft, Password, CC, Formatting</p> <p>Branching database, Data, Database, Question</p>  | <p>Branching database, Data, Database, Question</p> <p>Simulation</p> | <p>Graph, Field, Data, Bar chart, Block graph, Line graph</p>   |
| <b>DT</b>             |   |   |  |   |   |   |
| <b>Knowledge</b>      | <p><b>Structures:</b> shell structure (History link) <b>Element resistant ancient settlers home</b></p> <p>D1- Share ideas through words, labelled sketches &amp; models, recognising that designs have to meet a range of needs, including being fit for purpose<br/>D2- Use ICT packages to create a labelled design or plan, in detail<br/>D3- Make realistic plans, identifying processes, equipment &amp; materials needed.<br/>E1- Investigate the design features of familiar existing products.</p> | <p><b>Cookery:</b> Prepare and cook a simple nutritional dish... <b>Design a health lunch using homemade wrap/ tortilla</b></p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose<br/>D3- Make realistic plans, identifying processes, equipment &amp; ingredients needed.<br/>E1- Investigate the design features (including identifying ingredients) of familiar existing products.</p> | <p><b>Mechanisms:</b> Levers/ pneumatics (Geography link) <b>Warning System for Earthquakes</b></p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose<br/>D3- Make realistic plans, identifying processes, equipment and materials needed.<br/>E1- Investigate the design features of familiar existing products.<br/>E2- Suggest improvements to products made and describe how</p> | <p><b>Cookery:</b> Prepare &amp; cook a simple nutritional dish.. <b>Kebabs using medium resistance foods</b> eg. Canned potato, tomatoes, cucumber</p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose<br/>D3- Make realistic plans, identifying processes, equipment and materials needed.<br/>E1- Investigate the design features (including identifying ingredients) of familiar existing products.</p> |   | <p><b>Cookery:</b> Prepare &amp; cook a simple nutritional dish<br/>Project: <b>eg. Greek salad with dressing/ tzatziki and feta cheese, grilled bread with feta,</b></p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose<br/>D3- Make realistic plans, identifying processes, equipment and materials needed.<br/>E1- Investigate the design features (including identifying</p> |

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|               | <p>E2- Suggest improvements to products made &amp; describe how to implement them (taking the views of others into account)</p> <p>M1-Select the appropriate tools &amp; explain choices.</p> <p>M2- Plan which materials are needed for a task &amp; explain why.</p> <p>M3- Follow health &amp; safety rules.</p> <p>T2- Measure &amp; mark wood /dowel</p> <p>T3- Use a glue gun with close supervision</p> <p>T4- Create a shell structure using diagonal struts to strengthen</p>  | <p>E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>M1- Select the appropriate tools and explain choices.</p> <p>M2- Plan which ingredients &amp; equipment will be needed for a task &amp; explain why.</p> <p>M3- Follow health &amp; safety rules for cooking.</p> <p>F1- Combine a variety of ingredients using a range of cooking techniques</p> <p>F2- Describe what a balanced diet is.</p> <p>F3- Identify food which comes from the UK &amp; other countries.</p>  | <p>to implement them (taking the views of others into account)</p> <p>E3- Explain the impact of a design or designer on design history and how this has helped to shape the world.</p> <p>M1- Select the appropriate tools/ explain choices.</p> <p>M2- Plan which materials will be needed for a task &amp; explain why.</p> <p>M3- Follow health and safety rules activities.</p> <p>T2- Measure &amp; mark wood/dowel</p> <p>T3-Use a glue gun with close supervision</p> <p>T5- Create &amp; use levers and/or pneumatics in their products</p>  | <p>E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>M1- Select the appropriate tools and explain choices.</p> <p>M2- Plan which materials will be needed for a task and explain why.</p> <p>M3- Follow health and safety rules for cooking activities.</p> <p>F1- Combine a variety of ingredients using a range of cooking techniques</p> <p>F2- Describe what a balanced diet is.</p> <p>F3- Identify food which comes from the UK and other countries.</p>   | <p>components or ingredients) of familiar existing products.</p> <p>E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>M1- Select the appropriate tools and explain choices.</p> <p>M2- Plan which materials will be needed for a task and explain why.</p> <p>M3- Follow health and safety rules for cooking and baking activities.</p> <p>F1- Combine a variety of ingredients using a range of cooking techniques</p> <p>F2- Describe what a balanced diet is.</p> <p>F3- Identify food which comes from the UK and other countries.</p>   |
| <b>Skills</b> | <ul style="list-style-type: none"> <li>*Research, evaluate different products &amp; identify specific users</li> <li>*Make labelled diagrams showing specific features</li> <li>*Communicate ideas</li> <li>*Compare ideas &amp; select best idea which meets design brief</li> <li>*follow procedures for safety</li> <li>*use a wider range of materials and components than they have in KS1; including construction materials and kits, textiles, mechanical/ electrical components</li> <li>*Make a design that meets arrange of requirements</li> <li>*Describe a design that shows specific features using accurately labelled sketches &amp; words</li> <li>*Plan how to make product</li> <li>*Make pattern/ template</li> <li>*Measure/ cut from a pattern with some accuracy</li> <li>*Use simple decorative techniques</li> </ul> | <ul style="list-style-type: none"> <li>*Create visually appealing product with support.</li> <li>*Follow a simple recipe with guidance from an adult &amp; carry out instructions independently</li> <li>* Begin to use jug for measuring liquids/ to use digital weighing scales.</li> <li>*Knead and shape dough into evenly sized shapes</li> <li>*Use a rolling pin to flatten &amp; roll out dough</li> <li>*Assemble &amp; arrange ingredients for simple dishes, recognise appropriate ingredients to garnish</li> <li>*Sieve, mix, stir and combine ingredients form dough</li> <li>*Pupils should understand how to use hob/oven safely by observing adults cooking</li> <li>*Cut medium resistance food with a vegetable knife eg. cucumber</li> </ul> | <ul style="list-style-type: none"> <li>*Research, evaluate different products &amp; identify specific users</li> <li>*Make labelled diagrams showing specific features</li> <li>*Communicate ideas</li> <li>*Compare ideas &amp; select best idea which meets design brief</li> <li>*follow procedures for safety</li> <li>*use a wider range of materials and components than they have in KS1; including construction materials and kits, textiles, mechanical/ electrical components</li> <li>*Make a design that meets arrange of requirements</li> <li>*Describe a design that shows specific features using accurately labelled sketches &amp; words</li> <li>*Plan how to make product</li> <li>*Make pattern/ template</li> <li>*Measure/ cut from a pattern with some accuracy</li> </ul> | <ul style="list-style-type: none"> <li>*Create visually appealing product with support</li> <li>*Follow a simple recipe with guidance from an adult and carry out instructions independently</li> <li>*Assemble and arrange ingredients for simple dishes</li> <li>*Cut medium resistance food with a vegetable knife eg. Cucumber, mushroom</li> <li>*Use a fork or a claw grip to secure food</li> <li>* Cut medium resistant or partly cooked food using a bridge hold eg. cut half a tomato into quarter, halve canned potatoes, halve large grapes</li> <li>*Thread and cut medium resistant food</li> <li>*Begin to understand appropriate portion sizes &amp; what types of food</li> </ul> | <ul style="list-style-type: none"> <li>*Follow a recipe with guidance from an adult</li> <li>*Carry out instructions with some independence</li> <li>*Use 2 spoons to transfer ingredients with support</li> <li>*Use a measuring jug/digital &amp; analogue scales with support to obtain accuracy</li> <li>*Mix ingredients together</li> <li>*Whisk foods using a hand whisk</li> <li>*Grate firmer foods eg. carrots</li> <li>*Snip to shred lettuce with greater control &amp; with supervision</li> <li>* To use a vegetable knife to cut medium resistance food safely</li> <li>*Use bridge grip for cutting medium resistant or cooked food eg. half tomatoes into quarters</li> </ul> |

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|                   | <ul style="list-style-type: none"> <li>* Select &amp; use appropriate tools, equipment and materials &amp; use them accurately</li> <li>*Evaluate own product identifying strengths &amp; any areas for development against the original specification</li> <li>*Identify any improvements</li> <li>*With a partner evaluate each other's designs</li> <li>* follow procedures for safety</li> <li>* use a widening range of materials/components, including construction materials and kits, mechanical components</li> <li>*assemble, join &amp; combine materials/ components with some accuracy</li> <li>* apply a range of finishing techniques with some accuracy</li> </ul> | <ul style="list-style-type: none"> <li>*Use a fork or a claw grip to secure food</li> <li>*Grate firmer food eg. carrots</li> <li>*Use spoons or jugs to serve equal portions of food</li> <li>*Begin to understand types of food can be served together to make a balanced meal</li> </ul> | <ul style="list-style-type: none"> <li>*Use simple decorative techniques</li> <li>* Select &amp; use appropriate tools, equipment and materials &amp; use them accurately</li> <li>*Evaluate own product identifying strengths &amp; any areas for development against the original specification</li> <li>*Identify any improvements</li> <li>*With a partner evaluate each other's designs</li> <li>* follow procedures for safety</li> <li>* use a widening range of materials/components, including construction materials and kits, mechanical components</li> <li>*assemble, join &amp; combine materials/ components with some accuracy</li> <li>* apply a range of finishing techniques with some accuracy</li> </ul> | can be served together to make a balanced meal   |  | <ul style="list-style-type: none"> <li>*Use fork claw grip to secure food when cutting using a vegetable knife</li> <li>*Begin to recognise appropriate ingredients to garnish hot and cold food</li> <li>*With supervision, sprinkle garnish</li> <li>*Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</li> <li>*Begin to understand appropriate portion sizes &amp; what types of food can be served together to make a balanced meal</li> </ul> |
| <b>Vocabulary</b> | Glue gun, junior hacksaw, G clamp, bench hook, joint, attaching, joining, strengthen, jinks corner, prototype, modify, design brief/purpose  | Knead, shape, claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish   | Lever, linkage, cogs, dowel, pneumatics, Adhesives, mechanism   | peeling, thread, claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish |  | claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish   |

**Science**

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| <b>Knowledge</b> | <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> | <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul> | <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other</li> </ul> | <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants</li> <li>Explore the requirements of plants for life and growth</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life</li> </ul> | <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> </ul> |
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|                |  |   |   | <p>cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul> <p>Find patterns in the way that the size of shadows change.</p>  |
| Skills         | <p>Identifying differences, similarities or changes by looking at animals with and without skeletons - How do they move? Where do they live?</p> <p>Using straightforward scientific evidence to answer questions or to support their findings linked to nutrition and the different food groups</p> | <p>Ask relevant questions about how fossils are formed</p> <p>Setting up simple practical enquiries, to compare different rock types</p> <p>Recording findings using simple scientific language, drawings and labelled diagrams of rocks.</p> <p>Create a table to sort and classify different rocks</p> <p>Using straightforward scientific evidence to answer questions linked to the formation of soil</p> | <p>Investigate how things move on different surfaces by asking relevant questions link to force of attraction</p> <p>Gather, record, classify and present data to show materials and objects that are attracted or repelled to magnets</p> <p>Using results to draw simple conclusions about materials that are attracted or repelled by a magnet. Make predictions for untested materials</p> <p>Using straightforward scientific evidence to answer questions based of magnetic poles and force of attraction</p> | <p>Setting up simple practical enquiries, comparative and fair tests based on MRS GREN - withdraw a need and compare the results</p> <p>Take appropriate and accurate measurements when completing the above</p> <p>Making systematic and careful observations to investigate how water is transported. Record findings.</p> <p>Recording the function of different parts of a flower using a labelled diagrams</p> <p>Using straightforward scientific evidence to answer questions based on pollination, seed formation and seed dispersal</p> | <p>Making systematic and careful observations by recording the position of shadows dependent on where the sun appears to be in the sky</p> <p>Taking appropriate and accurate measurements with the above</p> <p>Reporting on findings from enquiries and display findings in a bar graph</p> <p>Explain how shadows sizes change</p> <p>Using straightforward scientific evidence to answer questions or to support their findings based on light and dark and how we see. Completed a labelled diagram to show how we see</p> |
| Key Vocabulary | Nutrition, hinge, socket and ball, nutrients, skeleton, muscles, support, protect, movement, vertebrates, exoskeleton,   | Fossils, organic matter, erosion, minerals, microorganisms, sedimentary, metamorphic or igneous   | Magnetic field, north and south pole, repel, attract, force, magnetism,   | Root, stem, leaves, flowers, carpel/ pistil, style, petal, stigma, anther, stamen, filament, sepal, ovary,   | Reflection, reflective surfaces, shadow, light source, emit, reflect,   |

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| endoskeleton, carbohydrates, fats, proteins, vitamins and minerals, fibre, water |  |  | eggs/ovules, air, light, water, nutrients, soil, transportation, pollination, seed formation, seed dispersal, chlorophyll, photosynthesis | opaque, translucent and transparent |
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Curriculum Enhancements

Year: 3

|                                  | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
|----------------------------------|--|----------|---|----------|---|----------|
| Enquiry entry point              | Caveman & dress-up day. Activities involved include: <ul style="list-style-type: none"> <li>• Campfire</li> <li>• Cave paintings</li> <li>• Natural art</li> <li>• Stone Age stories</li> <li>• Caveman role-play</li> </ul>   |          | Role play day in all 'Day of disaster' <ul style="list-style-type: none"> <li>• Children to bring in survival kits</li> <li>• Children to role play reactions to different natural disasters</li> <li>• Children to be given materials to build shelters</li> </ul> |          | Greek dress-up day <ul style="list-style-type: none"> <li>• Taste Greek food</li> <li>• Greek activities</li> <li>• Learn Greek alphabet</li> </ul>   |          |
| Enquiry Exit point               | Make pre-historic tools and shelters and use knowledge and skills learnt in a survival challenge.  |          | Children to have made sturdy models to withstand a natural disaster. Models to be tested against elements e.g. water, leaf blower, shaking tray   |          | Greek Olympic day. <ul style="list-style-type: none"> <li>• Olympic games</li> <li>• Olympic ceremony</li> </ul>  |          |
| Trips, visitors and workshops    | <ul style="list-style-type: none"> <li>• Avebury</li> <li>• Caveman visitor</li> </ul>   |          | <ul style="list-style-type: none"> <li>• Virtual reality workshop</li> <li>• Shelter building workshop</li> </ul>   |          | <ul style="list-style-type: none"> <li>• Ashmolean museum</li> <li>• Greek workshop</li> <li>• Greek visitor</li> </ul>   |          |
| Curriculum Enhancements (Termly) | <ul style="list-style-type: none"> <li>• Dress-up day.</li> <li>• School pond</li> <li>• Forest area</li> <li>• Local history</li> <li>• Black history</li> <li>• Enterprise week</li> <li>• Staff panto</li> <li>• Music roadshow</li> <li>• Anti-bullying</li> </ul> |          | <ul style="list-style-type: none"> <li>• School play</li> <li>• Dress-up day</li> <li>• Science day</li> <li>• World Book Day</li> <li>• Young Voices</li> </ul>  |          | <ul style="list-style-type: none"> <li>• International day</li> <li>• Music roadshow</li> <li>• Science Fayre</li> <li>• International day</li> <li>• Dress-up day</li> <li>• Spelling bee</li> </ul> |          |

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| Curriculum Enhancements (On-going) | Class dojo – Helping hands – BLP – Relative readings & partner reading – Poetry Days – Charity events – Outdoor learning – BSL – No pens day – Peer massage – Values – Breakfast club & acorns – Parent workshops – Music lessons – Gardening – House competitions – Visitors – School pets – FORO – Access to technology – Clubs – Family learning events – Parent book looks – Outdoor equipment and outdoor areas – Golden mile – Pupil premium offers – Eco monitors – Kiss and Drop – Cyber mentors |
|------------------------------------|--|

| Year 3      |   |   |  |  |  |  |
|-------------|---|---|--|--|--|--|
| PE          |   |   |  |  |  |  |
| PE          | Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6   |
| Units:      | Dance<br>Space  | Gymnastics<br>Linking Movements Together  | Dance<br>Around the World  | Gymnastics<br>Symmetry & Asymmetry (partners)  | Athletics  | Gymnastics<br>Receiving Body Weight  |
| Knowledge:  | To perform, review and improve a finished performance piece<br>38-48 count space-themed motif (whole group choreography)  | Perform a sequence by taking weight on hands and link with other moves  | To perform, review and improve a finished performance piece<br>38-48 count around the world-themed motif (whole group choreography)  | Combine a range of symmetrical and asymmetrical gymnastic moves to create a sequence with a wide variety of gymnastic moves  | Accurately replicate techniques of sporting events in competitive situations   | Receive weight on a range of body parts and perform with control and a range of dynamics   |
| Skills:     | Show good timing, posture and extension<br>Changes in levels and in pathway<br>Using pictures creatively<br>Use mirror images and changes in levels<br>Working groups to show good cooperation skills<br>Use of cannon and changes in formation | Step through various degrees of turn<br>Move from one balance to another at different levels<br>Show graceful ways of getting from floor to ground (vice-versa)<br>Use a variety of rolls to link a sequence of balances<br>Travel on patches close to the ground and contrasting higher levels | Show good timing, posture and extension<br>Changes in levels and in pathway<br>Using pictures creatively<br>Use mirror images and changes in levels<br>Working groups to show good cooperation skills<br>Use of cannon and changes in formation<br>Use peer feedback | Spin on patches<br>Spins into a sequence<br>Smooth transitions<br>Spin on points at different levels and put spins in a sequence<br>Spin symmetrically/asymmetrically at different levels<br>Rolls at different levels in a sequence<br>Paired balance within a sequence | Correct technique to start a sprint<br>Develop coordination to improve speed<br>Combine sprinting with low hurdles<br>Consistency of jumps<br>Develop technique of accuracy and consistency of overarm throw<br>Accurately replicate techniques of sporting events | Taking weight on patches<br>Create symmetrical and asymmetrical shapes in balances on patches<br>Take body weight on back and shoulders<br>Create sequences of moves on apparatus<br>Take weight on hands to support balance<br>Take weight on back, bottom and shoulders to transfer a routine onto apparatus |
| Vocabulary: | Cannon<br>Formation<br>Cooperation  | 90, 180, 270, 360 degrees<br>Graceful<br>Sequence   | Cannon<br>Formation<br>Cooperation   | Symmetrical<br>Asymmetrical<br>Spins   | Replicate<br>Competitive<br>Overarm  | Symmetrical<br>Asymmetrical<br>Spins   |

|             |   |   |   |   |   |  |
|-------------|---|---|---|---|---|--|
|             | Mirror Images<br>Posture<br>Timing<br>Extension   | Balance<br>Series<br>Contrasting  | Mirror Images<br>Posture<br>Timing<br>Extension   | Sequences<br>Rolls<br>Balance<br>Points/patches<br>Transitions  | Jumps<br>Sprints<br>Hurdles<br>Coordination<br>Improve speed  | Sequences<br>Rolls<br>Balance<br>Points/patches<br>Transitions   |
| Units:      | Netball   | Hockey  | Tennis  | Health Related Fitness  | Cricket   | Football   |
| Knowledge:  | Starting to play High 5 netball related games and officiate by taking on roles and responsibilities                           | Compete in a hockey tournament by competing effectively in a team   | Using tactics against opponents   | Competing and challenging oneself to improve  | Taking on roles in competitive games  | Demonstrate skills within a competitive environment using tactics  |
| Skills:     | Passing a ball<br>Defend individually and as part of a team<br>Shoot<br>Evaluate performance<br>Playing games and officiating | Control of hockey stick<br>Dribble ball in a race<br>Dribble and change direction easily<br>Pass ball accurately<br>Control a ball pass<br>Perform a jab-stick tackle | Ready positions<br>Judging bounce of ball<br>Hit consistently<br>forehand/backhand<br>Volley a ball front/back<br>Striking ball downwards<br>Move to correct positions to play a variety of shots | Understand stamina<br>Sustain physical exertion<br>Flexibility<br>Balance, agility, coordination<br>Core muscles understanding<br>Muscular control<br>Compete against oneself | Position to receive balls bowled<br>Bowl overarm/straight arm<br>Take on wicket-keeping stance<br>Take on bowls either side<br>Throw accurately and powerfully<br>Slide bat to make your ground<br>Communicate effectively<br>Bowl with run up<br>Teamwork skills | Accept rules and decisions<br>Identify components to pass ball effectively<br>Dribble ball with both feet using different parts of the feet<br>Turn with a football<br>Defend 1:1<br>Attack and defensive principles in game situation |
| Vocabulary: | Officiate<br>Rules<br>Attack/defend<br>Passing and shooting<br>Netball  | Jab-stick<br>Tackle<br>Control<br>Tournament<br>Direction<br>Dribble<br>Race<br>Hockey  | Volley<br>Ready positions<br>Forehand/backhand<br>Bounce of ball<br>Variety   | Plyometrics<br>Core muscles<br>Stamina<br>Flexibility<br>Coordination<br>Muscles  | Teamwork/communication<br>Bowl<br>Wicket-keeper<br>Accuracy<br>Power<br>Overarm/straight arm  | Decisions<br>Dribble<br>Turn<br>Attack/defend  |