Ecclesfield Primary School Long Term Plan 2020 - 2021 Year Group: Y3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	Respect Resilience Responsibility					
Visitors in / Visits	Weston Park Museum (History - Egyptian Mummification, journey to the afterlife. Science - rocks and soils)	Christmas Carol concert and Christmas Fayre Lyceum Pantomime Christmas performance	Kingswood			Chester Zoo (Geography - Rainforest environments and protection. Science - animals including humans, movements)
School Events **SMSC links** **British Values links**	Harvest	Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents' evenings	National Story Telling Week	World Book Day Red Nose Day Easter Celebrations Parents evenings	SATs	Sports Day Parents' evenings
Parental engagement		Breakfast morning Reading mornings	Breakfast morning Reading mornings	Breakfast morning Reading mornings	Breakfast morning Reading mornings	Breakfast morning Reading mornings
Maths	Place Value and Number sense (3 digit numbers) Ordering numbers + and - (formal written methods) Problem solving using addition and subtraction	Recap calculations x and ÷ (formal written methods) Counting in multiples of 2,5,10,3,4 and 8 Adding and subtracting decimals focussing on money. problem solving using all four operations	Place value (inequalities, adding and subtracting 10) and rounding, + and - columns methods x by multiples of 10 doubling and halving, Measures (money) Data collection (pictograms and tables) Data Handling (bar chart with scales)	Measures (length and perimeter) Problem solving involving measures and all four operations, recognising tenths and hundredths and fractions and decimals, rounding decimals to the nearest whole number, Fractions - what makes a whole and how this can be split into parts Adding and subtracting fractions with the same denominator,	Equivalent Fractions Comparing and ordering fractions Finding fractions of amounts Telling the time to the nearest minute Digital time 12/24 hour	Pattern seeking with number facts. Problem solving involving all operations, fractions, shape and measures) Geometry - angles on 2d shapes. Shape (lines) Measures (weight) Measures (capacity)

	Number Sense and Fluency Range of problem solving and reasoning activities				
English **Reading** **Writing** **GPVS**	**Class Book: Egyptian Cinderella** **Reading Skills: (Taken from Glossary)** • ·Decoding and fluency - reading without undue hesitation, using decoding to sound out words we are unfamiliar with and re-read to keep our fluency when reading. -Clarifying vocabulary: focussing on the meaning of unfamiliar words and how these can be applied to different familiar and unfamiliar contexts. • Visualising - using the evidence from the text to draw a picture of what is happening • Non-fiction retrieval - identifying key facts to answer questions, using skimming and scanning techniques • Sequencing - to order main events from a text • Relating background knowledge - To understand about the theme of a text and compare to texts previously read • Comparing and contrasting - To identify the similarities and differences between two different texts **Phonics:** Recap of alternative pronunciations and alternative spellings - Phase 5. **Writing Genres:** **Crocodiles** · Descriptions · Poetry · Non-chronological reports **Egyptian Cinderella** · Story writing **Mummification** · Explanation Texts · Instructions **GPV Focus:** ·expanded noun phrases ·Compose sentences using a wider range of structures e.g.	**Class Book: The Lion, the Witch and the Wardrobe** **Reading Skills: (Taken from Glossary)** • Summarising and sequence - ordering key events within a book and identifying those that are less or more significant that others. • Inference - Drawing inferences from a character's feelings, thoughts and motives that justifies and actions and supporting these views. Identifying themes of familiar stories such as the triumph of good over evil. • Prediction - using evidence from the text and our own inference to predict the events that may happen. • Reading fluently with intonation and expression - changing our voice for different characters. Identifying words we need to decode and pre-teaching these to improve fluency. **Phonics:** Recap of alternative pronunciations and alternative spellings - Phase 5. **Writing Genres:** **Winter settings** · Description · Poetry **Polar Bears** · Research · Information texts/non-chronological report **The Lion, the witch and the Wardrobe** · Description (character and Setting) · Retelling of the story **GPV Focus:** ·expanded noun phrases	**Class Book: Ancient Greek Myths (Marcia Williams)** **Reading Skills: (Taken from Glossary)** • Reading with intonation and expression - using punctuation as hints to when to alter our voices. • Recognising some different forms of poetry and learning some by heart. • Recalling and sequencing - ordering the steps in a myth/story and explaining the links between the different events and how they are connected. • Clarifying - identifying words we are unfamiliar with and using a range of strategies to identify their definition and meaning in a range of contexts. Fact and opinion - determining the difference between facts and opinions and how they are used in a range of different texts. **Phonics:** Recap of alternative pronunciations and alternative spellings - Phase 5. **Writing Genres:** **Greece - Advertising** · Descriptive vocabulary · Persuasive vocabulary · Leaflet · Poetry **Theseus and the Minotaur** · Myths and Legends · Story Writing · Narratives · Description **Labours of Hercules** · Playscripts · Ordering and retelling **GPV Focus:** ·expanded noun phrases ·Compose sentences using a wider range of structures e.g. adverbs ·Use a range of sentences with more than one clause by using a range of conjunctions ·Retell a narrative with a clear structure, setting and characters ·Retell a narrative considering the correct past or present tense · Express time, place and cause by using conjunctions, adverbs and prepositions	**Class Book: Journey to the River Sea** • **Reading Skills: (Taken from Glossary)** Fact and opinion - identifying how facts and opinions are used differently dependent on the text, audience and purpose and using evidence to form and support opinions. • Inference - inferring what may be happening and what we think is happening, using clues in the text to support our thinking. • Visualising - finding evidence to visualise characters and settings, focussing on the finer details. **Phonics:** Recap of alternative pronunciations and alternative spellings - Phase 5. **Writing Genres:** **Poetry** · Shape poems · Riddles · Narrative poems **Layers of the Rainforest** · Non-chronological Report **Journey to the River Sea** · Description · Story Writing · Diary writing **GPV Focus:** ·expanded noun phrases ·Compose sentences using a wider range of structures e.g. adverbs ·Use a range of sentences with more than one clause by using a range of conjunctions ·Produce non-narrative writing using simple organisation features such as heading and subheadings	**Class Book: Journey to the River Sea** • **Reading Skills: (Taken from Glossary)** Prediction - using both images and text to predict what may happen next. • Summarising - distinguishing between key facts/events and those that are less significant to help us summarise smaller parts of a text, moving to longer extracts. • Questions and answers - using evidence from the text to answer questions. • Comparing and contrasting - identifying similarities and differences between a range of books across the year and identifying themes to link books together. **Phonics:** Recap of alternative pronunciations and alternative spellings - Phase 5. **Writing Genres:** **Journey to the River Sea** · Letter writing · Newspaper report **Spiders** · Fact writing · Information texts · Research · Captions **Persuasive texts** · Saving the rainforests **GPV Focus:** ·expanded noun phrases ·Compose sentences using a wider range of structures e.g. adverbs ·Use a range of sentences with more than one clause by using a range of conjunctions

	adverbs ·Use a range of sentences with more than one clause by using a range of conjunctions, including subordinating and coordinating conjunctions ·Produce non-narrative writing using simple organisation features such as heading and subheadings ·Retell a narrative with a clear structure, setting, characters **Spelling Focus:** Words with the long /eI / sound spelt with ei Words with the long /eI / sound spelt with ey Words with the long /eI/ sound spelt with ai Words with 'er' sound spelt with ear Homophones & near homophones	·Compose sentences using a wider range of structures e.g. adverbs ·Use a rang of sentences with more than one clause by using a range of conjunctions ·Produce non-narrative writing using simple organisation features such as heading and subheadings ·Retell a narrative with a clear structure, setting and characters ·Retell a narrative considering the correct past or present tense · Express time, place and caue by using conjunctions, adverbs and prepositions ·Giving careful thought to the planning of writing and re=read it to edit and improve **Spelling Focus:** Creating adverbs using the suffix –ly (no change to root word) Creating adverbs using the suffix –ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix –ly (root word ends in 'le') Creating adverbs using the suffix –ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix –ly (exceptions to the rules) Statutory Spelling Challenge Words	·Giving careful thought to the planning of writing and re=read it to edit and improve -Use commas to punctuate direct speech -Begin using paragraphs by grouping linked sentences - To consider the use of correct punctuation within and to demarcate sentences **Spelling Focus:** Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix mis- Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch' Homophones & Near Homophones Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings Challenge Words	·Retell a narrative with a clear structure, setting and characters ·Retell a narrative considering the correct past or present tense · Express time, place and cause by using conjunctions, adverbs and prepositions ·Giving careful thought to the planning of writing and re=read it to edit and improve -Use commas to punctuate direct speech **Spelling Focus:** Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, showing how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning	·Produce non-narrative writing using simple organisation features such as heading and subheadings ·Retell a narrative with a clear structure, setting and characters ·Retell a narrative considering the correct past or present tense · Express time, place and cause by using conjunctions, adverbs and prepositions ·Giving careful thought to the planning of writing and re=read it to edit and improve -Begin using paragraphs by grouping linked sentences **Spelling Focus:** Words ending in the suffix -al Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Words ending with a /cher/ sound spelt as 'ture' Silent Letters Revision Silent Letters Revision
	Reading: Word reading and comprehension Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)				
Science	**Rocks and Soils** Famous Scientist: Mary Anning In science, we will be learning about the different types of rocks and how these are formed. We will then identify and classify a range of rocks using a variety of tests and their properties, linking this to their everyday uses. We will describe the formation of fossils when living organisms that have once lived are trapped between	**Light** We will be recognising dark as the absence of light and then identifying a range of light sources in today's world. We will also learn about the dangers of light from the sun and discuss ways to protect ourselves from these light rays. We will also learn about how light travels and is reflected off surfaces and investigate how shadows are formed, before then tracking the sun's light in shadow formation across a day to identify patterns.	**Forces and Magnets** Famous Scientist: Archimedes We will begin our science learning by building on our knowledge of push and pull forces using a range of investigations, focussing on movements across surfaces. We will then focus on magnetic forces, how they act at a distance, how we can compare magnet strength and use magnets to sort materials. We will also learn in more detail about a magnet, identifying the poles and predicting outcomes using repel and attract forces. **Concepts:** • Classifying • Data Collection • Testing • Evaluation Enquiry Types:	**Plants** We will build on our knowledge of plants to label and then identify the function of each part of a flowering plant. We will look in more detail at the flowering part of a plant and how they help with the process of fertilisation, seed formation, seed dispersal and pollination. We will also discover how water is transported in plants through observing over time. We will then collate our knowledge of a plants requirements for life and	**Animals including humans** In science, we will start by identifying vertebrates and invertebrates and sub categorising the animals within these groups. We will then identify the skeletons on humans and compare and contrast these to other vertebrates before moving onto labelling the bones of the human body. We will finish our learning by focussing on muscles and how they help us move and how nutrition contributes to the health of animals and correlates with their

	layers of rock. We will then investigate soil as a combination of rock, organic matter and sand. **Concepts:** • Identifying • Classifying • Testing **Enquiry Types:** • Research using secondary sources • Pattern Seeking • Identifying, classifying and grouping • Observing over time	**Concepts:** • Identifying • Classifying • Testing • Using evidence to support findings **Enquiry Types:** • Identifying and classifying • Comparative and Fair Testing • Research using secondary sources • Pattern Seeking • Observing over time	• Identifying, classifying and grouping • Comparative and Fair Testing • Pattern Seeking	growth to identify plants that are adapted to living in extreme climates, linking back to the rainforest and deserts. **Concepts:** • Testing • Data Collection • Predicting **Enquiry Types:** • Identifying and classifying • Comparative and Fair Testing • Research using secondary sources • Observing over time	adaptations to their habitat. **Concepts:** • Identifying • Classifying • Data Collection • Using evidence to support findings **Enquiry Types:** • Identifying and classifying • Comparative and Fair Testing • Research using secondary sources • Pattern Seeking • Observing over time
	Working Scientifically Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions				
History	**Ancient Egyptians** (Innovation, Civilisation, Settlements) We will be learning about the significance of the River Nile by conducting an **in-depth** study to the Egyptian settlement and the reasons why they settled there. (Economic, Social History) We will explore how their religious beliefs and architecture influenced their culture and achievements. (Cultural, Social History) We will also look at the ways in which the Ancient Egyptians lived and the impact of rulers and their responsibilities to the slaves and servants in ancient Egypt. (Cultural, Social History, Political History) We will explore how mummification was an integral part to Egyptian lifestyles but also why they stopped following this practice. (Cultural, Social History) We will look into why the Egyptian pyramids have formed an important part of uncovering the past lives of the Ancient Egyptians. (Cultural, Social History, Famous People) Finally, we will investigate how the Ancient Egyptian civilisation came to an end and the reasons why, focussing on Cleopatra. (Cultural, Social History, Famous People)	**Whilst this half term will be focussing on a geographical aspect of the Arctic and Antarctica, we shall be referring to Shackleton's adventures and previous explorers' attempts of reaching the Poles.**	**Ancient Greeks** (Innovation, Civilisation, Settlements) We will be learning about how the ancient Greek civilisation has influenced our lives today by considering the various takes on leadership across the city states. (Cultural, Social and Political History) We will carry out an **in-depth** study on how ancient Greek religious beliefs and architecture influenced their culture in comparison to the ancient Egyptians. (Cultural, Social History) We will debate if the Battle of Troy actually took place by examining a range of sources. (Cultural, Social, Environmental History) We will look into how the Ancient Greeks' achievements have changed over time using the Olympics as an example study. (Cultural, Political and Social History) Finally, we will explore how the findings of famous Greeks such as Archimedes and Hippocrates have both influenced science of the time and modern day science (physics and medicine) (Famous People) **(NC: Ancient Greece – a study of Greek life and achievements)** **Concepts:** Chronology, Cause and Consequence, Significance, Interpretation, Change and continuity, Culture **Strands:** Famous People, Social History, Political		

	(NC: Achievements of earliest civilisations – depth of study) **Concepts**: Significance, Sequence, Cause and Consequence, Interpretation, Duration, Culture, Chronology, Similarity and Difference, Civilisation **Strands:** Famous People, Social History, Economic, political				
Geography	**Egypt (non-European country)** (Climate/transport/food) We will be locating Egypt on different maps and exploring the climate and the river Nile. We will also be exploring the human features of Egypt such as their settlements and farming along the River Nile. DEPTH STUDY: The River Nile **Concepts**: Place, Space, Environments, Human and Physical processes **Strands**: Location, Physical, Human *Geographical Association scheme links: Rivers*	**Life in cold climates** (Climate/environment / settlement) We will locate the **Arctic** and **Antarctic** on globes and maps. We will explore the **vegetation** in the Arctic. Then we will study the **settlements** and farming of **natural resources** in cold climates (e.g. energy – oil). We will look at 'the Midnight Sun' in relation to **time zones** and day and night. We will look at life in cold climates for the inuits, animals and wildlife. Finally, we will look at the effects of climate change on cold climates. DEPTH STUDY: Life in cold climates (Arctic/Antarctic) **Concepts**: Place, Space, Environments, Human and Physical processes **Strands**: Location, Place, Geographical *Geographical Association scheme links: Living in a freezer*	**Greece vs Egypt vs UK** (environment/land use) We will begin by looking at the location of Greece (a European country) and how this country is different/similar to Egypt (in Africa) and Scotland in the UK in relation to its **physical landscape and features** and its **human features**. We will use maps to identify geographical features such as **mountains** and identifying areas of lowland and highland. We will also compare **land use** through tourism. DEPTH STUDY: Land use Concepts: Place, Space, Environments, Human and Physical processes, Interconnections Strands: Location, Physical, Human, Geographical *Geographical Association scheme links: **Mountains**, volcanoes and earthquakes*	**Rainforests – Amazon** (climate/environment/sustainability) We will be comparing the **climate** of Egypt (hot and dry) and Greece (seasonal) to that of the tropics, identifying the **Amazon Biome** and climate zones with particular focus on the tropics using maps and graphs. We will also locate Brazil as an area in South America and then focus on the rainforest within this area. We will also be looking at the rainforest and its physical features, mapping out the amazon rainforest, focussing on the Amazon river and comparing this to the River Nile. The final aspects we will cover include: **Deforestation** and the cause and effect of cutting down the trees on the environment. **Sustainable living** – need for land, reasons for land use all linked to the consequences of deforestation. DEPTH STUDY: Brazil and the Amazon Rainforest **Concepts**: Scale, Interconnections, Environments, Human and Physical processes **Strands**: Location, Place, Physical, Geographical *Geographical Association scheme links: Biomes and Climates/ Amazon Rainforest / Amazon*
Music	**Singing lessons with singing teacher (Autumn Term)** **Skills Covered:** To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To re-join the song if lost **Performance Purpose**: working towards Christmas and Easter performances **Concepts:** Melody Harmony Pitch Tempo Performance **Peter and the Wolf – Prokefiev** This unit will be a fantastic introduction to the instruments of the orchestra. They will listen and understand different instruments and sections of an orchestra, create their own piece		**Glockenspiel stage 1 Mixed Styles** For this half term, we will be focussing on our ability to follow notation when playing an instrument. This will lead onto our ability to improvise whilst using a glockenspiel within a given pulse. From this we will select elements we liked before composing our own piece. **Performance Purpose:** Uploading onto ClassDojo for parents to watch **Skills covered:** To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. To treat instruments carefully and with respect. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation displayed.	**Three Little Birds** This half term we are studying the song Three Little Birds. We are looking at a wide range of reggae music and using voice and musical instruments to accompany the songs **Performance Purpose:** perform to the TA as a thank you present **Skills Covered:** To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. To follow a leader when singing. To rehearse and perform their part within the context of the Unit song. Plan and create at least one simple melody using one, three or five different notes that can be performed within the context of the unit song and talk about how it was created. To choose what to perform and create a programme.

	of music using instruments and voice and perform as an ensemble **Performance Purpose:** perform to the other Y3 class. **Skills covered:** To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them To record the performance and say how they were feeling, what they were pleased with what they would change and why. **Concepts:** Timbre Pitch Tempo Rhythm Composing Performance	Improvise using instruments in the context of the song they are learning to perform. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To rehearse and perform their part within the context of the Unit song. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. **Concepts:** Pitch Rhythm Composing Performing Notation	To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. **Concepts:** Melody Notation Tempo Rhythm Performance
	Music Reading Comprehension: **It feels like Christmas - Muppets' Christmas Carol (Autumn 2)** In our RE lessons, we will be considering if Christmas has lost its true meaning. The chosn song will link to this well and we shall focus on the lyrics and how it suggests that Christmas is about time with loved ones... "It's true wherever you find love, it feels like Christmas!"	**Music Reading Comprehension:** **Zero to Hero - Disney's Hercules (Spring 1)** The chosen song links to our historical learning on Ancient Greek myths and legends. We will focus on the language used within the song to describe Hercules' climb to success and popularity. **Colours of the Wind - Disney's Pocahontas (Spring 1) -** When listening to the song, we will be focussing on a retrieval aspect based on the various elements of nature that Pocahontas refers to.	**Music Reading Comprehension:** **Ironic - Alanis Morisette (Summer 2)** The children will consider what the word 'ironic' means from focussing on the scenarios described throughout the song. For example: rain on your wedding day; a free ride when you've already paid. The will work towards developing the children's language comprehension

PE	**Gymnastics (GS4PE)** Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. **Key Skills:** Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics **Key Concepts:** • Movement • Balance • Agility • Coordination • Sequence • Technique	**Dance (GS4PE - not Romans)** Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. **Key Skills:** Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction **Key Concepts:** • Movement • Balance • Coordination • Collaboration • Sequence • Evaluation and improvement	**Fitness (GS4PE)** Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks. **Key Skills:** Agility, balance, coordination, speed, stamina, strength, power **Key Concepts:** • Movement • Balance • Agility • Coordination • Fitness • Sequence • Evaluation and improvement	**Dodgeball (GS4PE)** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. **Key Skills:** Throwing, catching, dodging, blocking **Key Concepts:** • Movement • Agility • Competition • Collaboration • Fairness	**Athletics (GS4PE)** Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. **Key Skills**: sprinting, running over obstacles, jumping for height and distance, push and pull throw for distance **Key Concepts:** • Movement • Agility • Coordination • Fitness • Technique	**OAA (School Plan)** Pupils will look at basic maps to orient themselves to their surroundings. They will practise moving maps dependent on the direction they are travelling. Using maps pupils will follow routes. The children will work in teams to accomplish a goal. They will start to use vocabulary around maps and positional and directional language. **Key Skills**: map reading, working as a team, using new vocabulary, communication **Key Concepts:** • Movement • Coordination • Collaboration • Sequence

	Tag Rugby (GS4PE) Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements. **Key Skills:** Passing, catching, dodging, tagging, scoring **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration	**Yoga (GS4PE)** Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. **Key Skills:** Breathing, balance, flexibility, strength, coordination **Key Concepts:** • Balance • Coordination • Fitness • Sequence • Technique	**Basketball (GS4PE)** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement. **Key Skills:** Throwing, catching, dribbling, intercepting, changing direction and speed, shooting **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique	**Football (GS4PE)** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. **Key Skills:** Dribbling, passing, ball control, tracking, jockeying, turning **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fitness • Fairness • Technique	**Dance- Egyptians and Bollywood (imoves)** Pupils will learn a number of different movements. They will put these together to form a sequence using beats in a bar. They will work together to create a dance in an Egyptian style. Pupils will listen to music and react with movements. They will put these movements into sequences to perform Bollywood dances. **Key Skills:** listening and reacting to music, staying in time, creating a routine **Key Concepts:** • Movement • Agility • Coordination • Collaboration • Sequence • Evaluation and improvement	**Sports Day Practice** Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges. **Key Skills:** Running, throwing, catching, teamwork **Key Concepts:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique

<table>
<tr>
<td>ART & Design</td>
<td>

Drawing

Research:
Pencil artists (Line and Tone focus)

Developing skills:
- Understanding pencil grades
- Line
- Shape
- Tone (shading)

Applying skills:
Geometric style (shapes) final piece showing line/tone using shading

Evaluation:
Children to evaluate how well they were able to apply their pencil skills to form line, shape and tone.

Concepts: line, shape, form, tone
</td>
<td>

Mixed Media/Collage

Research:
Rothko (abstract landscapes)

Developing skills:
- Colour - colour themes, complimentary and contrasting colours
- Texture
- Mixed media - layers
- Overlapping

Applying skills:
Design and create an Arctic/Antarctic abstract landscape picture using mixed media

Evaluation:
Children to evaluate how well they used mixed media to create colour and texture.

Concepts: texture, colour
</td>
<td>

3D form

Research: The Trojan Horse

Developing skills:
- Model making
- Mixed media experimentation (card, wool, wood)
- Using tools (cutting, scoring, piercing)
- Shape
- Form

Applying skills:
Design and form their own Trojan horse 3D model.

Evaluation:
Children to evaluate their use of media, tools, construction technique and shape when creating a 3D model.

Concepts: texture, form, shape
</td>
<td>

Printing

Research: Textile printing patterns (nature themed)

Developing skills:
- Identifying patterns
- Forming patterns
- Experimenting with pattern
- Printing skills
- Print creations

Applying skills:
Creating a 'nature themed' printed pattern.

Evaluation:
Children to evaluate their choice of shape, material and pattern when creating a fabric print.

Concepts: texture, colour, shape
</td>
<td>

Painting

Research:
William Morris (nature themed repetitive patterns)

Developing skills:
- Using motifs to create repetitive patterns
- Colour mixing
- Hue, shade, tones, tints
- Blocking colour
- Washes
- Thickened paint

Applying skills:
Progressing to create a 'Rainforest scene/pattern' using motifs in the style of William Morris.

Evaluation:
Children to evaluate their choice of motifs, colour schemes and painting to create impressionist artwork.

Concepts: colour, tone, shape
</td>
</tr>
<tr>
<td>Design and technology</td>
<td colspan="2">

To design and make a moving crocodile that moves its mouth so that it can eat.

In this unit, we will investigate the variety of ways in which a toy can move and select which we feel is most appropriate when designing and making a toy crocodile that can snap and close its mouth.

NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Investigate, disassembly, evaluate

- Investigate a variety of familiar objects that use air to make them work.
-Think of objects that use air to make them work, then examine, sketch, label and/or describe a variety of these kinds of objects.
-Disassemble products to understand how they work.
-Improve on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs.

Focus Practical tasks:
-Children will learn about simple pneumatic systems.
-Make a variety of simple pneumatic systems according to given instructions using basic equipment.
-Learn about pulleys and learn how to make a simple pulley.

Design
-Children will use their knowledge of pneumatic systems to design a moving crocodile part
-Children will scribe what materials and components they will need to create their crocodile
-Generate ideas for an item, considering its purpose and the user/s
-Identify a purpose and establish criteria for a successful product.
</td>
<td>

To design and make a Greek Tzatziki dish for Year 3 parents.

We will be using Greek food tasting to introduce key words for taste and then creating our very own Greek Tzatziki.

NC: Understand and apply the principles of a healthy and varied diet.

Investigate, disassembly, evaluate

Explore and evaluate a range of existing products in the context of comparing different dips to understand where foods come from.

Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers, linking to food groups.

Focus Practical tasks:

-Cutting and slicing different food stuff
-Tasting different food stuff
-Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.
-Measure and weigh ingredients appropriately. Follow a recipe.
-Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc)
-Children will measure, mark out and assemble components with more accuracy.

Design
-Children will design their own greek dish, considering the order of working
-Generate ideas for an item, considering its purpose and the user/s
</td>
<td colspan="2">

To design and make a roof for a tribal house to withstand heavy rainfall and high winds.

We will be using natural materials to build tribal houses, similar to those found in the rainforest ensuring they are both sturdy and strong.

NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Investigate, disassembly, evaluate

Investigate structures and how they are made stable. Look at different examples of tribal houses and discuss their similarities/differences.

Focus Practical tasks:
-Explore a range of materials and make decisions based on the requirements of the end product.
-Explore the properties of different materials and think about which ones are suitable for each section of their roof/stable structure.
-Think about strength, stability, malleability and other features in this exploration lesson.
-Explore how materials can be made stronger and stiffer.
-Think of and describe ways of strengthening paper and card, then experiment with strengthening and joining paper and card in order to further develop their ideas.
-Investigate if different materials are better to catch the wind and rain than others?

Design
-Children will use their previously learnt skills to draw and annotate a roof for a tribal house.
-Children will apply what they have learnt to ensure their design is a stable, sturdy structure and uses materials that withstand rain and wind.
</td>
</tr>
</table>

	-Plan the order of their work before starting -Explore, develop and communicate design proposals by modelling ideas -Make drawings with labels when designing **Make** -Children will create a crocodile based on their design? -Children will construct an effective pneumatic system to control movement? _Children will work safely and effectively with a range of tools and techniques -Select tools and techniques for making their product -Measure, mark out, cut, score and assemble components with more accuracy -Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Measure, tape or pin, cut and join fabric with some accuracy -Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT -Begin to use mechanical systems in their products e.g. gears, pulleys and levers. **Evaluate** -Children will demonstrate their finished moving monster /models, then evaluate both their process and their finished product. -Children will identify successful areas of their finished products. -Children will identify areas that could be improved upon. Children will describe what they would do differently if they were to make their moving crocodile again -Evaluate their product against original design criteria e.g. how well it meets its intended purpose **Concepts:** • Design • Technology • Evaluate	-Identify a purpose and establish criteria for a successful product. -Plan the order of their work before starting -Make drawings with labels when designing -Design purposeful, functional, appealing products for themselves and parents based on design criteria in the context of designing a traditional Greek dip. **Make** -Children to prepare a dish in the context of following a design to make a new dip. -Cut materials accurately and safely by selecting appropriate tools. -Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate. -Measure and weigh ingredients appropriately. Follow a recipe **Evaluate** -Children will evaluate their dip against original design criteria. Did it meet the criteria of being part of a healthy and varied diet? -Children will also request feedback from parents. -Children will consider what was successful and if they would change anything in future recipes. -Evaluate their product against original design criteria e.g. how well it meets its intended purpose **Concepts:** • Nutrition • Evaluate	-Generate ideas for an item, considering its purpose and the user/s -Identify a purpose and establish criteria for a successful product. -Plan the order of their work before starting -Explore, develop and communicate design proposals by modelling ideas -Make drawings with labels when designing -Identify some of the great designers in different areas of study to generate ideas from their designs. **Make** -Children will follow their designs to create their houses, using the skills they have previously learnt. -They will need to also consider building safely and solving problems that may occur. -Select tools and techniques for making their product -Measure, mark out, cut, score and assemble components with more accuracy -Work safely and accurately with a range of simple tools -Think about their ideas as they make progress and be willing change things if this helps them improve their work -Measure, tape or pin, cut and join fabric with some accuracy -Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT **Evaluate** -Children will evaluate their own design process as well as their finished product. -Children will suggest ways in which they would change their design if they were to make their product again. -Children will assess how well their finished product meets the original design criteria? -Evaluate their product against original design criteria e.g. how well it meets its intended purpose **Concepts:** • Design • Technology • Evaluate

<table>
<tr><td rowspan="2">RE</td><td colspan="2">Theme The journey of life and death:
Key Question
Why do some people think life is like a journey? Where do we go? What do people think about life after death?
Festival Harvest and Christmas
Religion Christians, Hindus, Muslims
• find out about and describe some ways in which different religions see life as a journey, for example by considering scriptures as ‘guide books for living’ (A1);
• make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1);
• compare how Christians, Muslims or Hindus celebrate a new baby’s birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life’s milestones in discussions or in writing (B1);
• develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses in discussion, creative work and debate (B1)
• develop understanding of links between beliefs, e.g. resurrection and heaven in Christianity, enlightenment and Nirvana in Buddhism</td><td>Theme Beliefs and questions:
Key Question
How do Christian people’s beliefs about God, the world and others have an impact on their lives?
Festival Easter
Religion: Christianity
• Learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost.
• They reflect thoughtfully on the reasons why some people
• value such celebrations very highly, but others not at all (A1);
• describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2);
• express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2);
• discuss a range of ideas about some ‘big questions’, e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1).
Discovery RE Enquiry link:
What is good about Good Friday?</td><td>Theme: Religion, family and community:
Key Question
How do religious families and communities live out their faith?
Religion: Jewish and Muslim
• pursue an enquiry into Jewish and Islamic prayer, finding out about and exploring beliefs about worship, prayer, God and human life for Jewish and Muslim people (A3);
• find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups (A3);
• 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 (B2);
• 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 (B2).
Discovery RE Enquiry link:
What is the best way for a Jewish/Muslim person to show their commitment to God?</td></tr>
<tr><td></td><td>Key Question: Has Christmas lost its true meaning?
Festival: Christmas
Religion: Christians
• Looking at what the Christian beliefs are about Christmas and how God is the reason why it started
• Develop an understanding on what Christmas means to a Christian and the impact it has
Considering why people still celebrate Christmas if they are not Christian or religious</td></tr>
<tr><td>Computing</td><td>0.3 Key Skills: Using school computers
Entering:
Pupils can name a range of digital devices in the home and at school.
They can explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard.
Pupils understand that you find information on a familiar website, and use a simple password when logging on.</td><td>4.3 How do I use repetition in programs to make them more efficient?
Entering:
Pupils can create a simple algorithm, and understand that the order of instructions is important.
They can debug an error in a simple algorithm or program, and predict the outcome of an algorithm or program.
Pupils understand that computers have no</td><td>5.3 How do I use forever loops in programs?
Entering:
Pupils understand what an algorithm is and they understand that the order of instructions is important.
They understand that computers have no intelligence and we have to program them to do things.
Pupils can create a simple program e.g. to control a floor robot.</td><td>2.3 How do I use a computer as a musician?
Entering:
Pupils combine media with support to present information, e.g. images and music, and select basic options to change how a piece of music or audio sounds.
They understand that music belongs to the person that first created it.*
Developing:
Pupils plan out digital</td><td>3.3 How do we use databases to find out information?
Entering:
Pupils collect data on a topic (e.g. eye colour, pets etc.)
They can answer basic questions about the information stored in a record card database.
Pupils understand that you can find out information in different formats, e.g. text, video, audio.</td><td></td></tr>
</table>

	They understand that you can share digital content. **Developing**: Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor. They recognise that a range of devices contain computers, e.g. washing machine, car, laptop. They know where to save and open work and understand that work saved on a computer at school can be opened on a different computer. Pupils understand that you can use a search engine to find information using keyword searches. They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks. **Secure**: Pupils can open and save a file to a suitable folder, and use suitable file names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers. Pupils use a search engine to find information using keyword searches. **Concepts:** • Machine Logic **Online Safety Links** L1: Screen Time **1.3 What makes a good poster?** **Entering**: Pupils can apply simple edits to digital content to achieve a particular effect, e.g. change the	intelligence and we have to program them to do things. **Developing**: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). **Secure**: Pupils use repetition to make programs more efficient. They plan out their programs and algorithms, and test the effectiveness of their algorithm. Pupils use the language if... then... to describe the relationship between two actions. **Concepts**: • Algorithm • Data • Program • Logic	They can debug an error in and predict the outcome of a simple program. **Developing**: Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions. They recognise loops in a program and can make simple changes to a block-based program to change it. **Secure**: Pupils use repetition to make programs more efficient. They predict the outcome of a block-based program, and can remix and change an existing program. They plan out programs by writing algorithms. They use forever loops in a program **Concepts**: • Algorithm • Program • Data	content and present ideas by combining media independently They apply edits to digital content to achieve a particular effect. They talk about what makes digital content good or bad and edit it to improve it. They understand that the digital content we make belongs to us and others need to ask permission to use it.* **Secure**: Pupils edit existing digital content to make a new version with an awareness of copyright. They evaluate existing and their own digital content, and edit it to improve it according to feedback. They design and create digital content for a specific purpose. Pupils understand that people can give permission for others to use their content e.g. using Creative Commons.* **Concepts**: • Logic • Algorithm • Data •	**Developing**: Pupils appreciate that different programs work with different types of data, e.g. text, number. Pupils explore a record database to find out information. They use filters in a database to find out specific information. They understand that the questions you ask are important, when collecting data. They know that there is a difference between data and information. They understand that our personal information belongs to us and why we shouldn't share it with everybody.* **Secure**: Pupils understand the benefits of using a computer to create charts and databases. They can design a questionnaire and collect a range of data, enter data into a database package and test. Pupils draw conclusions from information stored in a database. They understand when to share personal information and when not to.* **Concepts**: • Algorithm • Data • Program **Online Safety Links:** C2: Personal Information	**Online Safety Links:** N2: Media Bias

	size of text. They combine media with support to present information. They save and reuse digital content found online and understand that digital images belong to the person that created them.* Pupils recognise what is personal information and understand the need to keep it private.* They know who to tell if concerned about content or contact online.* **Developing**: Pupils plan out digital content, and present ideas and information by combining media independently. They save and reuse digital content found online.* They talk about what makes digital content good or bad and edit digital content to improve it. Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.* **Secure**: Pupils use a variety of software to combine media in order to present information. They evaluate existing and their own digital content and edit their own content to improve it according to feedback. Pupils understand that people can give permission for others to use their pictures e.g. using Creative Commons.* They know different ways of reporting unacceptable content and contact online.* **Concepts**: Machine • Data • Program					

PSHE (inc Drugs, e-safety, SRE, Financial capability)	Health and Wellbeing: Why should we keep active and sleep well? Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	Health and Wellbeing: Why should we eat well and look after our teeth? Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	Relationships: How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18 Drugs Education Gain awareness of the presence of substances that could cause potential harm around the home.	Relationships: What are families like? Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9 Financial Capability Understand how money is used in the world and its importance to survival and living.	Health and Wellbeing: What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29 Drugs Education Gain awareness of harmful things around the world and how to keep themselves safe.	Living in the Wider World What makes a community? Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8 Financial Capability The role that money plays in their lives; borrowing, debt and interest. Enterprise
Online Safety	Online Safety lessons from Scheme of Work L1: Screen Time P1: Online Strangers	Online Safety lessons from Scheme of Work L2: Sleep C5: Passwords	Online Safety lessons from Scheme of Work	Online Safety lessons from Scheme of Work C1: Advertising	Online Safety lessons from Scheme of Work C2: Personal Information	Online Safety lessons from Scheme of Work N2: Media Bias
	Online Safety links to PSHE Communicating with others online Healthy lifestyles How to be responsible	Online Safety links to PSHE How to solve a problem that occurs from online interactions	Online Safety links to PSHE Online healthy relationships Recognising and managing dares	Online Safety links to PSHE Resolving conflicts Respecting similarities and differences	Online Safety links to PSHE Having a responsibility for the way we act online	Online Safety links to PSHE Spending money online
MFL - French	**Autumn term** Stage 1 lessons 1-8 and Christmas lessons 1-4 https://www.cavelanguages.co.uk/		**Spring term** New Year lessons 5-6 and Stage 1 lessons 9-18 https://www.cavelanguages.co.uk/		**Summer term** Stage 1 lessons 19-30 https://www.cavelanguages.co.uk/	
	Vocabulary Greetings Monsieur/Madame Classroom commands Saying how you feel Colours Christmas nouns	**Grammar** Indefinite article - un Imperative vous er verbs	**Structures/ Features** Simple sentence - voici/et Rising intonation - question	**Vocabulary** Numbers 0-6 Comments t'appelles-tu? Je m'appelle Consonne/voyelle	**Grammar** Pronouns - je/tu	**Structures/ Features** Question words
	Vocabulary Numbers 0-10 Verbs Vite/lentement Je veux/Tu veux S'il vous plait S'il te plait Merci Pencil case items	**Grammar** 1st and 2nd person singular - er verbs present tense 1st and 2nd person singular - vouloir present tense Indefinite article - un/une	**Structures/ Features** Rising intonation- question Simple sentence - 1st and 2nd person informal form of you Introduction to gender of nouns			
	Stories/rhymes/songs **Stories**	**Dictionary/culture** French speaking countries	**Stories/rhymes/songs** **Stories**	**Dictionary/culture**	**Stories/rhymes/songs** **Stories**	**Dictionary/culture** Traditional rhymes

	Toutes les couleurs Silence Père Noël **Rhymes/Songs** Voici ma main Bonjour ça va	Christmas traditions	Roule galette L'automne arrive **Rhymes/Songs** J'aime la galette 2 petits oiseaux Monsieur Pouce Meunier tu dors?	Bi-lingual dictionary - meanings Epiphany Festival Dance - galette Traditional rhymes	Je veux manger **Rhymes/Songs** Meunier tu dors 1 à 12 Une poule sur un mur Que fait ma main? Dans ma trousse j'ai	
	Y3 Skills to be taught each term: • Listen and show understanding of single words through physical response • Listen and identify rhyming words and particular sounds in songs and rhymes • Recognise a familiar question and respond with a simple rehearsed response • Name objects and actions and link words with a connective in a simple rehearsed statement • Join in with actions to accompany familiar songs, stories and rhymes and say some of the words • Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words • Read and show understanding of familiar single words • Identify and use strategies for memorising new vocabulary • Write and say simple familiar words to describe people, places, things and actions using a model • Write single familiar words from memory with understandable accuracy • Name a noun, adjective, verb, pronoun, conjunction in the language being studied • Use the 1st and 2nd person pronouns with a regular verb				**Concepts** • communication • production • fluency • spontaneity • pronunciation • intonation	