


Long term Plan 2024-2025 - Year 3

Learning Mindsets: Respect, Responsibility, Resilience					
Key Events/Parental Engagement					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parent Storytime Harvest Festival	Parent Storytime Christmas Performance	Parent Storytime	D.T - food tasting event (Thursday) Parent Storytime	Parent Storytime	Sports day Art Gallery Transition mtg Parent Storytime
English (Writing, Reading, GPVS)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading: Word reading and comprehension Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)					
<p>Reading</p> <p>Class Book: Kings of the Wild Lesser Spotted Animals The Spacesuit North American Book</p> <p>Reading Skills: Decoding and fluency Clarifying Vocabulary Visualising Relating background knowledge Comparing and contrasting</p> <p>Phonics: YI SPRI WKI ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) oa/ (go) /o/ (was) /oo/ (push) /y/+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) ASSESS AND REVIEW/u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen)</p> <p>Writing</p> <p>1. Main Written Non-Chronological Report - Brown Bears</p> <p>Compositional Focus: subordinating and coordinating conjunctions. (revisit from KSI) Process focus; - discussing and recording idea</p> <p>2. Second Written Book Review- (N American book) Compositional Focus: conjunctions and expanded noun phrases in a book review. Process focus; - discussing and recording ideas</p>	<p>Reading</p> <p>Class Book: Egyptian Cinderella The Story of Tutankhamun</p> <p>Reading Skills: Summarising and sequencing Inference Prediction Reading fluently with intonation and expression</p> <p>Phonics: /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ - tion (station /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ -tious (scrumptious) /sh/ (delicious) -ous, -ion, -ian s/ <sc> science /t/ <bt> doubt /i/ <u> busy /n/ <ne> gone m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough /u/ <ou> tough <oo> flood h/ <wh> whole /f/ <gh> rough /w/ <u> penguin /ee/ <ei> ceiling <i> police ee/ <ei> ceiling <i> police /igh/ <eye> eyelash <is> island <uy> buy /oa/ <ough> dough <eau> plateau /ar/ <ear> heart /ur/ <our> colour <re> centre Or/ar, or/oar, or/oor, t/te</p> <p>Writing</p> <p>1. Main Written Explanation about mumification Compositional Focus: subordinate clauses, possessive apostrophes. Process focus; - discussing and recording ideas</p>	<p>Reading</p> <p>Class Book: Ancient Greek Myths (Marcia Williams) Usborne's Greek Myths Playscript - Greeks</p> <p>Reading Skills: Reading with intonation and expression Recalling and sequencing Clarifying Fact and opinion</p> <p>Phonics: Follow National Curriculum Spelling For those children who still require phonics, interventions will be delivered appropriately.</p> <p>Writing</p> <p>1. Myth and Legends - Written narrative section of story <u>Oral activities to support composition:</u></p> <p>2. Content focus News package <u>Oral activities to support composition:</u> Interview people about the story Icarus who flew too close to the sun Compositional Focus: Formal language, inverted commas for speech (recap), verb tenses Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>3. Practise and Apply Persuasive leaflet- could link to science theme? Compositional Focus: persuasive features (exaggeration, recap of rhetorical questions, flattery), commands, imperative verbs Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. composing and rehearsing sentences orally.</p> <p>4. Main Written Non-chron report - Olympics</p>	<p>Reading</p> <p>Class Book: Journey to the River Sea 4 chapters then reading for pleasure</p> <p>Reading Skills: Fact and opinion Inference Visualising</p> <p>Writing</p> <p>1. Main Written Poetry- rainforests Compositional Focus: features of the different poems (and layout), . Process focus; assessing the effectiveness of their own and others' writing and suggesting improvements □ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>2. Oral and written Persuasive text - Adopt a WWF animal / deforestation Compositional Focus: prepositions, recap of persuasive language (recap flattery, exaggeration, commands) Process focus: planning and editing</p> <p>3. Practise and Apply Setting description Compositional Focus: adverbs and length of sentences for effect</p>	<p>Reading</p> <p>Class Book: Skeletons and other books linked to science etc</p> <p>Reading Skills: Summarising Using evidence</p> <p>Writing</p> <p>1. Main Written Discussion text- deforestation Compositional Focus: Words to suggest discussion and balance, paragraphing and organising structure Process focus; discussing and recording ideas</p> <p>2b. Second Written Non-chronological report - Layers of the Rainforest Compositional Focus: layout features, captions and headings Process focus; discussing and recording ideas</p> <p>3. Practise and Apply Persuasive Letters Saving the rainforests - Compositional Focus: conjunctions and adverbs. Possessive apostrophes. Process focus; composing and rehearsing sentences orally</p> <p>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</p>	

<p>3. Content Focus (supported by oral composition) Speech- subject close to home (teacher's choice- could link to science?) Compositional Focus: persuasive language in a speech. Process focus; - discussing and recording ideas</p> <p>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 / / sound spelt with ear Homophones & near homophones</p>	<p>2. Oral and written Oral retelling of story (Egyptian Cinderella) Written narrative opening. Oral activities to support composition: interview the children in Narnia. Compositional Focus: expanded noun phrases, adverb openers, direct speech and punctuation Process focus; - composing and rehearsing sentences orally</p> <p>3. Practise and Apply Descriptive Poetry- (introduce children to a range including haiku) (oral outcome) Compositional Focus: expanded noun phrases, Process focus; - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>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</p>	<p>Oral activities to support composition: Orally rehearsing sentences. Pretending speaking report first then writing</p> <p>Compositional focus: Formal language, time adverbials, facts</p> <p>Process focus:</p> <p>5. Secondary Written</p> <p>Poetry- Haiku about Ancient Greece</p> <p>Compositional Focus: features of the different poems (and layout), .</p> <p>Process focus; assessing the effectiveness of their own and others' writing and suggesting improvements § proposing changes to grammar and</p> <p>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 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</p>	<p>Process focus: planning and editing</p> <p>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</p>	
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Maths					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p style="text-align: center;">Number Sense and Fluency Range of problem solving and reasoning activities</p>					
<p>Number and Place Value: Value of a 3 digit number Ordering and Comparing Numbers Counting in 50s</p> <p>Addition and Subtraction: Adding and subtracting single digits, two digits and 3 digit numbers including the formal written methods</p>	<p>Addition and Subtraction: Adding single digits, two digits and 3 digit numbers including the formal written methods</p> <p>Multiplication and Division: x3, x4, x8 tables and related division facts</p>	<p>Multiplication and Division: including formal written methods of short multiplication and division (2 digit by 1 digit) Solving multiplication and division problems</p> <p>Measurements: length and perimeter What is perimeter?</p>	<p>Fractions What makes a whole? Recognise and find $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ Unit and Non-Unit fractions Counting in fractions Finding tenths Finding a fraction of a set of objects</p> <p>Measurements: mass and capacity Measure and Compare mass and capacity Add and Subtract Mass and Capacity</p>	<p>Equivalent fractions Compare and Order fractions Fractions on a number line</p> <p>Measurements: money Recognising coins, adding and subtracting money, given change</p>	<p>Time Duration of events; comparison of duration; Start and end times; Seconds Problem Solving</p> <p>Angles Right angles in a shapes Compare angles Draw accurately Horizontal and vertical Geometry: properties of shape Parallel and perpendicular Recognise and describe 2D shapes</p>

	Multiplication and division: (sharing) including arrays and part-whole models	Scaling How many ways? Finding the perimeter of a shape Add and Subtract Lengths Comparing lengths		Time: analogue and digital Days of week Months and years Hours in a day Telling the time to the nearest five minutes and with improving accuracy to the nearest minute O'clock Hourly Half past Quarter past, to 24 hour time	Recognise and describe 3D shapes Make 3D shapes Statistics and Data Revision of tally charts Pictograms Bar charts Tables
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Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Working Scientifically

asking relevant questions and using different types of scientific enquiries to answer them

setting up simple practical enquiries, comparative and fair tests

making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings.

Rocks and Soils	Forces and Magnets	Animals including humans	Plants	Light
<p>Focus Scientists: Mary Anning (Fossilist) Christopher Jackson (geologist)</p> <p>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 layers of rock. We will then investigate soil as a combination of rock, organic matter and sand.</p> <p>Disciplinary (Working Scientifically) Concepts:</p>	<p>Focus Scientists: William Gilbert (Magnetism and electricity) Jyoti Sehdev (Senior civil engineer)</p> <p>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</p>	<p>Focus Scientists: Wilhelm Röntgen (Invented the X-Ray) Zubair Haleem (Academy physio at Arsenal)</p> <p>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 adaptations to their habitat.</p> <p>Disciplinary (Working Scientifically) Concepts: Observing and measuring Recording data Interpreting and communicating results</p>	<p>Focus Scientists:</p> <ul style="list-style-type: none"> Ahmed Mumin Warfa (Somali Botanist) Maria Sibylla Merian (1647-1717) (Documented the relationship between plants and insects) <p>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</p>	<p>Focus Scientists:</p> <ul style="list-style-type: none"> Ibn al-Haytham (Mathematician and astronomer) Patricia Bath (Ophthalmologist and inventor) <p>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.</p>

<ul style="list-style-type: none"> Recording data Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Rocks Report (Review) <p>Science Trails: How are rocks used in the world around us?</p> <p style="text-align: center;">Forces and Magnets</p> <p>Focus Scientists: William Gilbert (Magnetism and electricity) Jyoti Sehdev (Senior civil engineer)</p> <p>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.</p> <p>Disciplinary (Working Scientifically) Concepts: Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating</p>	<p>a magnet, identifying the poles and predicting outcomes using repel and attract forces.</p> <p>Disciplinary (Working Scientifically) Concepts: Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Balloon rocket (Review) Car ramps (Do) Magnet Tests (Plan) <p style="text-align: center;">Light</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> Ibn al-Haytham (Mathematician and astronomer) Patricia Bath (Ophthalmologist and inventor) <p>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</p>	<p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Skeleton Questions (Plan) <p>Science Trails: What kinds of food do shops sell and how can food affect our health?</p>	<p>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 growth to identify plants that are adapted to living in extreme climates, linking back to the rainforest and deserts.</p> <p>Disciplinary (Working Scientifically) Concepts: Recording data Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Function of a stem (Review) Measuring Plants (Do) <p>Science Trails: How many types of plants can we find in our local area?</p>	<p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> Making predictions Setting up tests Observing and measuring Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <p>Make shadows (Do)</p> <p>Science Trails: What is a light source and where can I find one?</p> <p>How do shadows change throughout the day?</p>
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<p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Balloon rocket (Review) Car ramps (Do) Magnet Tests (Plan) <p>Animals including humans</p> <p>Focus Scientists: Wilhelm Röntgen (Invented the X-Ray) Zubair Haleem (Academy physio at Arsenal)</p> <p>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</p>	<p>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.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> Making predictions Setting up tests Observing and measuring Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <p>Make shadows (Do)</p> <p>Science Trails: What is a light source and where can I find one?</p> <p>How do shadows change throughout the day?</p>			
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<p>how nutrition contributes to the health of animals and correlates with their adaptations to their habitat.</p> <p>Disciplinary (Working Scientifically) Concepts: Observing and measuring Recording data Interpreting and communicating results</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Skeleton Questions (Plan) <p>Science Trails: What kinds of food do shops sell and how can food affect our health?</p>				
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History					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Key Skills:

Develop a chronologically secure knowledge and understanding of British, local and world history
 Establish clear narratives within and across the periods they study
 Note connections, contrasts and trends over time
 Develop the appropriate use of historical terms
 Address and devise historically valid questions about change, cause, similarity and difference and significance
 Construct informed response involving thoughtful selection and organisation of relevant historical information
 Understand that our knowledge of the past is constructed from a range of sources

	<p style="text-align: center;">Ancient Egyptians</p> <p>Ancient Egypt 7500BC-51BC</p> <p>Dynasty Settlements Kingdom Inventions Civilisation Society Architecture</p>	<p>Ancient Greeks</p> <p style="text-align: center;">3500BC-AD1500</p> <p>Settlements Kingdom Inventions Civilisation Society Democracy Architecture Archaeology Trade</p>		
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Government
Religion and Beliefs
Archaeology
Hierarchy
Trade
Rulers
Myths and legends

We will be learning about the significance of the River Nile by conducting an **in-depth** study of 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)

What modern day inventions are an Egyptian legacy?

Communication
Maths
Astronomy
Medicine
Egyptian Legacy

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)

(NC: Achievements of earliest civilisations - depth of study)

Concepts: Significance, Sequence, Cause and Consequence, Interpretation, Duration, Culture, Chronology, Similarity and Difference, Civilisation

Rulers
Myths and legends

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

Key Concepts-Disciplinary

Chronology

Sequence, duration and chronology-important dates Ancient Greece start/end and key events

Classical Greece Hellenistic Greece and Roman Greece start/end and key events

Explain variations in Greek Life in different places over time-dates/period labels

Position Ancient Greece on a timeline

Similarities and Differences (same historical period)

How was life different/same between Sparta and Athens?

How was Society structured?

Comparisons between schools in Athens and Sparta two city states (laws, money, rulers).

Historical Enquiry-Evidence and Sources

What do artefacts reveal about life in Ancient Greece? See interpretations of History too

Achievements

What can historians tell us about how the Ancient Greeks governed?

Why do historians believe that Alexander the Great was great?

Change and Continuity-across periods

Investigate changes over time- schools

What changed and what stayed the same?

Development of Governments

laws

Schools

Buildings

Communication

Olympic Games

	<p>Strands: Famous People, Social History, Economic, political</p> <p>Key Concepts - Disciplinary Chronology Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom Sequence, duration and chronology-important dates Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom</p> <p>Similarities and Differences (same historical period) Comparisons between lifestyles based on hierarchy (pharaohs, nobleman, farmers, slaves) Was religion important for all Ancient Egyptians? Many gods and goddesses- all AE lived their lives dictated by gods and goddesses.</p> <p>Historical Enquiry-Evidence and Sources ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of</p> <p>How did historians think that religion affected life in Ancient Egypt?</p> <p>How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?</p> <p>Change and Continuity-across periods Investigate changes over time- technological advances/building knowledge/scientific achievements- mathematics, geometry, surveying, metallurgy, astronomy, accounting, writing, paper (communication) medicine, the ramp, the lever, the plough, and mills for grinding grain, what is the legacy of the Egyptians? What is the role of the River Nile today?</p> <p>Interpretation of History Interpretation- Do historians agree about how the pyramids were built? interpreting and analysing a range of sources - work of an</p>	<p>What impact on modern day living did Greeks have?</p> <p>How does AE and AG compare?</p> <p>Interpretation of History How do historians know about Ancient Greece? Interpretation-interpreting and analysing a range of sources - Greek artefacts/primary sources and primary and secondary sources statues/pottery/monuments hieroglyphs/archaeological sites/ friezes which show how Ancient Greece past was represented.</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Which period of ancient Greece was the most significant? Classic age was most significant period of Greek Civilisation reasons - art architecture theatre and philosophy developments and democracy and sport</p> <p>evaluating the significance of the sources and the legacy of the ancient civilization. The importance of the Egyptian achievements - Olympic Games Who was a significant Greek Figure? Alexander the Great-why was he great? Pythagoras</p> <p>Cause and Consequence Why did Ancient Greece come to an end? Reasons for the end of the Ancient Greece era -drought, Alexander the Great's death.</p>		
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	<p>archaeologist, Egyptian artefacts, wall paintings/monuments hieroglyphs/archaeological sites/ primary/secondary sources/historians views</p> <p>Story of Rameses Which show how Egyptian past was represented.</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p> <p>Significance Why was the River Nile important? The significance of the River Nile within their culture. Why was the discovery of the pyramids and texts important? E.g. Farming, settlements, trade, transportation. evaluating the significance of the sources and the legacy of the Ancient civilization. The importance of the Egyptian achievements https://scoopempire.com/ancient-egyptian-inventions-that-are-still-used-today/ bowling, 365 Calendar, sail boats, toothpaste ink, make up, paint surgical instruments high heels hair combs door locks</p> <p>Cause and Consequence Trade, Water travel Reasons for the Egyptian civilisation wax and wane loss of military power, lack of natural resources and conflicts, economic and rise of the Roman empire.</p>			
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Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills

Develop a chronologically secure knowledge and understanding of British, local and world history
Establish clear narratives within and across the periods they study
Note connections, contrasts and trends over time
Develop the appropriate use of historical terms
Address and devise historically valid questions about change, cause, similarity and different and significance
Construct informed response involving thoughtful selection and organisation of relevant historical information
Understand that our knowledge of the past is constructed from a range of sources

<p>North America/Native American Creation Stories/ Fieldwork</p>	<p>Egypt-History Orientation lessons Egypt Focus on River Nile</p>	<p>Greece Map of North America and its countries Use Globes/Photographs Atlases to locate places in NA</p>	<p>South America and Rainforests Books The Great Kapok Tree The Rainforest Grew all around</p>
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<p>Where is North America's place in the world?</p> <p>What countries are there in North America?</p> <p>What do you know about Jamaica/Mexico/Canada/Alaska?</p> <p>What are the most common Livelihoods in Mexico Jamaica Canada?</p> <p>How do these jobs affect the environment?</p> <p>What projects are in place to improve the environment In Mexico/Jamaica?</p> <p>How has Mexico changed over time-physical and chemical affects?</p>	<p>Locate-continent surrounding countries, oceans and seas</p> <p>Importance of the Nile -Nile facts</p> <p>How the Nile supports employment?</p> <p>What does Egypt produce-world trade?</p> <p>How the impact of flooding on the River Nile has improved?</p>	<p>Using 4 figure coordinates to locate features</p> <p>Using maps and aerial views to discuss NA</p> <p>Use zoom function to locate places and at different scales</p> <p>Add photographs to specific locations</p> <ul style="list-style-type: none"> • Where is Greece in the world? • What do you know about the capital of Greece- Athens? • What does Greece produce-world trade? • What is Athens doing about the Pollution issues? • What has changed in Athens over time? • Pollution issues 	<p>Susan Mitchell</p> <p>Fieldwork</p> <p>Botanical Garden visit medicinal plants?</p> <p>Map of North America and its countries</p> <p>Use Globes</p> <p>Photographs</p> <p>Atlases to locate places in NA</p> <p>Using 4 figure coordinates to locate features</p> <p>Using maps and aerial views to discuss NA</p> <p>Use zoom function to locate places and at different scales</p> <p>Add photographs to specific locations</p> <p>Relate measurement on maps to outdoors</p> <p>Make scale drawings</p> <ul style="list-style-type: none"> • What is the scale of the SA rainforests? • Where is South America? • Where is the SA Rainforest? • What is a climate Zone? • What is a biome? • What are the different characteristics of a rainforest biome? • What are the names and functions of the different rainforest layers? <p>Brazil</p> <ul style="list-style-type: none"> • Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals <p>Rainforest</p> <ul style="list-style-type: none"> • Indigenous people • Population • Official Languages • Major Religions • Famous People • Popular Food • Festivals <ul style="list-style-type: none"> • How are climate/ plants and animals interconnected? • How does the rainforest support indigenous people's homes, livelihood? • How are the supply chains of resources from the rainforest which provide food and medicine protected? • Who has and what has affected the rainforest over time and why?
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Art

Autumn

Spring

Summer

Drawing

Research: Pencil artists

Compare and contrast how a range of artists have used the same media to create different effects. Which ones do you prefer and why? What were their intentions?

Developing skills:

Understanding pencil grades

Line

Shape

Tone (shading)

Texture

Tones:

<https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t>

Bringing drawing to life:

<https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee>

NSEAD (experimenting with tone):

<https://www.nsead.org/resources/units-of-work/uow-experimenting-with-tone/>

Applying skills:

Creating an observational drawing of Tutankhamun's death mask



3D form.

Research:

Greek architecture

Developing skills:

Model making

Mixed media experimentation (card, clay)

Using tools

Shape

Form

Papier mache? Clay?

Working with clay:

<https://classroom.thenational.academy/lessons/an-introduction-to-clay-work-slabbing-and-joining-74r62d>

Working with clay 2:

<https://classroom.thenational.academy/lessons/pinching-and-coiling-adding-details-cmtk0t>

Applying skills:

Design and form own Greek building in the style of the Parthenon - papier mache/clay



Painting

Research:

Henri Rousseau

Developing skills:

Colour mixing

Blocking colour

Washes

Thickened paint

Hue, shade, tones, tints

Colour mixing:

<https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1>

Applying skills:

Progressing to create 'Rainforest scene' in the style of Henri Rousseau

Evaluation:

Art Gallery; Children to discuss and evaluate skills; Chn to discuss composition. What went well? How could we improve the final piece? How does it compare to Henri Rousseau's?

Formal Elements:

Line

Shape

Evaluation:

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

How have your skills developed? How could you improve their pencil drawing?

Formal Elements:

Line

Shape

Tone

Texture

Y3 RETRIEVAL PRACTICE AUTUMN TERM

- I can begin to sketch lines and shapes based on what I have seen
 - I can experiment with a range of media when drawing lines and shapes (pencils, crayons, pens etc)
- I can begin to use hatching, scumbling and stippling to create texture/patterns

Following completion of Unit of Work (Drawing Gaps):

- I can experiment with different pencil grades
 - -I can create different tones by shading
 - -I can create different textures using hatching, cross-hatching, scumbling, stippling

Evaluation:

How does their model compare to other Greek architecture? Similar components? How did they achieve these effects? What skills have they developed?

Formal Elements:

Line

Shape

Form

Space

Texture

Y3 RETRIEVAL PRACTICE SPRING TERM

- I can mix colours using primary colours
 - I can use different brushes to create different effects
 - I am confident in picking the correct brush for what I am painting
- Following completion of Unit of Work (Painting Gaps):
- I can manipulate paint in different ways (to create washes and to create thickened paint)
 - I can experiment with hues-I can experiment with shades
 - I can experiment with tones
 - I can experiment with tints

Form

Colour

Texture

Y3 RETRIEVAL PRACTICE SUMMER TERM

I can manipulate clay to create different shapes

I can use materials to reinforce the clay/structure (sticks, pipe cleaners etc.)

I can experiment with tools to create different textures

Following completion of Unit of Work (3D Form Gaps):

I can manipulate the materials to create symmetry and intricate details (to meet the brief)

Design and Technology					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mechanisms: To design and make a moving toy for a toddler. Skill retrieval from previous years: Hinges, levers and Sliders, Strengthening and stiffening, free standing structures NC: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <u>Investigate, disassembly, evaluate</u></p> <ul style="list-style-type: none"> Investigate a variety of familiar objects that use air to make them work. 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. <p><u>Focus Practical tasks:</u></p> <ul style="list-style-type: none"> Make a variety of simple pneumatic systems using basic equipment. Learn about pulleys and learn how to make a simple pulley. Compare pneumatic systems with other mechanisms taught previously (hinges, levers, sliders) <p>Design Children will use their knowledge of mechanisms to design an animal with moving parts.</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> Children will create an animal with at least one moving part. Utilise mechanisms to ensure at least one part is moving Make appropriate design decisions to ensure their product is fit for purpose Measure, mark out, cut, score and assemble components with more accuracy Think about their ideas as they make progress and be willing change things if this helps them improve their work Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT <p>Evaluate</p> <ul style="list-style-type: none"> Children will demonstrate their finished moving models, then evaluate both their process and their finished product. 	<p>Food/Nutrition To design and make a lunch dish for Year 3 parents. NC: Understand and apply the principles of a healthy and varied diet. <u>Investigate, disassembly, evaluate</u></p> <ul style="list-style-type: none"> Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using The Eatwell Guide Carry out sensory evaluations on the contents of the food from Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food? Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet. Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed <p><u>Focus Practical tasks:</u></p> <ul style="list-style-type: none"> Cutting and slicing different food Tasting different food stuff <p>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.</p> <ul style="list-style-type: none"> Practise kneading, ready for bread making using playdough. Food preparation and cooking techniques practised by making a food product using an existing recipe. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? <p>Design Children will design their own pizza, considering the order of working</p> <ul style="list-style-type: none"> 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 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. <p>Make</p>	<p>Structure To design and make a structure to protect a plant to withstand heavy rainfall and high winds. Skill retrieval from previous years: strengthening and stiffening, free standing structures NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><u>Investigate, disassembly, evaluate</u></p> <ul style="list-style-type: none"> Investigate greenhouses and other structures which can be used as shelter Investigate structures and how they are made stable. <p><u>Focus Practical tasks:</u></p> <ul style="list-style-type: none"> Explore nets of shape and the 3D shapes it creates Compare the strength and stability of different structures Explore the properties of different materials and think about which ones are suitable for each section of their structure. Think about strength, stability, malleability and other features in this exploration lesson. Explore how materials can be made stronger and stiffer. <p>Design Children will use their previously learnt skills to draw and a design to protect a plant.</p> <ul style="list-style-type: none"> 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 <p>Make Children will follow their designs to create their structure, using the skills they have previously learnt. They will need to also consider building safely and solving problems that may occur.</p> <ul style="list-style-type: none"> Measure, mark out, cut, score and assemble components with more accuracy 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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? 			

- 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

- Children to prepare a dish in the context of following a recipe
- 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 lunch dish 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

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Glockenspiel</p> <p>During this unit children will be introduced to tuned percussion playing and stick/beater technique. Children will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).</p> <p>Each lesson will introduce the children to a different genre of music and give them the opportunity listen and appraise each one, identifying the key features.</p> <p>Each lesson will give the children the opportunity to play along, improvise and compose using the</p>	<p>I've Been To Harlem</p> <p>A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be</p>	<p>Ukulele</p> <p>Latin dance is part of a series of songs composed for the purposes of learning ukulele with primary-aged pupils. Beginning with just one note - the note A - pupils can get playing quickly, moving on to the notes E and F, then to the chords A minor and F major. During the unit, pupils will learn to dance salsa, play a clave rhythm, learn to sing/play the song, and compose a piece for themselves to play.</p>	<p>Mingulay boat song and Nao chariya de</p> <p>This unit is based around two songs that were originally sung by boatmen. <i>Nao chariya de</i> - a Bengali folk song and <i>Mingulay boat song</i>, which is Scottish. Pupils will compare the two pieces to identify similarities and differences between them.</p> <p>Musical focus: Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p>Pieces: <i>Nao chariya de</i> and <i>Mingulay boat song</i>.</p> <p>children will be able to: Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the</p>	<p>Sound Symmetry</p> <p>Get reflective on all things symmetrical and develop musical learning based on pupils' understanding in maths. This unit takes symmetry as the inspiration for exploring structure in music, and is the basis for composing original music using similar concepts.</p> <p>Musical focus: Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p>	<p>March from The Nutcracker</p> <p>This unit is based upon the 'March' from <i>The Nutcracker</i> by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes. Veering away from the nutcracker story, this unit explores the character and flow of</p>	<p>Fly With The Stars</p> <p><i>Fly with the stars</i> is a song in an electronic dance style, based on a verse/chorus structure using two chords - A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills using these durations and chords to create an accompaniment for the song. The</p>

<p>glockenspiel to each genre of music.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments correctly, achieving a good tone from the instruments.</p> <p>Recognise and play Middle C, D, E, F, G, A, B, C on the glockenspiel.</p>	<p>returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p> <p>Musical focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p>Pieces: <i>I've been to Harlem</i></p> <p>children will be able to:</p> <ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up. 		<p>world, use different instruments, have a different beat, and are different speeds. Use some music vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p>	<p>children will be able to:</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>each musical section and focuses on showing how the music might look or move if it were visible.</p> <p>Drawing on different pieces of art, as well as varying styles of movement, children will discover how the abstract nature of music can be analysed and experienced.</p> <p>Musical focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p>Pieces: 'March' from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</p>	<p>unit will conclude with a performance of their own arrangement of the song using voices and classroom percussion.</p> <p>Musical focus: Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3.</p> <p>Pieces: <i>Fly with the stars</i>.</p> <p>Children will be able to:</p> <p>Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>
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					<p>Children will be able to: Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner.</p>	
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PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Dance (GS4PE - not Romans)</p> <p>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</p>	<p>Gymnastics (GS4PE)</p> <p>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</p>	<p>Fitness (GS4PE)</p> <p>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</p>	<p>Dodgeball (GS4PE)</p> <p>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</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and</p>	<p>OAA (School Plan)</p> <p>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</p>

<p>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.</p> <p><u>Key Skills:</u> Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> € Movement € Balance € Coordination € Collaboration € Sequence € Evaluation and improvement 	<p>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.</p> <p><u>Key Skills:</u> Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Sequence • Technique 	<p>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.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Fitness • Sequence <p>Evaluation and improvement</p>	<p>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.</p> <p><u>Key Skills:</u> Throwing, catching, dodging, blocking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Competition • Collaboration • Fairness 	<p>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.</p> <p><u>Key Skills:</u> sprinting, running over obstacles, jumping for height and distance, push and pull throw for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Fitness • Technique 	<p>around maps and positional and directional language.</p> <p><u>Key Skills:</u> map reading, working as a team, using new vocabulary, communication</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration • Sequence
RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>3.2 What is it like to be a Hindu?</p> <p>Religion: Hinduism</p> <p>Key strands:</p> <ul style="list-style-type: none"> Forms of religious expression and ways of expressing meaning Questions of identity, diversity and belonging 	<p>How do festivals and worship show what matters to Muslims?</p> <p>Muslims</p>	<p>How do festivals and family life show what matters to Jewish people?</p> <p>Jews</p>	<p>What do Christians learn from the Creation story? (Theme week)</p> <p>What kind of world did Jesus want?</p> <p>Christians</p>	<p>How and why do people try to make the world a better place?</p> <p>Religion</p> <p>Thematic unit - C, J, I, NR</p>
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RHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Tolerance Mutual Respect Fr1) What makes a good friend?</p> <p>Rule of Law Os1) Online strangers (P1) Os2) Sharing Online(P2)</p> <p>Tolerance Mutual Respect Lesson 1: Talking about race and racism Racism</p> <p>Lesson 2: Defining anti-racism</p>	<p>Tolerance Mutual Respect Fa1) Do families always stay the same? Fa2) Are all families like mine?</p> <p>Rule of Law Cn1) Giving and seeking permission</p> <p>Tolerance and mutual respect Online Safety Project Evolve I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p>	<p>P1) How do I keep my body healthy?</p> <p>Rule of Law H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Os) Screen Time L1* Os) Sleep L2*</p>	<p>M1) How do I manage my feelings?</p> <p>Mutual Respect Os3) Friendship Online (S1) P2) How do I get a healthy diet?</p> <p>Individual Liberty Online Safety -Project Evolve - I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>Rule of Law Os4) Personal Information (C2)</p> <p>P3) How do I stop getting ill?</p> <p>Rule of Law H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) Drugs-Safety rules and risks- Medicines and Household Products</p> <p>Drugs-Safety rules and risks-Medicines and Household Products</p>	<p>Rule of Law Tolerance Mutual Respect</p> <p>Os) Deciding what is appropriate L3 * Os) Suspicious Messages C4 *</p>

MFL (French)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Phonetics lesson 1 (XT)</u> In this introductory lesson, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p><u>I Am Learning French (EL)</u></p>	<p><u>Animals (EL)</u> In this unit, pupils will learn 10 familiar animals and be introduced to the 1st person singular verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall,</p>	<p><u>Instruments (EL)</u> In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person verb 'I play'. By the end of the unit pupils will be able to recognise, recall,</p>	<p><u>I Am Able ... (EL)</u> During this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex</p>	<p><u>Fruits (EL)</u> In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the</p>	<p><u>Ice-Creams (EL)</u> Pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the</p>

By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the countries where the French language is spoken.	remember and spell up to 10 animals. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	remember and spell up to 10 instruments. Pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.	sentences including the option of using conjunctions.	knowledge and skills to be able to say which fruits they like and do not like.	flavour(s) of their choice, specifying how many scoops of each they would like.
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Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Review: Save and Open files (y2) Capture media independently (y2) Explain that you can search for information on the internet (Y2)</p> <p>0.3 Key Skills: Using school computers SSW</p> <p>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. They understand that you can share digital content.</p> <p>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</p>	<p>1.3 What makes a good poster? Understand that information can be presented in different formats for different purposes, and that images can provide a lot of information quickly.</p> <p>CONCEPTS: Why we use computers; creating content; editing content; multimedia - text, image, audio, video; copyright.</p> <p>KNOWLEDGE: Key features of a poster; why we use a computer to create content; basic icons and where to find options in menus in desktop publishing/presentation software; where to open and save work at school; how to add different elements to a poster; who owns an image.</p> <p>SKILLS: Logging on; Mouse skills - left, right, double click, highlighting; Keyboard skills - simple typing, basic keys; Open and save documents</p>	<p>4.3 How do I use repetition in programs to make them more efficient? SSW</p> <p>Design, write and debug programs that accomplish specific goals; use sequence in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>CONCEPTS Algorithm; program; sequence; debugging; input</p> <p>DECLARATIVE KNOWLEDGE: An algorithm is a precise set of instructions that can be followed by a human or a computer to achieve a task; the order of instructions in an algorithm or program is important (sequence); recognise basic commands in Scratch and their function; recognise that we can use a range of inputs to control what happens in a program.</p>	<p>2.3 How do I use a computer as a musician? SSW</p> <p>Understand that music can be used to affect the mood of digital content. Digital music is owned by the person that created it.</p> <p>CONCEPTS: Computer; software/application; creating & editing content; multimedia - text, image, audio, video; copyright; personal information</p> <p>KNOWLEDGE: How music affects mood of a digital artefact; why we use computers to make music; where to open and save work at school; digital content is owned by the person who created it</p> <p>SKILLS: Mouse skills; adding music loops to software; simple editing of music clips; record audio in software</p> <p>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.*</p> <p>Developing: Pupils plan out digital content and present ideas by combining media independently</p>	<p>3.3 How do we use databases to find out information? SSW</p> <p>Understand that computers are used to store and make sense of large amounts of data</p> <p>CONCEPTS: Computer; software/application; personal information; information & data; chart/pictogram/branching database; flat-file database</p> <p>KNOWLEDGE: We can present data in different ways; why we use flat-file databases; key features of a flat-file database and how to search one; why we use computers; why we should be careful who we share personal information with</p> <p>SKILLS: Mouse & keyboard skills; answer questions using charts; search for information using a database; identify the kind of data that can be stored in a database</p> <p>Entering: Pupils collect data on a topic (e.g. eye colour, pets</p>	<p>5.3 How do I use forever loops in programs? SSW</p> <p>Design, write and debug programs that accomplish specific goals; use sequence and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>CONCEPTS: Algorithm; program; sequence; debugging; input; repetition</p> <p>DECLARATIVE KNOWLEDGE</p> <p>: An algorithm is a precise set of instructions that can be followed by a human or a computer to achieve a task; recognise basic commands in Scratch including drawing tools; recognise that we can use a range of inputs to control what happens in a program; we use count controlled loops</p> <p>to make things happen a certain number of times in a program or algorithm.</p> <p>PROCEDURAL KNOWLEDGE:</p> <p>Create a simple program to control a sprite; plan an algorithm away from the computer then test out; debug simple programs ; predict the outcome of simple programs; use a range of inputs (events) to control a program;</p>
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<p>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.</p> <p>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.</p>	<p>Highlight text and change appearance; Insert an image, shape or WordArt; Evaluate a piece of work according to criteria.</p> <p>Entering: Pupils can apply simple edits to digital content to achieve a particular effect, e.g. change the 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.*</p> <p>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.*</p> <p>Secure: Pupils use a variety of software to combine media in order to present information.</p>	<p>PROCEDURAL KNOWLEDGE: Create a simple program to control a sprite; plan an algorithm away from the computer then test out; debug simple programs ; predict the outcome of simple programs; use a range of inputs (events) to control a program.</p> <p>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 intelligence and we have to program them to do things.</p> <p>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).</p> <p>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.</p>	<p>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.*</p> <p>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.*</p>	<p>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.</p> <p>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.*</p> <p>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.*</p> <p>Online Safety Links: C2: Personal Information</p>	<p>use count controlled loops to draw shapes/make music.</p> <p>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. They can debug an error in and predict the outcome of a simple program.</p> <p>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.</p> <p>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</p>
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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.*

MFL (French)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phonetics lesson 1 (XT) In this introductory lesson, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p>I Am Learning French (EL) By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the countries where the French language is spoken.</p>	<p>Animals (EL) In this unit, pupils will learn 10 familiar animals and be introduced to the 1st person singular verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</p>	<p>Instruments (EL) In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person verb 'I play'. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments. Pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p>	<p>I Am Able ... (EL) During this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>	<p>Fruits (EL) In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.</p>	<p>Ice-Creams (EL) Pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>