

Year 3 Curriculum Overview

	English	Mathematics	RE	PE	PSHE	French
Term 1 Extreme Environments	<p>Class Text: Stone Girl, Bone Girl by Laurence Anholt Poetry: Boneyard Rap by Wes Magee; volcano poems by various authors</p> <p>Writing:</p> <ul style="list-style-type: none"> - Fiction: Children to create their own 'Finding' story - Non-fiction: Recount writing of class trip - Poetry: Sound effects and rhythm <p>Handwriting – use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Reading – Retrieval Focus - Retrieve facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used).</p> <p>Interpret focus-In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context.</p> <p>Choice focus - Begin to identify how language contributes to meaning.</p> <p>Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g a rock, an open box. - Begin to use paragraphs as a way to group related material. <p>Spelling –</p> <p><i>* Spell words with the 'ay' sound spelt 'ei' 'eigh' or 'ey'. * Spell words containing the 'u' sound spelt 'ou' * Spell homophones: ai/a-e/ay Revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies (Year 1 & 2) Collect a bank of nouns using the suffixes ness, er and tion (Year 2)</i></p> <p>Spoken Language - Form their own sentences to rehearse in pairs. Actions, learning the story and made up to support the learning of phrases and vocabulary. Perform to class or small groups with puppets to support retelling of children's own finding story.</p>	<p>Number maths: Number and Place value</p> <p>Place Value of numbers up to 1000</p> <p>Rounding numbers</p> <p>Partitioning numbers up to 1000</p> <p>Counting and ordering numbers to 1000</p> <p>Times Tables – revision of 2,5 and 10xs tables.</p> <p>Topic maths: 2D and 3D shapes</p> <p>Naming and knowing the properties of 3D and 2D shapes</p> <p>Symmetrical Properties, identifying lines of symmetry in regular shapes</p> <p>Recognise acute, obtuse and right angles as an angle of turn in everyday objects and regular and irregular shapes.</p>	<p>What do people believe about God?</p> <p>Considering others' beliefs</p> <p>Comparing the beliefs of different religions.</p> <p>Understands that God may be seen differently in different religions</p>	<p>Athletics</p> <p>improving and developing; balance, accuracy, co-ordination, speed and stamina</p>	<p>How can we be a good friend?</p> <p>How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>How to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>friendships</p> <p>That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>Core 1</p> <p>Greeting each other</p> <p>Introducing themselves</p> <p>Counting up to 10</p> <p>Introducing their immediate family</p>

	English	Mathematics	RE	PE	PSHE	French
Term 2 Battling for Britain	<p>Class Text: The Usborne Illustrated Tales of King Arthur How to be an Anglo-Saxon in 13 Easy Stages by Scoular Anderson</p> <p>Writing - Fiction: Write own 'alternative' traditional story based around Excalibur Non-fiction: Write Newspaper reports</p> <p>Handwriting – Recap horizontal joins in 3 subsections: See WriteWell teacher guide pg 118 onwards for guidance and book / unit. 1) Horizontal joins from the letters o v w to short straight letters r n m l u v w p 2) Horizontal joins from the letters o v w to the top ascenders l h k b t 3) Horizontal joins from letters o v w to round anti-clockwise letters a o c d g q</p> <p>Reading – Retrieval Focus- discuss words and phrases they find interesting to talk about and explain what the words mean in context. Use dictionary to check the meaning of new words. E.G. – find and copy...two facts about ... from the first paragraph. Provide words from the text for children to find synonyms of. Interpret Focus- identify themes across the class text. E.g. How does...compare to ...? Make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem. Why do you think that...? How do you think that ... is feeling? What could ... have done differently? Choice Focus – Identify examples of stereotypical characters within and across the stories from the class text. E.g. Why has the author chosen to use the words ... to describe the characters...? Grammar and Punctuation – <ul style="list-style-type: none"> - Use heading and sub-heading to aid presentations - Begin to use inverted commas to punctuate speech - Using conjunctions, adverbs and prepositions to express time and cause - Extending the range of sentences with more than one clause by using a wider range of conjunctions. <p>Spelling – <ul style="list-style-type: none"> - Spell words with the 'k' sound spelt 'ch' - Spell words with the 'sh' sound spelt 'ch' - Spell homophones: ea/ee/ ie <p>Spoken Language – <ul style="list-style-type: none"> - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary </p> </p></p>	<p>Number maths: Addition and subtraction Mental addition and subtraction, including 3-digit numbers Understanding addition is inverse of subtraction Beginning formal methods of written addition and subtraction Estimating answers to a calculation Beginning to learn the 4 times tables</p> <p>Topic maths: Linear measure Measure using non standard linear measures. Why do we need standard linear measures? compare +/- lengths (m, cm, Rehearsing using a ruler, developing measuring skills, starting at 0 Finding the difference between 2 lengths. Exploring perimeter</p>	<p>Why is the bible important to christians today? Explore why the bible is important to christians</p> <p>Considering others' beliefs about Bibles and holy books</p> <p>Comparing the beliefs of different religions</p>	<p>Gymnastics Hand apparatus developing balance skills using hoops, ropes and balls</p>	<p>What keeps us safe? To know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>What to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>Core 2 Saying the days of the week</p> <p>Naming colours</p> <p>Counting between 11 and 20</p> <p>Naming countries Expressing likes and dislikes</p>

	English	Mathematics	RE	PE	PSHE	French
Term 3 May the Force be with you	<p>Class Text: The Iron Man by Ted Hughes</p> <p>Writing - Fiction: story writing – character and plot Non-fiction: Non-fiction: Non-chronological reports on magnetism / friction Handwriting –</p> <ul style="list-style-type: none"> - Introduce formation of capital letters made with curved lines and formed in anti-clockwise direction (start like curly caterpillars but taller) C O Q G S - Capital letters with straight and curved lines: D B P R J U - Introduce capital letters with sloping lines: A X V W Y and those that start with straight line: M N K Z <p>Reading – Retrieval Focus- Questions on the text such as: according to the text, what was Iron Man eating when Hogarth visited him? How do you know that the locals were afraid of the Iron Man? Why did Hogarth make a clinking sound? What were the people eat in their picnic on top of the hill? Interpret Focus- Make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem. Choice Focus – particularly on the use of figurative language and the effect of repeated words. E.g. He swayed... His enormous foot, his enormous right foot...And as he crashed and crashed and crashed... His iron legs... His iron arms. And The sea, chewing away at the edge of the rocky beach. Considering author's word choice and how he uses a mixture of short and long sentences for effect. Grammar and Punctuation –</p> <ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Express time, place and clause: - co-ordinating and subordinating conjunctions: when, before, after, while, so, because. - adverbs: then, next, soon, therefore <p>Spelling –</p> <ul style="list-style-type: none"> - Spell words containing the 'l' sound spelt 'y' elsewhere than at the end of words - Use the suffix -ly * Spell homophones: air/are/ear - Use the first two or three letters of a word to check its spelling in a dictionary - Write from memory simple sentences dictated by the teacher that include words and punctuation learnt so far. - Spell words that are often misspelt - Spoken Language – - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Participate in discussions, presentations and performances and debates. - 	<p>Number maths: Written calculations multiplicaton and divison Write and calculate multiplication and division statements using times table knowledge Multiply and divide 2digit x 1digit using mental methods, jottings, arrays, repeated subtraction Begin to develop a formal written method (grid method) Real life word problems rehearsing known multiplication facts. Recalling the division facts for the 2,5,10 and 4 times tables.</p> <p>Topic maths: Statistics Data handling inc bar charts, pictograms and tallies for discrete data Using charts to log continuous data Read and interpret information from scales and graphs Ask and answer questions about data</p>	<p>What does it mean to be a christian in Britain today?</p> <p>Explore christian beliefs</p> <p>Explore the role of churches in Christian beliefs</p> <p>Understands how christians demonstrate their beliefs</p>	<p>Gymnastics Developing Jumping, landing, turns and roll work</p>	<p>What are families like?</p> <p>How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>Core 3 Identifying body parts</p> <p>Counting up to 31</p> <p>Identifying items of clothing</p> <p>Naming the months of the year</p> <p>Talking about birthdays</p>

	English	Mathematics	RE	PE	PSHE	French
Term 4 Whinless Wildlife	<p>Class Text: Charlie and The Chocolate Factory by Roald Dahl</p> <p>Writing: Non Fiction -Instructions - recipes Fiction – Play scripts – Charlie and The Chocolate Factory In narrative - develop characters and setting Handwriting –</p> <ul style="list-style-type: none"> - Joining to f using diagonal and horizontal joins= if af of ef lf wf - Joining from f to short and tall straight letters = fu fi fl ft fy fr fb - Joining from f to round letters = fa fo fs fe <p>Reading – Retrieval Focus- locate and discuss words and phrases they find interesting; ask questions which improve their own understanding. Read and compare examples of instructional text, evaluating their effectiveness. Interpret focus- inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Is it an effective text - to what extent does it achieve its purpose and through what ways? Choice focus - Explore the development of character and discuss words and phrases that capture the reader's interest and imagination. Analyse more complicated instructions and identify the author's choice of organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p> <p>Grammar and punctuation – Form adjectives and verbs using a range of prefixes e.g. un, dis, mis, re, pre. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Spelling –</p> <ul style="list-style-type: none"> - Use prefixes: un, dis, mis, re, pre - Spell homophones and near homophones: ow/oa <p>Spoken Language-</p> <ul style="list-style-type: none"> - Descriptions of characters using Synonym Smash words - Descriptions and explanations relating to children's new sweet inventions – what they would look and taste like as well as how they would be produced and marketed. - Role play/improvisations as to the actions of the various children according to their character. - Role play an alternative ending before writing. Discussions as to the moral choices of the characters and how Mr. Wonka dealt with them. 	<p>Number maths: Fractions Count up and down in tenths. Recognise and write fractions of a discrete set of objects – unit and non-unit fractions with small denominators. Recognise and show equivalent fractions Add and subtract fractions with the same denominators. Solve word problems. Beginning to learn the 3 times table and related division facts.</p> <p>Topic maths: Geometry Know that angles are a measure of a turn, revision from previous learning; acute, right and obtuse angles. Recognising pairs of perpendicular and parallel lines. Recognising horizontal and vertical lines.</p>	<p>Why are festivals important to religious communities? Discuss celebrations</p> <p>Explore different religious celebrations: Diwali, Eid-al-fitr, Holi and Easter</p>	<p>Outdoor games HOCKEY Hand-eye co-ordination, using a tennis racket and a hockey stick Developing tactical ideas, working as a team</p>	<p>What makes a community? How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>What is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>How the community helps everyone to feel included and values the different contributions that people make</p> <p>How to be respectful towards people who may live differently to them</p>	<p>Animals Saying animal vocabulary</p> <p>Asking about pets</p> <p>Describing animals using adjectives</p> <p>Using prepositions</p> <p>Naming animal homes</p>

	English	Mathematics	RE	PE	PSHE	French
Term 5 Stone Age to Iron Age	<p>Class Text: Stone Age Boy by Satoshi Kitamura</p> <p>Writing: Non Fiction - To write an information text Fiction - To develop a character; to write a story with a full sequence of events.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> - Joining difficult double letters = ff ee rr - Joining letter strings with r = ure urf ers rve are rie res - The break letters g q y j p b s = look at why we do not join from these letters - The break letters x and z= focus on spacing around a break letter <p>Reading: Retrieval Focus- Identify examples of a character telling the story in the 1st person. Check the accuracy of what they are retrieving by reading around the words or phrases they find. Interpret focus- Make deductions about characters feelings, behaviour and relationships based on descriptions and their actions in the story. Choice focus - Explore the techniques the author has used to develop the character at different stages of the story.</p> <p>Grammar and punctuation</p> <ul style="list-style-type: none"> - Use the present perfect form of verbs instead of the simple past e.g He has gone out to play contrasted with He went out to play. <p>Spelling -</p> <ul style="list-style-type: none"> - Spell words that are often misspelt - Add suffixes beginning with vowel letters to words of more than one syllable - Spell homophones: common errors <p>Spoken Language -</p> <ul style="list-style-type: none"> - Pupils to use the Freyer model to explore the meanings of new words to do with the Stone Age e.g. flint, mammoth to help write their non-fiction text. - Pupils to orally rehearse their sentences when writing their own narrative based on the Stone Age Boy. - Pupils to use role play when learning the story of the Stone Age Boy, this allows them to understand how the characters feel at different point in the texts. 	<p>Number maths: Revision of place value Consolidate and extend fraction work from term 4.</p> <p>Recognise place value of each digit in a three-digit number (hundreds, tens and ones). Can compare and order numbers to 1000. Can count from 0 and other single digit numbers in multiples of 4, 8, 50 and 100. Solving number problems and practical problems involving these ideas. Beginning to recall the 8 times table and its related division facts.</p> <p>Topic maths: Volume and capacity measure, compare, add and subtract: volume/capacity (l/ml)</p> <p>measure, compare, add and subtract – mass (g and kg)</p>	<p>Why do some people think life if a journey? Discuss and compare personal life journeys</p> <p>Explore different ways of being initiated into different religions</p>	<p>Football Dribbling, passing and shooting skills, developing the idea of teamwork</p>	<p>Why should we eat well and look after our teeth?</p> <p>How to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>How people make choices about what to eat and drink, including who or what influences these</p> <p>How, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Food Naming common foods</p> <p>Expressing likes and dislikes</p> <p>Saying what they are eating</p> <p>Naming cutlery</p> <p>Saying what they would like to have</p> <p>Understanding cooking instructions</p>

	English	Mathematics	RE	PE	PSHE	French
Term 6 The Enchanted Wood Light	<p>Class Text: The Great Kapok Tree by Lynne Cherry</p> <p>Fiction: Setting description and character descriptions</p> <p>Non-fiction: Persuasive writing</p> <p>Poetry: Write own free verse poem</p> <p>Handwriting – Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <ul style="list-style-type: none"> - Practise with joining compound words (somewhere, nothing, cardboard, cupboard, download, weekend) - Practise with joining words with prefixes (un- re- dis- mis-) - Practise with joining words with suffixes (-ful –less -ment –ness) - Focus on joining in speech- formation , size and position of speech marks. <p>Reading – Retrieval Focus- What can the people be seen doing in the picture? What is being advertised? Interpret focus- Use examples of pictures from persuasive texts and discuss reasons these images have been used. How is the person feeling watching the woodland being cut down? From the text, how does the young boy feel about the woodland area near to his home? How can you tell? Choice focus - discuss the ways in which texts are effective in persuading. Look at different examples in which persuading people to save the rainforest / environment is communicated – such as advertisements and magpie words and phrases for own use, exploring why those words have been chosen. Such as: How does the author make you want to _____? Focus on the choice of vocabulary used to persuade in examples. What words has the author used to _____? Grammar and Punctuation – <ul style="list-style-type: none"> - Identify word families based on common root words e.g solve, solution, solver, dissolve, insoluble. - Spelling <ul style="list-style-type: none"> - Spell words with ending sounding like ‘zh’ and ‘ch – measure, measure, picture, nature. - Spell words with endings which sound like shun- division, decision Spoken Language – <ul style="list-style-type: none"> - Pupils to discuss within their groups the reasons given for not chopping down the tree. Group discussion of the most important reason to less important reason. - Pupils to debate if the man should or shouldn’t cut down the tree. - Children to justify their reasons for this and consider other viewpoints. </p>	<p>Number maths - Calculations Calculations - To add and subtract numbers mentally including 3 digit numbers and ones, tens or hundreds. To recall and use multiplication and division facts for the 3, 4 and 8 X tables. To solve 2 digit X 1 digit multiplication problems using multiplication tables known (2,3,4,5,8 and 10) beginning to use written methods. (grid method) Revision of all times tables and related division facts we have learnt so far.</p> <p>Topic maths: Measure - Time To tell and write the time from an analogue clock to the nearest minute To read and write the time using a digital 12 and 24 hour clock to the nearest minute. Using time vocabulary</p>	<p>What can we learn from religions about what is right and wrong?</p> <p>Understand that different religions have different rules</p> <p>Explore how peoples actions show they are following the rules</p> <p>Understands what makes people happy</p>	<p>Rounders Hand-eye co-ordination, team work, tactics using a rounders/cricket bat</p>	<p>Why should we keep active and well?</p> <p>How regular physical activity benefits bodies and feelings</p> <p>How to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>How to make choices about physical activity, including what and who influences decisions</p> <p>How the lack of physical activity can affect health and wellbeing</p> <p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p>At school Saying how they travel to school</p> <p>Naming places in school</p> <p>Listing the contents of their pencil case</p> <p>Telling the time</p> <p>Naming school subjects</p>

Year 3 Creative Curriculum

<u>Theme</u>	<u>Science</u>	<u>ICT</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design and Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
<u>Term 1</u> <u>Extreme</u> <u>Environments</u>	Rocks and Soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Working Scientifically	Digital Literacy Reporting issues Safe search engines Communicating safely online	Passage of time Fossils - Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	Human and Physical Geography - Describe and understand key aspects of: physical geography, including: , volcanoes and earthquakes. Knowledge Check-in – When looking at where volcanoes are and earthquakes have occurred revisit year 2 locational and place knowledge on continents.	Sketching rocks and fossils using a range of mediums. Printing/line making. Make a print using the design/pattern of a fossil. To create sketch books to record their observations and use them to review and revisit ideas		Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunelessly and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. MUSIC EXAMPLES I Feel Good – James Brown Saturday Night – Whigfield Three Little Birds (Sing Up)	Hunting for different kinds of rocks in the local environment and identifying them. School council elections Harvest Festival Black History Month	Folkestone Warren, exploring the clay cliffs hunting for fossils Harvest festival visit to the local church

	<u>Science</u>	<u>ICT</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design and Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
<u>Term 2</u> <u>Battling for Britain</u>		Digital Literacy Online Safety Reporting issues Digital footprint	Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			Textiles Design and create an Anglo Saxon purse. Learn the running stitch to create. Decorate with cross-stitch and make a working drawstring.	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. MUSIC EXAMPLES Music specific to chosen instrument	Christmas	Living History Workshop

Theme	Science	ICT	History	Geography	Art	Design and Technology	Music	Extended Learning	Visits and Visitors
Term 3 <u>May the force be with you</u>	Forces and Magnets Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	Information Technology Online safety PowerPoint presentations Word processing		Understands that compasses use magnets to work Uses a compass to navigate a route	How has Science inspired Art? Children to study artists who have been inspired by Science and create discuss the theme of 'inspiration'. To learn about great artists, architects and designers in history	Design and make a board game that uses magnets Play and evaluate how the board game works. Evaluate their ideas and products against design criteria.	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. MUSIC EXAMPLES Film music – John Williams Star Wars, Indiana Jones, ET, Jurassic Park, Harry Potter	Video clips showing 'supersize' magnets in action in everyday life	Science Demonstration or visit

	<u>Science</u>	<u>ICT</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design and Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
Term 4 <u>Whinless</u> <u>Wildlife Park</u>	Animals, including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Information Technology Online safety Stop motion animation Publishing online		Children to develop the geographical skills to explore and confidently talk about how they can use a range of web mapping and satellite programmes locate where animals in captivity come from. From this, children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole/class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. MUSIC EXAMPLES Improvised Jazz Take The A-Train – Billy Strayhorn	Handling real skeletons from animals	<u>Trip to Wildwood</u> Skeleton workshop

Theme	Science	ICT	History	Geography	Art	Design and Technology	Music	Extended Learning	Visits and Visitors
Term 5 <u>The Stone Age to Iron Age</u>		Computer Science Online safety Programming on 2Code Debugging programs	How Britain changed from the Stone Age to the Iron Age How changes impacted how people during this period lived Understands how archeology gives us clues as to what life was like in the past	Children to visit a farm and explore aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Locate stone age – Iron Age – settlements on a map. How has farming influenced the choice of settlements?	Children to study cave paintings. Can the children make links with art they've seen on walls before, e.g. graffiti, chalk pictures at the beach or the work of Banksy? They begin to understand that this type of art is typically used to send, or record a message. Artisit study – Banksy To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Design, make and evaluate a Stone Age house using natural materials. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. MUSIC EXAMPLES Handel – Alleluia Verdi – Requiem 1	Stone Age feast including – nuts, berries and smoked fish	

	<u>Science</u>	<u>ICT</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design and Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits and Visitors</u>
Term 6 <u>The Enchanted Wood</u>	<p>Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Light</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>Computer Science</p> <p>Online safety</p> <p>Programming on Scratch</p>			<p>Artist study</p> <p>Using nature as an inspiration</p> <p>colour wheel – Rebecca Vincent – Woodland inspiration. Use imagination to create their own canvas with the title ‘The Enchanted Woodland’.</p> <p>To learn about great artists, architects and designers in history</p>		<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Perform as a choir in school assemblies. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>MUSIC EXAMPLES</p> <p>Gregorian Chant</p>		<p>Trip to the woods</p> <p>RAID music event.</p>