


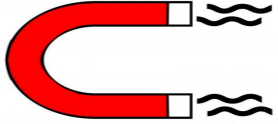






# Curriculum Map: Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	<p><b>Europe</b></p> 	<p><b>Ancient Britain</b></p> 	<p><b>Extreme Earth</b></p> 	<p><b>Forces and Magnets</b></p> 	<p><b>Ancient Egypt</b></p> 	<p><b>Help the Planet</b></p> 
History / Geography	<p><b>Location and Place: Europe</b></p> <p><u>EQ: How similar or different is Catalonia to Dorset?</u></p> <p>1: Where is Europe? What continents and oceans surround it? How would you get there from the UK (compass directions)? <i>Location Enquiry</i></p> <p>2: What environmental regions would you find in Europe? <i>Location</i></p> <p>3: What countries and major cities would you find in Europe? <i>Location</i></p> <p>4: What are the physical similarities and differences between Catalonia and Dorset? How can we identify these using images, maps and aerial photographs? <i>Place Processes</i></p> <p>5: What are the human similarities and differences between Catalonia and Dorset? How can we identify these using images, maps and aerial photographs? <i>Place Processes</i></p> <p>6: How similar or different is Catalonia and Dorset? <i>Place</i></p> <p><i>Europe, environmental region, continent, country, compass (North, North-East, East, South-East, South, South-West, West, North-West), tourism</i></p>	<p><b>British History: Britain from Stone Age to Iron Age</b> 10 000 BC - 0 AD</p> <p><u>EQ: What changed in Britain from the Stone Age to the Iron Age?</u></p> <p>1: When was the Stone Age, Bronze Age and Iron Age? <i>Chronology</i></p> <p>2: What changed and stayed the same between the different periods in the Stone Age? <i>Chronology Connection</i></p> <p>3: How can we know about the Stone Age? What do we know about it? Why don't we know why Stonehenge was built? <i>Evidence</i></p> <p>4: How did Britain becoming an island affect its history? <i>Connection</i></p> <p>5: Was the start of farming the greatest social revolution in human history? <i>Significance Connection</i></p> <p>6: How did the Bronze Age change Britain? <i>Connection Significance</i></p> <p>7: What changed in Britain in the Iron Age? <i>Connection Significance</i></p> <p>8: What changed in Britain from the Stone Age to the Iron Age? <i>Connection Significance Chronology</i></p> <p><i>turning point, revolution, change, continuity, cause, consequence, significance due to change, BC/AD, period of time, duration, source, absence of sources, different accounts</i></p>	<p><b>Physical Geography: Mountains, Earthquakes and Volcanoes</b></p> <p><u>EQ: What happens when the Earth moves?</u></p> <p>1: What is a tectonic plate and how do they move? <i>Processes Enquiry</i></p> <p>2: What causes earthquakes to happen and where do they happen? How do earthquakes impact people's lives? <i>Processes Location</i></p> <p>3: What causes mountains to grow and where have they developed? What hills and mountains are there in the UK? <i>Processes Location</i></p> <p>4: What causes volcanoes to form and where have they formed? How do volcanic eruptions impact people's lives? <i>Processes Location</i></p> <p>5: What happens when the Earth moves? <i>Processes</i></p> <p><i>hill, mountain, volcano, earthquake, topography, convection currents, core, crust, lava, magma, mantle, plate boundary, pyroclastic flow, richter scale, tectonic plates, tremors, tsunami, vent</i></p>	<p><b>World History: Ancient Civilisations</b> 3000 BC - 1000 BC</p> <p><u>EQ: Were there any civilisations that could challenge the dominance of the Egyptian empire in the ancient world?</u></p> <p>1: Where is Egypt and what caused a significant civilisation to rise here? When was the Egyptian civilisation significant? <i>Connection Chronology</i></p> <p>2: What was life like in Ancient Egypt and how do we know (cultural, economic, religious and social)? <i>Significance Evidence</i></p> <p>3: How was power organised in Ancient Egypt? (military, political, social) <i>Power Significance</i></p> <p>4: What other civilisations were there in the ancient world? Could Britain be classed as a significant civilisation in the ancient world? <i>Chronology Significance</i></p> <p>5: Did the Sumer, Indus Valley or Shang Dynasty make a more significant contribution to human history? <i>Chronology Significance Evidence</i></p> <p>6: Were there any civilisations that could challenge the dominance of the Egyptian empire in the ancient world? <i>Chronology Significance Evidence</i></p> <p><i>power, hierarchy, power held by different groups, similarities / differences across civilisations, change across multiple locations, natural causes, civilisation, characteristic features (culture, economy, military, politics, religion, society), significance of countries / civilisations, relative significance, overlap, chronology, ancient, duration, revision of history</i></p>	<p><b>Responsibility: Climate Change</b></p> <p><u>EQ: What is climate change?</u></p> <p>1: What is climate change? What causes it? <i>Responsibility Processes</i></p> <p>2: What are the effects of climate change in the UK and the rest of the world? <i>Responsibility Location</i></p> <p>3: What do we do around the school to promote sustainability? How can we collect this data (survey)? What are the benefits and limitations of data collection methods? <i>Enquiry Responsibility</i></p> <p>4: How can we take further action against climate change? How can we show on a plan where we would locate features to improve the school's sustainability? <i>Enquiry Responsibility</i></p> <p><i>climate change, responsibility, climate, pollution, global warming, temperatures, extinction, activists, protests</i></p>	
Memorable Moments	Visit: Winchester Science Centre	Visit: Ancient Technology Centre  Visit / Visitor: Gurdwara				Local Visit: Hengistbury Head

**Maths**

**Number & Place Value: Numbers to 1000**

- Counting in Hundreds
- Counting in Hundreds, Tens and Ones
- Place Value
- Comparing and Ordering Numbers
- Counting in Fifties
- Number Patterns
- Number Patterns
- Counting in Fours and Eights

**Calculations: Addition and Subtraction**

- Addition and Subtraction Facts
- Adding Ones
- Adding Tens
- Adding Hundreds
- Simple Adding
- Adding With Renaming
- Adding With Renaming
- Adding With Renaming
- Adding With Renaming
- Adding With Renaming
- Subtracting Ones
- Subtracting Tens
- Subtracting Hundreds
- Simple Subtracting
- Subtracting With Renaming
- Subtracting With Renaming
- Subtracting With Renaming
- Subtracting With Renaming
- 19-22: Using Models

**Calculations: Multiplication and Division**

- Multiplying by 3
- Multiplying by 3
- Multiplying by 4
- Multiplying by 4
- Multiplying by 4 and 8
- Multiplying by 8
- Multiplying by 8
- Dividing by 3
- Dividing by 4
- 10: Multiplying and Dividing
- Dividing by 4 and 8
- Solving Word Problems
- Solving Word Problems
- Solving Word Problems
- 15: Solving Word Problems

**Calculations: Further Multiplication and Division**

- Multiplying 2-Digit Numbers
- Multiplying 2-Digit Numbers
- Multiplying 2-Digit Numbers
- Multiplying With Renaming
- Multiplying With Renaming
- Dividing 2-Digit Numbers
- Dividing With Renaming
- Dividing With Renaming
- Solving Word Problems
- Solving Word Problems
- Solving Word Problems

**Measurement: Length**

- Writing Length in Metres and Centimetres
- Writing Length in Centimetres
- Writing Length in Centimetres and Millimetres
- Writing Length in Millimetres
- Comparing Lengths
- 10: Solving Word Problems

**Measurement: Mass**

- Reading Weighing Scales
- Reading Weighing Scales
- Reading Weighing Scales
- Reading Weighing Scales
- 5-7: Solving Word Problems

**Measurement: Volume**

- Measuring Volume in Millilitres
- Measuring Capacity in Millilitres
- Measuring Volume in Millilitres and Litres
- Measuring Capacity in Millilitres and Litres
- Writing Volume in Litres and Millilitres
- Writing Capacity in Litres and Millilitres
- 7-10: Solving Word Problems

**Measurement: Money**

- Counting Money
- Showing Amounts of Money
- Adding Money
- Adding Money
- Subtracting Money
- Subtracting Money
- Subtracting Money
- Calculating Change
- Solving Word Problems
- 10: Solving Word Problems

**Measurement: Time**

- Telling the Time (AM & PM))
- Telling the Time (Minute and Hour)
- Telling the Time
- Telling the Time
- Telling the Time (12 and 24 Hour)
- Telling the Time (Roman Numerals)
- Telling the Time (Seconds)
- Measuring and Comparing Time in Seconds
- Measuring Time in Seconds
- Finding Duration in Minutes
- Finding Start Times and End Times
- Finding Duration in Hours
- Finding Start Times and End Times
- 14: Converting Minutes to Seconds
- 15: Converting Seconds to Minutes
- Finding Number of Days
- 17: Finding Number of Days

**Statistics: Pictograms and Bar Graphs**

- Drawing Pictograms
- Drawing Bar Graphs
- Reading Bar Graphs
- Reading Bar Graphs

**Fractions, Decimals and Percentages: Fractions**

- Counting in Tenths
- Fractions as Division
- Finding Part of a Set
- Finding Part of a Set
- Finding Equivalent Fractions
- Finding Equivalent Fractions
- Comparing and Ordering Fractions
- Comparing and Ordering Fractions
- Comparing Fractions
- 10: Adding Fractions
- Subtracting Fractions
- Subtracting Fractions
- Solving Word Problems
- 14: Solving Word Problems

**Geometry: Angles**

- Making Angles
- Finding Right Angles
- Finding Different Angles
- Finding Angles in Shapes
- Comparing Angles
- Making Turns

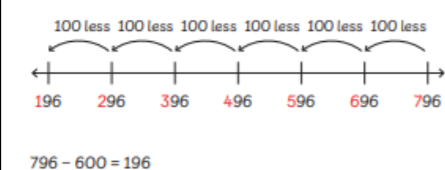
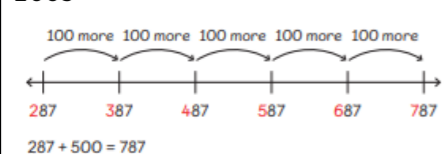
**Geometry: Lines and Shapes**

- Identifying Perpendicular Lines
- Identifying Parallel Lines
- Finding Horizontal and Vertical Lines
- Drawing 2D Shapes
- Describing 3D Shapes

**Measurement: Perimeter**

- Measuring Total Length Around a Shape
- Measuring Perimeter
- Measuring Perimeter
- Measuring Perimeter
- Measuring Perimeter
- Calculating Perimeter
- Calculating Perimeter
- Calculating Perimeter
- Calculating Perimeter

**Counting On / Back in 1s, 10s and 100s**



**Formal Written Method - HTO**

$413 + 582 = 995$

Step 1 Add the ones.  
3 ones + 2 ones = 5 ones

Step 2 Add the tens.  
1 ten + 8 tens = 9 tens

Step 3 Add the hundreds.  
4 hundreds + 5 hundreds = 9 hundreds

$413 + 582 = 995$

**Making 10 and 100**

$498 + 50 = 548$

$498 + 50 = 500 + 48$

**Multiplying and Dividing by 3, 4 and 8**

3 6 9 12 15 18 21 24 27 30 33 36

8 16 24 32 40 48 56 64 72 80

Sam put 32 cobs of corn into 4 equal groups.  
4 groups of 8 is 32.  
 $4 \times 8 = 32$

$32 \div 4 = 8$   
Each group has 8 cobs of corn.

**Associated Facts & Fact Families**

$4 \times 3 = 12$   
 $5 \times 3 = 12 + 3 = 15$

$12 \div 3 = 4$   
 $4 \times 3 = 12$

Commutativity

There are 5 rows of 8 mushrooms.  
 $5 \times 8 = 40$

There are 8 rows of 5 mushrooms.  
 $8 \times 5 = 40$

There are 40 mushrooms.

$5 \times 8$  is the same as  $8 \times 5$ .

**Partitioning Using Number Bonds**

$12 \times 3$

$10 \times 3 = 30$     $2 \times 3 = 6$

$30 + 6 = 36$

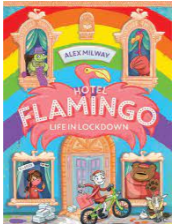

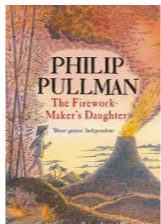
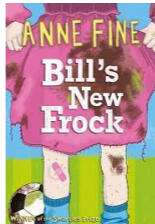
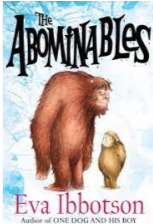

**Formal Written Method: 2dx1d**

Step 1 Multiply the ones.  
6 ones  $\times$  4 = 24 ones  
24 ones = 2 tens + 4 ones

Step 2 Multiply the tens.  
3 tens  $\times$  4 = 12 tens  
12 tens + 2 tens = 14 tens

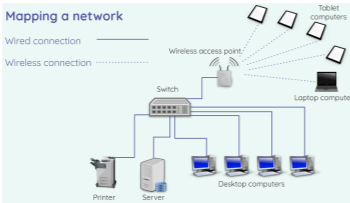
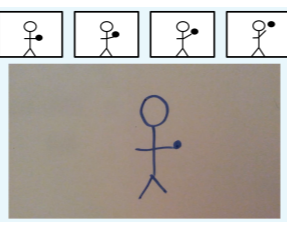
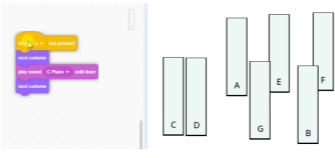
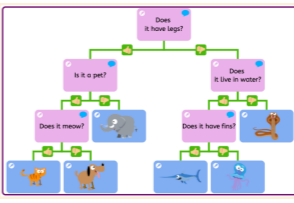
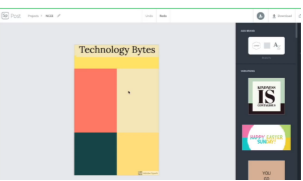
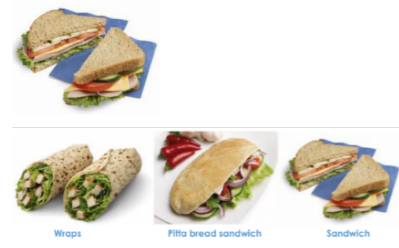
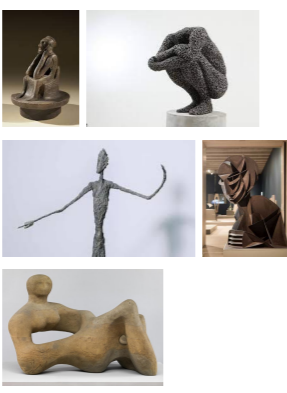
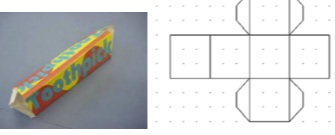



$36 \times 4 = 144$



<p><b>English</b></p> <p>Writing</p>	<p>Genre Finding Narrative</p> <p>Model Text Adventure at Sandy Cove</p> <p>Toolkit Creating Plots / Paragraph Types</p> <hr/> <p>Genre Instructional Text</p> <p>Model Text How to Make Paella</p> <p>Toolkit Instruction Texts</p>	<p>Genre Portal Narrative</p> <p>Model Text The Garden</p> <p>Toolkit Creating Settings</p> <hr/> <p>Genre Non-Chronological Report</p> <p>Model Text Stone Age Boy</p> <p>Toolkit Information Texts / Non-Chronological Reports</p>	<p>Genre Recount - Newspaper Report</p> <p>Model Text Tornado Destroys Local House</p> <p>Toolkit Recount Texts</p> <hr/> <p>Genre Adventure Narrative</p> <p>Model Text The Firework Maker's Daughter</p> <p>Toolkit Hooking Your Reader</p>	<p>Genre Character Flaw Narrative</p> <p>Model Text Bill's New Frock</p> <p>Toolkit Characterisation and Dialogue</p> <hr/> <p>Genre Discussion Text</p> <p>Model Text Zoos</p> <p>Toolkit Discussion Texts</p>	<p>Genre Explanation Text</p> <p>Model Text How Mummies Are Made</p> <p>Toolkit Explanation Texts</p> <hr/> <p>Genre Poetry</p> <p>Model Text Let's Celebrate</p> <p>Toolkit Poetry</p>	<p>Genre Dilemma Narrative</p> <p>Model Text The Great Kapok Tree</p> <p>Toolkit Characterisation and Dialogue / Changing Paragraphs</p> <hr/> <p>Genre Persuasive Letter</p> <p>Model Text Protect the New Forest</p> <p>Toolkit Persuasion Texts</p>
<p><b>English</b></p> <p>Grammar &amp; Punctuation</p>	<ul style="list-style-type: none"> <li>• Sentence Types</li> <li>• Full Stops</li> <li>• Capital Letters</li> <li>• Question Marks</li> <li>• Exclamation Marks</li> <li>• Inverted Commas</li> <li>• Bullet Points</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes for Contraction</li> <li>• Commas for Sentences of Three – Description, Lists</li> <li>• Singular and Plural</li> <li>• Suffixes</li> <li>• Word Class: Adjective / Noun / Noun Phrase / Verb / Adverb</li> <li>• Imperative Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Tenses (Past, Present, Future)</li> <li>• Connectives</li> <li>• Generalisers</li> <li>• Alliteration</li> <li>• Similes</li> <li>• Word Families</li> <li>• Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating Conjunctions</li> <li>• Subordinating Conjunctions</li> <li>• Clauses</li> <li>• Subordinate Clauses</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Direct Speech</li> <li>• Inverted Commas</li> <li>• Prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Pronouns</li> <li>• Imperative Verbs</li> <li>• Relative Clauses</li> <li>• Inverted Commas</li> <li>• a / ab</li> <li>• Perfect Verb Form</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions, Adverbs and Prepositions to Express Time and Cause</li> <li>• Subordination (as, although, while) &amp; Coordination</li> <li>• Sentences Starters AC (adverbs / connectives)</li> <li>• Relative Clauses (who, which)</li> </ul>
<p><b>English</b></p> <p>Spelling</p>	<p>1: Suffixes From Year 2: '-s', '-es', '-er', '-ed', '-ing'</p> <p>2: Prefix 'dis-'</p> <p>3: Prefix 'un-'</p> <p>4: Rarer GPCs: Words With the /eɪ/ Sound Spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they):</p> <p>5: Dictation</p> <p>6: Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>1: Prefixes 'mis-' and 're-'</p> <p>2: /i/ Sound Spelt 'y'</p> <p>3: Words Ending With the /g/ Sound Spelt '-gue' and the /k/ Sound Spelt '-que' (French in Origin)</p> <p>4: Strategies for Learning Words: Words From Statutory and Personal Spelling Lists</p>	<p>1: From Year 2: Suffixes '-ness' and '-ful' Following a Consonant</p> <p>2: Prefixes 'sub-' and 'tele-'</p> <p>3: Words With the /ʃ/ Sound Spelt 'ch' (Mostly French in Origin) as well as 's', 'ss(ion/ure)'</p> <p>4: Suffixes '-ness' and '-ful'</p> <p>5: Suffixes '-less' and '-ly'</p>	<p>1: Prefixes 'super-' and 'auto-'</p> <p>2: Words From Statutory and Personal Spelling Lists</p> <p>3: Strategies at the Point of Writing</p> <p>4: Homophones</p> <p>5: Words With the /k/ Sound Spelt 'ch' (Greek in Origin)</p> <p>6: Proofreading</p>	<p>1: Previously Taught Suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>2: Suffix '-ly' with Root Words Ending in 'le' and 'ic'</p> <p>3: Rare GPCs (/i/ sound)</p> <p>4: From Year 2: Apostrophe for Contraction</p> <p>5: Words from Statutory and Personal Spelling Lists</p>	<p>1: Recap</p> <p>2: /ʌ/ Sound Spelt 'ou'</p> <p>3: Homophones (Including heel/heal/he'll, plain/ plane, groan/grown and rain/rein/reign)</p> <p>4: Proofreading</p> <p>5: Strategies for Learning Words: Words From Statutory and Personal Spelling Lists</p>
<p><b>English</b></p> <p>Handwriting</p>	<p>1: Forming Descenders Accurately</p> <p>2: Forming Ascenders Accurately</p> <p>3: Diagonal Join to a Small Letter</p> <p>4: Diagonal Join to a Tall Letter</p> <p>5: Joining to and from the Letter 'l'</p>	<p>6: Joining to the Letter 'y'</p> <p>7: Forming the Letter 's'</p> <p>8: Joining from the Letter 'i'</p> <p>9: Spacing Between Letters</p> <p>10: Writing with a Slant</p>	<p>11: Forming Capital Letters</p> <p>12: Writing the Letter 't' at the Correct Height</p> <p>13: Spacing Letters Consistently</p> <p>14: Forming Double Letters Correctly</p> <p>15: Joining to the Letter 'e'</p>	<p>16: Joining to the Letter 'k'</p> <p>17: The Second Join</p> <p>18: Joining from the Letter 'e'</p> <p>19: The Horizontal Join</p> <p>20: Joining from the Letter 'a'</p>	<p>21: Punctuation</p> <p>22: Diagonal Joins to the Letter 'y'</p> <p>23: Joining to / from the Letter 'r'</p> <p>24: Joining from the Letter 'w'</p>	<p>25: Forming Numerals Correctly</p> <p>26: Writing Silent Letters</p> <p>27: Joining from the Letter 'f'</p> <p>28: Writing Decorated Capital Letters</p>
<p><b>English</b></p> <p>Whole Class Reading</p>	<p>Hotel Flamingo Alex Milway</p> 	<p>The Iron Man Ted Hughes</p> 	<p>The Firework Maker's Daughter Philip Pullman</p> 	<p>Bill's New Frock Anne Fine</p> 	<p>The Abominables Eva Ibbotson</p> 	<p>Ariki and The Giant Shark Nicola Davies</p> 

<p><b>English</b></p> <p>Text Study</p>	<ul style="list-style-type: none"> <li>• See Inside Your Body</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age Boy (Satoshi Kitamura)</li> </ul>	<ul style="list-style-type: none"> <li>• Earthshattering Events (Sophie Williams)</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry (Shel Silverstein)</li> </ul>	<ul style="list-style-type: none"> <li>• Let's Celebrate (Debjani Chatterjee &amp; Brian D'Arcy)</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Kapok Tree (Lynne Cherry)</li> <li>• Planet Full of Plastic (Neil Layton)</li> </ul>
<p><b>English</b></p> <p>Let's Think in English</p>	<p>Who what where - Oliver Tallac <i>Frames of Reference</i> Here's another page from the book, have a go at writing the questions (allow the children to work backwards)</p> <p>La Luna - Pixar <i>Classification</i> Can you see a link between the boy in La Luna and the hero in Toro Toro?) Consider how your feelings change for another character throughout a story</p>	<p>The Puppy Present - Jacob Frey <i>Frames of Reference</i> (Link with iron man) When did your view of the boy change? Why? When did your view of Iron man change? Why?</p> <p>Kite - Animated short <i>Symbolic Reasoning</i> Compare human qualities to inanimate objects</p> <p>When do we change our perspective for Iron man? When do we have the most sympathy for him?</p>	<p>Mysteries - The Mystery of Harris Burdick (comedy, reflection, linking) <i>Classification</i> What kind of story is the firemakers daughter?</p> <p>Journey - Aaron Becker <i>Symbolic Reasoning</i></p> <p>Quest - Aaron Becker <i>Classification</i> What type of book are you reading / comparing with The Firemakers Daughter.</p> <p>Is this a traditional or modern story?</p>	<p>Little blue, little yellow - Leo Lionni <i>Symbolic Representation</i> How has everybody changed by the end? Who is changed by the end of Bill's new frock.</p> <p>Splash - Basho Matsuo (AFL lesson after teaching poetry) <i>Classification</i> Take the Haiku and turn it into a story</p>	<p>The Sea Saw - Tom Percival <i>Narrative Sequencing</i> Does the great kapok tree have a twist? Is it believable?</p> <p>Rain before rainbows - Smriti Prasad-Halls <i>Symbolic reasoning</i> What does the rainbow mean?</p> <p>How believable are the happy endings in both stories?</p>	<p>Here we are - Oliver Jeffers <i>Classification</i></p> <p>The Red Tree - Shaun Tan <i>Narrative Sequencing</i> How can you use metaphors to describe feelings from other texts?</p>
<p><b>Science</b></p>	<p><b>Biology: Animals, Including Humans</b> Nutrition - Muscles - Skeleton</p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><i>nutrition, diet, food, protein, salts, carbohydrate, minerals, vitamins, fats, sugars, balanced diet, skeleton, skull, spine, vertebrate, pairs, invertebrate. calcium, muscle, contract, relax, movement</i></p>	<p><b>Physics: Light</b> Sight - Reflection - Shadows</p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> <p><i>light, dark, absence, reflection, surface, natural, man-made, light, source, shadow, blocked, bright, dim, mirror, absorb, plane mirror, concave mirror, convex mirror, image</i></p>	<p><b>Chemistry: Rocks</b> Rocks - Properties - Fossils - Soils</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p><i>waterproof, strong, hard, opaque, heavy, sedimentary, igneous, soil, metamorphic, porous, fossil, layers, erosion, inner core, outer core, mantle, crust, earthquake, volcano pebble, boulder, crystal, weathering</i></p>	<p><b>Physics: Forces and Magnets</b> Forces - Magnetic / Non-Magnetic - Poles</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having 2 poles.</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><i>force, surface, magnet, magnetic force. attract, repel, magnetic material, poles, bar magnet, horseshoe magnet, materials, contact, non-contact, north pole, south pole, magnetic field, iron, iron filings</i></p>		<p><b>Biology: Plants</b> Functions of Plant Parts - Plant Survival Needs - Plant Life Cycles</p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><i>plant, roots, stem, trunk, food, bud, leaf/leaves, flower, stalk, veins, tip, surface, edge, root hair, nutrients, anchor, support, seed, germination, seedling, growth, mature plant, flowering, pollination, seed formation, petal, pollen, nectar, seed, fruit</i></p>



<p><b>Computing</b></p>	<p><b>Online Safety and Wellbeing: 3</b></p> <p>How can we stay safe and well when using digital technology?</p> <p><b>Be Internet Sharp</b> <i>personal boundaries</i></p> <p><b>Be Internet Alert</b> <i>fraud, phishing, scam, authentic, genuine</i></p> <p><b>Be Internet Secure</b> <i>privacy, security, hacker</i></p> <p><b>Be Internet Kind</b> <i>bystander, upstander, harassment, amplify, block</i></p> <p><b>Be Internet Brave</b> <i>age rating</i></p> <p><b>Be Internet Healthy</b> <i>screen time</i></p>	<p><b>Computing Systems and Networks: Connecting Computers</b></p> <p>What is a network?</p>  <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p><i>input, process, output, digital devices, non-digital devices, computer networks, server, switch, access point, hardware, software, WiFi</i></p>	<p><b>Creating Media: Stop-Frame Animation</b></p> <p>How can media be combined for a purpose?</p>  <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p><i>image</i></p>	<p><b>Programming: Sequencing Sounds</b></p> <p>How can I give a sequence of commands to multiple objects?</p>  <p>Creating sequences in a block-based programming language to make music.</p> <p><i>sequence, event, action</i></p>	<p><b>Data and Information: Branching Databases</b></p> <p>How can data be presented?</p>  <p>Building and using branching databases to group objects using yes/no questions.</p> <p><i>branching database</i></p>	<p><b>Creating Media: Desktop Publishing</b></p> <p>How can media be combined for a purpose?</p>  <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p><i>font, template, orientation, placeholder</i></p>
<p><b>Art &amp; Design / Design &amp; Technology</b></p>	<p><b>Food: Healthy and Varied Diet</b></p> <p>Design, make and evaluate a <b>type of sandwich</b> (product) for <b>themselves</b> (user) for <b>eating on a picnic</b> (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use cross-sectional drawings to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Sculpture: Human Emotion in Sculpture</b></p>  <p><b>Texture Form</b></p> <p>1: Inspiration: Spong Man Sculpture, Human Body Language, Seo Young-Deok, Other Sculptors (Alberto Giacometti, Naum Gabo, Henry Moore)</p> <p>2: Techniques: Observing and Drawing Form and Space in the Human Body</p> <p>3: Techniques: Creating Surface Patterns and Textures in Clay</p> <p>4: Techniques: Joining Pieces of Clay When Modelling</p> <p>5: Creation: Own Piece</p>	<p><b>Structures: Shell Structures</b></p> <p>Design, make and evaluate a <b>cardboard packaging box</b> (product) for a <b>shop</b> (user) for <b>containing and selling a product</b> (purpose).</p>  <p>1: What products already exist? How did Robert Gair and Kelloggs develop cardboard packaging? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use annotated sketches and computer-aided design to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Painting: Tomb Paintings</b></p>  <p><b>Colour Pattern Shape Space</b></p> <p>1: Inspiration: Ancient Egyptian Tomb Paintings (Depiction of an Idealised World / Religious Viewpoint)</p> <p>2: Techniques: Creating Shape and Space When Drawing</p> <p>3: Techniques: Creating Patterns When Drawing</p> <p>4: Techniques: Colour: Hues, Tones, Tints and Shades; The Colour Wheel</p> <p>5: Techniques: Colour Matching</p> <p>6: Creation: Own Piece</p>	<p><b>Textiles: 2D Shape to 3D Product</b></p> <p>Design, make and evaluate a <b>pencil case</b> (product) for <b>themselves</b> (user) for <b>carrying things</b> (purpose).</p>  <p>1: What products already exist? How did the development of velcro/hook-and-loop fasteners transform products? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use prototypes to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p><b>Drawing: Portraits</b></p>  <p><b>Colour Pattern Texture Line Shape Form Space</b></p> <p>1: Inspiration: Human Form, Jemma Phipps</p> <p>2: Techniques: Colour and Line: Different Pencil Grades and Charcoal</p> <p>3: Techniques: Creating Texture Using Pencil</p> <p>4: Techniques: Shape and Space - Proportions Drawing the Human Figure</p> <p>5: Creation: Own Piece</p>

<p><b>Music</b></p>	<p><b>Let Your Spirit Fly</b></p> <p><b>Unit Theme:</b> RnB and Other Styles <b>Style of Main Song:</b> RnB</p>	<p><b>Glockenspiel Stage 1</b></p> <p><b>Unit Theme:</b> Exploring and Developing Playing Skills <b>Style of Main Song:</b> N/A</p>	<p><b>Three Little Birds</b></p> <p><b>Unit Theme:</b> Reggae and Animals <b>Style of Main Song:</b> Reggae</p>	<p><b>The Dragon Song</b></p> <p><b>Unit Theme:</b> Music From Around the World, Celebrating Our Difference and Being Kind to One Another <b>Style of Main Song:</b> A Pop Song That Tells a Story</p>	<p><b>Bringing Us Together</b></p> <p><b>Unit Theme:</b> Disco, Friendship, Hope and Unity <b>Style of Main Song:</b> Disco</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p><b>Unit Theme:</b> The History and Language of Music <b>Style of Main Song:</b> Classical</p>
<p><b>R.E.</b></p>	<p><b>Light</b> <a href="#">How is the symbol of light important?</a></p> <p>Christian traditions Jewish traditions Hindu traditions</p> <p><b>1: Communicate and Apply:</b> What meaning does light have to people? <b>2: Inquire and Contextualise:</b> What does light mean for Christians? <b>3: Inquire and Contextualise:</b> What does light mean for Jews? <b>4: Inquire and Contextualise:</b> What does light mean for Hindus? <b>5: Evaluate:</b> How is the symbol of light important? <b>6: Inquire and Contextualise:</b> What is the importance of the light and the trinity for Christians?</p> <p>A: light B: symbol C: Hanukkah (J), Diwali (H), Christmas (C)</p>	<p><b>Water</b> <a href="#">How is the symbol of water important?</a></p> <p>Christian traditions Sikhi faith traditions</p> <p><b>1: Communicate and Apply:</b> What meaning does water have to people? <b>2: Inquire:</b> How is water a symbol to Christians and what do they believe about the trinity? <b>3: Contextualise:</b> How do Christians use water as a symbol and how do they respond to their beliefs about the trinity? <b>4: Inquire and Contextualise:</b> How is water an important symbol for followers of Sikhi traditions? <a href="#">gurdwara visit/visitor</a> <b>5: Evaluate:</b> How is the symbol of water important?</p> <p>A: B: god, symbol C: Trinity (C), baptism (C), amrit (S)</p> <p><b>UC:</b> <i>Incarnation (3): What is the Trinity?</i></p>	<p><b>Good and Evil</b> <a href="#">How can we celebrate the victory of good over evil?</a></p> <p>Hindu traditions</p> <p><b>1: Communicate and Apply:</b> What is good and what is evil? <b>2: Inquire:</b> How is good and evil represented in Hindu traditions? <b>3: Contextualise:</b> How do Hindus remember good and evil? <b>4: Evaluate:</b> Does good come from evil?</p> <p>A: good and evil B: C: avatar (H), Brahma (H), Brahman (H), trimurti (H), Vishnu (H), Shiva (H), Holi (H)</p>	<p><b>Emotions of Love</b> <a href="#">Is love always happy?</a></p> <p>Christian traditions</p> <p><b>1: Communicate and Apply:</b> Is love always happy? <b>2: Inquire and Contextualise:</b> What does love mean and feel like to Christians? <b>3: Inquire and Contextualise:</b> What does love mean and feel like to Christians? <b>4: Inquire and Contextualise:</b> What does love mean and feel like to Christians? <b>5: Evaluate:</b> Does love always look the same? Is love always easy?</p> <p>A: love, emotions B: C: resurrection (C)</p> <p><b>UC:</b> <i>Salvation (3): Why do Christians call the day Jesus died 'Good Friday'?</i></p>	<p><b>Stewardship (1)</b> <a href="#">Why should people look after the world?</a></p> <p>Christian traditions</p> <p><b>1: Communicate and Apply:</b> How does the world around me affect how I feel? <b>2: Inquire:</b> Why do Christians believe we should be 'stewards' for the world? <b>3: Contextualise:</b> How do Christians believe we should be 'stewards' for the world? <b>4: Evaluate:</b> What is important in making the world 'very good'? <b>5: Inquire:</b> Why do Christians believe we need God's help to look after the world?</p> <p>A: creation B: stewardship C:</p> <p><b>UC:</b> <i>Creation (3): What do Christians learn from the creation story?</i></p>	<p><b>Special People</b> <a href="#">What people are special for people?</a></p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions Muslim traditions</p> <p><b>1: Inquire:</b> What is 'special' to followers of religious traditions? <b>2: Communicate and Apply:</b> What people are special to me and to others? <b>3: Inquire and Contextualise:</b> What people are special to followers of religious traditions? <b>4: Communicate and Apply:</b> How are people special to people? <b>5: Evaluate:</b> Can a person represent what is special?</p> <p>A: special B: holy, prophet C: God (C/J/S), Jesus (C), Trinity (C), Abraham (J), Moses (J), Guru Nanak (S), Brahman (H), Trimurti (H), Buddha (B), Allah (M), Muhammad (M)</p>
<p><b>P.E.</b></p>	<p><b>Netball</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p><b>Handball</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p><b>Basketball</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling, and shooting.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p><b>Tag Rugby</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try.</p> <p>Pupils will develop their understanding of when, where, and why they need to create space when they are attacking.</p>	<p><b>Dance: Wild Animals</b></p> <p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p> <p>Pupils will bring together the choreography to create a final performance in groups.</p>	<p><b>Athletics</b></p> <p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.</p> <p>Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p>

	<p><b>Gymnastics: Symmetry &amp; Asymmetry</b> The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways.</p> <p>Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p>	<p><b>Dance: Weather</b> The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance.</p> <p>Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character.</p>	<p><b>Swimming</b> Pupils will be taught to: swim competently, confidently, and proficiently over a distance of at least 25 metres and use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]</p>	<p><b>Swimming</b> Pupils will be taught to: perform safe self-rescue in different water-based situations</p> <p>They will continue to develop on their techniques and will learn to recognise hazards and dangers in their environment.</p>	<p><b>Problem Solving</b> The unit of work will explore what makes an effective team through different problem-solving challenges.</p> <p>Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.</p>	<p><b>Rounders</b> The unit of work will explore the concept of batting and fielding (attack and defence).</p> <p>Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p>
<b>French</b>	<p><b>Greetings</b> Bonjour / salut / au revoir. Comment ça va? Ça va bien / ça va mal, ça va, comme-ci comme-ca.</p> <p><b>Introducing Yourself</b> Comment tu t'appelles? / Je m'appelle....</p> <p><b>Phonics: Vowels</b> Vowel sounds in French (a e i o u é).</p>	<p><b>Family Members</b> Mon père/mon frère /ma mère/ ma sœur. Introduction of masculine / feminine for people and objects.</p> <p><b>Christmas</b> Noel + recap on family members.</p>	<p><b>Numbers 0-12</b> Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze.</p> <p><b>Phonics: Consonants</b> Consonant sounds in French (ch k s t j g z).</p> <p><b>Age</b> Learn how to say your age and ask others. Quel âge as-tu?/ J'ai ...</p>	<p><b>Days of the Week</b> Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p><b>Numbers 13-20</b> Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p> <p><b>Colours</b> Bleu / blanc / rouge / marron / noir / violet / orange / jaune / rose / vert / gris.</p> <p><b>Class Instructions</b> Regardez / écoutez / écrivez / répétez / prenez vos stylos / silence / asseyez-vous / levez-vous / levez la main.</p>	<p><b>French Pancake Day</b> 'La Chandeleur.'</p> <p><b>Numbers 20-31</b></p> <p><b>Months of the Year</b> Les 12 mois de l'année.</p> <p><b>French Mother's Day</b> 'La fete des meres.'</p>	<p><b>Easter</b> 'Paques.'</p> <p><b>Pets</b> Les animaux domestiques. L'oiseau/ le lapin/ le poisson/le chien/le hamster/le serpent / Le cochon-d'inde/la tortue/la souris/le chat.</p> <p><b>Body Parts</b> Mon corps. La tête / les épaules / les genoux / les pieds / les yeux / les oreilles / la bouche / le nez.</p>
<b>P.S.H.E.</b>	<p><b>Jigsaw: Being Me in My World</b></p> <ul style="list-style-type: none"> <li>● Setting Personal Goals</li> <li>● Self-Identity and Worth</li> <li>● Positivity in Challenges</li> <li>● Rules, Rights and Responsibilities</li> <li>● Rewards and Consequences</li> <li>● Responsible Choices</li> <li>● Seeing Things from Others' Perspectives</li> </ul> <p>&gt; I can explain how my behaviour can affect how others feel and behave.</p> <p>&gt; I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p><b>Jigsaw: Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>● Families and Their Differences</li> <li>● Family Conflict and How to Manage It</li> <li>● Witnessing Bullying and How to Solve It</li> <li>● Recognising How Words Can be Hurtful</li> <li>● Giving and Receiving Compliments</li> </ul> <p>&gt; I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>&gt; I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p><b>Jigsaw: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>● Difficult Challenges and Achieving Success</li> <li>● Dreams and Ambitions</li> <li>● New Challenges</li> <li>● Motivation and Enthusiasm</li> <li>● Recognising and Trying to Overcome Obstacles</li> <li>● Evaluating Learning Processes</li> <li>● Managing Feelings</li> <li>● Simple Budgeting</li> </ul> <p>&gt; I can explain the different ways that help me learn and what I need to do to improve.</p> <p>&gt; I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p><b>Jigsaw: Healthy Me</b></p> <ul style="list-style-type: none"> <li>● Exercise</li> <li>● Fitness Challenges</li> <li>● Food Labelling and Healthy Swaps</li> <li>● Attitudes Towards Drugs</li> <li>● Keeping Safe and Why It's Important Online and Offline</li> <li>● Respect for Myself and Others</li> <li>● Healthy and Safe Choices</li> </ul> <p>&gt; I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>&gt; I can express how being anxious/ scared and unwell feels.</p>	<p><b>Jigsaw: Relationships</b></p> <ul style="list-style-type: none"> <li>● Family Roles and Responsibilities</li> <li>● Friendship and Negotiation</li> <li>● Keeping Safe Online and Who To Go To For Help</li> <li>● Being a Global Citizen</li> <li>● Being Aware of How My Choices Affect Others</li> <li>● Awareness of How Other Children Have Different Lives</li> <li>● Expressing Appreciation for Family and Friends</li> </ul> <p>&gt; I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>&gt; I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p><b>Jigsaw: Changing Me</b></p> <ul style="list-style-type: none"> <li>● How Babies Grow</li> <li>● Understanding a Baby's Needs</li> <li>● Family Stereotypes</li> <li>● Challenging My Ideas</li> <li>● Preparing For Transition</li> </ul> <p>&gt; I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>&gt; I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>