English

Poetry

Leaflet – **non-fiction**

Comic Strip – **non-fiction**

Diary Entry - **fiction**

Traditional/Fairy tale - **fiction**

Information booklet – **non-fiction**

Newspaper report – **fiction**

Science

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. recognise that soils are made from rocks and organic matter

Light
  recognise that they need light in order to see things and that dark is the absence of light
  notice that light is reflected from surfaces
  recognise that light from the sun can be dangerous and that there are ways to protect their eyes   recognise that shadows are formed when the light from a light source is blocked by a solid object
  find patterns in the way that the size of shadows change

Maths

- Number: Place Value

- Number: Addition and Subtraction

- Number: Multiplication and Division

History

Changes in Britain from the Stone Age to the Iron Age

Art

Developing Ideas Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.
Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.
Taking inspiration from the Greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.
 Focus artist: Georges Seurat (pointillism)

Aut 1: The Stone Age

Driver subjects:

History, D&T, Science

Driver subjects:

Science, Geography, Art

Aut 2: Happily Ever After… Or Not!

Design

To master practical skills
Cut materials accurately and safely by selecting appropriate tools.
• Measure and mark out to the nearest millimetre.
• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
• Select appropriate joining techniques.
Construction
• Choose suitable techniques to construct products or to repair items.
• Strengthen materials using suitable techniques.

Geography

• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
• Describe how the locality of the school has changed over time.
• Describe key aspects of **human geography**, including: settlements and land use.
• Ask and answer geographical questions about the physical and human characteristics of a location.

Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
Ue search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Religious Education

How did Jesus and Buddha make people stop and think?
- Outline religious ideas and practices
- Connecting ideas
- Express thoughtful ideas

What is the significance of light in religion?
- Notice and find out about religions and world views
- Collect, use and respond to ideas in RE
- Apply ideas about religions and world views thoughtfully
- Investigate and explain why religions and world views matter

Personal, Social, Health & Citizenship

Recovery curriculum

Healthy minds and healthy bodies

Anti-bullying and positive friendships

PE

Gymnastics, football

Basketball, tag rugby

Music

Exploring pulse, rhythm, pitch, duration, phrasing etc, through weekly singing assemblies

Year 3

English

Journal – **non-fiction**

Instructions – **non-fiction**

Journal - **fiction**

Adventure story - **fiction**

Persuasive letter – **non-fiction**

Poetry – free verse

Science

<u>Forces and Magnets</u>
 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.
<u>Plants</u>
 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 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
 investigate the way in which water is transported within plants
 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Maths

- Number: Multiplication and Division
- Measurement: Money
- Statistics
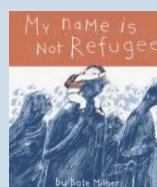- Measurement: Length and Perimeter
- Number: Fractions

Music

Feel the Rhythm: Children consolidate the difference between rhythm and pulse physically. They then consolidate rhythms learned in Year 2, rest and extend knowledge. Children apply knowledge of rhythms to composition of four-beat phrases.

Spring 1 - Incredible Journeys

Driver subjects:

Geography, Art, Science

Driver subjects:

Geography, Science, D&T

Spring 2 - Staying Alive

Art

<u>Drawing</u>
 Use different hardnesses (e.g. HB, 4B) of pencils, hatching and cross-hatching to show line, tone and texture.
 Use shading to show light and shadow

<u>Sculpture</u>
 Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
 Include texture that conveys feelings, expression or movement.
 Use clay and other mouldable materials.

Design

<u>To master practical skills</u>
Cut materials accurately and safely by selecting appropriate tools.
• Measure and mark out to the nearest millimetre.
• Apply appropriate cutting and shaping techniques that include cuts within the perimeter
of the material (such as slots or cut outs).
• Select appropriate joining techniques.

<u>To design, make, evaluate and improve</u>
• Design with purpose by identifying opportunities to design
• Make products by working efficiently (such as by carefully selecting materials).
• Refine work and techniques as work progresses, continually evaluating the product design.

Computing

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Geography

• Name and locate the countries of Europe and identify their main physical and human characteristics.
• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
• Describe geographical similarities and differences between countries.
• Use the eight points of a compass, four-figure grid references, symbols and key.
• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Religious Education

How can Christian and Muslim beliefs be shown through art?

- Collect, use and respond to ideas in RE
- Consider & link ideas and points of view and ask questions
- Thoughtfully consider different ideas and practices within and between religions

How and why do Hindus celebrate Holi?

- Connect ideas
- Express ideas thoughtfully
- Discuss questions, ideas and points of view

PE

Dance, handball

Personal, Social, Health & Citizenship

Recovery curriculum

Living and growing

Different families, same love

Year 3

English

Non-chronological report – **non-fiction**

Letter – **fiction**

Persuasive poster – **non-fiction**

Explanation text – **non-fiction**

Adventure story – **fiction**

Newspaper report – **non-fiction**

Poetry – limericks

Science

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.

Forces and Magnets
compare how things move on different surfaces

Maths

- Number: Fractions

- Measurement: Time

- Geometry: Properties of Shape

- Measurement: Mass and Capacity

History

The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots. Raising the Game: Early diversity in Roman Britain
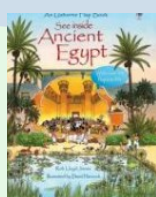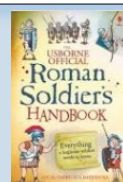
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Summer 1 - Londinium to London (Roman Britain)

Driver subjects:

Science

Geography

Driver subjects:

History

Geography

Design

Summer 2 - Marvellous Mummies (Ancient Egypt)

Art

Painting Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Select and arrange materials for a striking effect. Ensure work is precise. Use overlapping, tessellation, mosaic and montage.

Collage Select and arrange materials for a striking effect. Ensure work is precise. Use overlapping, tessellation, mosaic and montage.

Design

To design, make, evaluate and improve
• Design with purpose by identifying opportunities to design
• Make products by working efficiently (such as by carefully selecting materials).
• Refine work and techniques as work progresses, continually evaluating the product design.

Geography

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Religious Education

What do Sikh symbols and sayings tell us about Sikh beliefs?
- Connect ideas
- Express ideas thoughtfully
- Discuss questions, ideas and points of view

How do Jews celebrate their beliefs at home and in the synagogue?
- Notice and find out about religions and world views
- Collect, use and respond to ideas in RE
- Consider, link and discuss questions, ideas and points of view
- Evaluate questions and arguments personally & critically

PE

Athletics, tennis

Cricket

Music

Exploring pulse, rhythm, pitch, duration, phrasing etc, through weekly singing assemblies

Personal, Social, Health & Citizenship

Recovery curriculum

Safety