

Year 3 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 English	<p>Reading Lessons National Geographic Kids - Stone Age to Iron Age</p> <p>Writing Setting Descriptions Wild Girl Chris Wormell Stone Age Boy Satoshi Kitamura</p> <p>Instructions How to wash a woolly mammoth Michelle Robinson</p>	<p>Reading Lessons Stig of the Dump by Clive King</p> <p>Writing Dialogue within a story Story Opening Animated short - Ruckus</p> <p>Discussion Text The Vanishing Rainforest The Great Kapok Tree</p>	<p>Reading Lessons DK Findout - Ancient Rome</p> <p>Writing Non-Chronological Reports Romans</p> <p>Historical Stories Escape from Pompeii</p>	<p>Reading Lessons Charlotte's Web by EB White</p> <p>Writing Diary Entry Travel Diaries</p> <p>Stories/Folktales from Other Cultures Oracy</p>	<p>Reading Lessons The Witches by Roald Dahl</p> <p>Writing Mystery Stories The Mysteries of Harris Burdick Manor House T4W</p> <p>Character Description The Witches</p>	<p>Reading Lessons The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Writing Poetry List Poems and Kennings</p> <p>Persuasive Writing Current affairs</p>
Writing Skills	<ul style="list-style-type: none"> To compose and rehearse sentences orally. To use and recognise prepositional phrases for place. To use a and an accurately To recognise nouns, verbs, adjectives, adverbs within sentences. 	<ul style="list-style-type: none"> To punctuate direct speech accurately, including the use of inverted commas. To compose and rehearse sentences orally (including dialogue) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. 	<ul style="list-style-type: none"> To begin to use ideas from their own reading and modelled examples to plan their writing. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To punctuate direct speech accurately, including the use of inverted commas. 	<ul style="list-style-type: none"> Use adjectives and adverbs to add detailed description. To begin organising paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To begin to organise their writing into paragraphs around a theme. 	<ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use a range of conjunctions, adverbs and prepositions to show time, place and cause. To begin to create settings, characters and plot in narratives 	<ul style="list-style-type: none"> To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To make deliberate ambitious word choices to add detail.
Reading Skills	<ul style="list-style-type: none"> To identify texts as fiction or nonfiction. To identify features of a non-fiction text. To use a contents and index page. To identify the main ideas from a paragraph summarise it in their own words. To retrieve and record information from non-fiction text 	<ul style="list-style-type: none"> To retrieve answers from a fiction text. To make predictions based on details both stated and implied in fiction texts To begin justifying inferences based on evidence from the text. To use context to deduce meaning of unfamiliar words To order the events of a text chronologically. 	<ul style="list-style-type: none"> To retrieve information from a text. To explain the meaning of different words in context To participate in discussions about texts we are reading. Predict what might happen from details stated Identify main idea of a text Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> To make inferences of characters feelings, thoughts and motives based on their actions Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions 	<ul style="list-style-type: none"> Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas To use a dictionary to find the meaning of words. To begin justifying inferences based on evidence from the text. 	<ul style="list-style-type: none"> Ask questions to improve understanding of a text Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Topics	<p>Number - Place Value (3 digit numbers)</p> <p>Number - Addition & Subtraction (3 digit numbers)</p>	<p>Number - Addition & Subtraction (3 digit numbers)</p> <p>Number - Multiplication & Division</p>	<p>Number - Multiplication and Division</p> <p>Measurement - Length and Perimeter</p>	<p>Number - Fractions</p> <p>Measurement - Capacity and Mass</p>	<p>Number - Fractions</p> <p>Measurement - Time</p> <p>Measurement - Money</p>	<p>Geometry - Properties of Shape</p> <p>Statistics</p>
Maths Skills Year 3	<p>Number - Place Value</p> <ul style="list-style-type: none"> Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1000 Flexible partitioning to 1000 Hundreds, tens and ones Find 1, 10, 100 more or less Number line to 1,000 Estimate on a number line to 1000 Compare numbers to 1,000 Order numbers to 1000 Count in 50s <p>Number - Addition & Subtraction</p> <ul style="list-style-type: none"> Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 10 Subtract 10s across a 100 Make connections Add two numbers (no exchange) Subtract two numbers (no exchange) Add 2 numbers (across a 10) Add two numbers (across a 100) Subtract two numbers (across a 10) Subtract two numbers (across a 100) 	<p>Number - Addition & Subtraction</p> <ul style="list-style-type: none"> Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operation Make decisions <p>Number - Multiplication & Division</p> <ul style="list-style-type: none"> Multiplication-equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times table The 2, 4 and 8 times-tables 	<p>Number - Multiplication and Division</p> <ul style="list-style-type: none"> Use related facts and known multiplication and division facts to solve other multiplication and division problems Multiply 2 digit by 1 digit numbers Divide 2 digit by one digit numbers. Solve problems involving scaling. <p>Measurement - Length and Perimeter</p> <ul style="list-style-type: none"> Measure length using mm, cm and m Convert between mm & cm Convert between cm & m Compare lengths Add lengths subtract lengths measure the perimeter of 2D shapes Calculate the perimeter of 2D shapes. 	<p>Fractions</p> <ul style="list-style-type: none"> Understand the denominator of unit fractions Compare and order unit fractions Understand the numerators of non-unit fractions Understand the whole Compare and order non-unit fractions Fractions and scales Fractions on a number line Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models <p>Mass and Capacity</p> <ul style="list-style-type: none"> Use scales Measure mass in grams Measure mass in kilograms and grams Equivalent masses (kilograms and grams) Compare mass Add and subtract mass Measure capacity and volume in millilitres Measure capacity and volume in millilitres and litres Equivalent capacities and volume (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume 	<p>Fractions</p> <ul style="list-style-type: none"> Add fractions Subtract fractions Partition the whole Unit fractions of a set of objects Non-unit fractions of a set of objects Reasoning with fractions of an amount <p>Measurement - Money</p> <ul style="list-style-type: none"> Pounds and pence Convert pounds and pence Add money Subtract money Find change <p>Time</p> <ul style="list-style-type: none"> Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock Using a.m. and p.m. Years, months and days Days and hours Hours and minutes - use start and end times Hours and minutes - use durations Minutes and seconds Units of time Solve problems with time 	<p>Geometry - Properties of Shape</p> <ul style="list-style-type: none"> Turns and angles Right angles Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Draw polygons Recognise and describe 3-D shapes Make 3-D shapes <p>Statistics</p> <ul style="list-style-type: none"> Interpret pictograms Draw pictograms Interpret bar charts Draw bar charts Collect and represent data Two-way tables

	Science	Humanities	R.E.	Computing	PSHE	P.E.	Music	Art and Design/Design Technology	MFL
Term 1	<p>Rocks, Soil and Fossils</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Group rocks by properties and identify similarities and differences. Name the 3 types of rocks. Explain how the 3 different rock types are formed Describe properties of 3 different types of rocks Describe the process of fossilisation. Explain the difference between a fossil and a bone Explain using simple scientific language, how soil is formed. Identify contributions Mary Anning made to the field of palaeontology. Investigate similarities and differences between soil types. <p>Key Vocabulary: rough, smooth, dull, density, permeability permeable, impermeable, metamorphic, igneous, sedimentary, fossilisation, minerals, man-made, natural, decompose, grains, crystals</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Set up simple practical enquiries (comparative test) Make predictions about an investigation. Make careful observations Record findings in tables Record findings using simple scientific language Report findings through oral and written explanations Begin to draw simple conclusions based on results <p>Related Scientists Mary Anning, Inge Lehmann, William Smith, Lisa White</p>	<p>History Stone Age to Iron Age</p> <ul style="list-style-type: none"> Explain why the stone age, bronze age and Iron age are named as they are. Explain some of the different challenges for survival for early humans. Explain how weapons changed through this period and the impact of this. Explain how houses and settlements changed during this time period and compare houses through this time period. Explain how Skara Brae was discovered. Make inferences about life in the late stone-age based on discoveries at Skara Brae Draw reasonable conclusions from examining historical sources and artefacts. <p>Key Vocabulary: Chronology, ancestors, Prehistoric, Neolithic, Survival, Hunter, Gatherer, Celts, Hillfort, Roundhouse, Sacrifice, Settlement, AD/BC, BCE/CE</p>	<p>Hinduism - Diwali</p> <p>Does celebrating Diwali in the home and in the community bring a feeling of belonging to Hindu children?</p> <ul style="list-style-type: none"> Describe some ways Hindus celebrate Diwali Think about how Hindu children might feel at Diwali Discuss why Diwali might bring about a sense of belonging for Hindu children. 	<p>Computer Systems and Networks Connecting Computers</p> <ul style="list-style-type: none"> Explain how digital devices function Identify input and output devices Recognise how digital devices can change the way we work Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network <p>E-SAFETY Self Image and Identity</p> <ul style="list-style-type: none"> To explain what is meant by the term 'identity' To explain how people can represent themselves in different ways online To explain ways in which someone might change their identity depending on what they are doing online and why. 	<p>Antisocial Behaviour</p> <ul style="list-style-type: none"> To consider what a community is. To consider the contributions made by different groups to a community. To understand what diversity is and the importance of diversity within a community. To value diversity within a community. To learn how our behaviour can affect others To show respect to others To understand importance of self respect To discuss and debate topical issues respectfully. 	<p>Invasion Games Netball</p> <ul style="list-style-type: none"> Move to support teammates, getting into good positions to pass, receive and shoot the ball. Pass and receive the ball using different techniques Shoot and score with increasing accuracy Use a range of tactics, including finding and using space, to keep possession of the ball, to shoot and score and to make it difficult for opponents. Develop understanding of importance of speed when playing invasion games Pass and receive the ball with control Select passes that keep possession Develop understanding of footwork rules and pivoting <p>Gymnastics Symmetry and Asymmetry Gymnastics Skills</p> <ul style="list-style-type: none"> Demonstrate symmetrical and asymmetrical balances on different body parts. Develop quality of balances and shapes. Hold interesting and creative balances with confidence. Perform a simple matching sequence side by side with a partner showing symmetrical and asymmetrical shapes Adapt routines to using appropriate apparatus. Travel, jump roll and spin showing symmetrical and asymmetrical shapes when working with a partner. Smoothly link travelling, jumps, turns and balances. Link a combination of actions in a sequence Climb onto and jump off equipment safely 	<p>Berkshire Maestros Instrument: Clarinet</p> <ul style="list-style-type: none"> Keep a steady beat on an instrument individually/in a group Use tuned percussion with increasing confidence 	<p>ART Drawing</p> <p>Exploring the concept of Surrealism. Studying the work of Pierre-Yves Riveau and drawing our own surrealist pictures.</p> <ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to draw different forms and shapes. Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made Draw with increasing confidence, adding finer detail and at times, indicating 3D objects. Draw familiar objects with correct proportions. To understand who Pierre-Yves Riveau is and the contributions he made to the surrealism genre 	<p>Spanish Language Angels: Phonics lesson 1 I am Learning Spanish: Aprendo Espangnol (E)</p> <p>Unit Objective: To find Spain on a map, say how you feel, count from 1-10 and learn 10 colours.</p> <p>Skills we will develop: Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.</p> <p>Phonics & Pronunciation we will see: Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> CH sound in ocho J sound in rojo, naranja, Jasmina, José & Juan Pablo Ñ sound in España RR sound in marrón LL sound in ¿cómo te llamas? & me llamo Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion.
Term 2	<p>Forces and Magnets</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Identify the type of force required for an action (pull/push). Compare how things move on different surfaces Explain that magnets produce an invisible pulling force that can act at a distance Identify magnetic materials. 	<p>Geography Rainforests</p> <ul style="list-style-type: none"> To use an atlas to find countries where rainforests are located. Locate the equator and the tropics of Cancer and Capricorn. Describe a tropical and temperate climate. Name the four layers of the rainforest and describe their differences. 	<p>Christianity - Christmas</p> <p>Has Christmas lost its true meaning?</p> <ul style="list-style-type: none"> Explain what Christmas means to me and if this involves giving gifts. Explain the meaning of Christmas to Christians. To recognise that Christmas means different things to different people 	<p>Creating Media Animation</p> <p>To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation</p>	<p>Conflict Negotiation</p> <ul style="list-style-type: none"> To understand the importance of positive friendships and how to build positive friendships To understand the difference between online and face to face friendships To recognise the impacts of healthy and unhealthy friendships Develop strategies for recognising and managing 	<p>Invasion Games Tag Rugby</p> <ul style="list-style-type: none"> Develop control and accuracy when throwing and catching a rugby ball. Learn to beat a defender when moving with a ball in two hands. Learn to tag and begin tagging players in game situations. Begin to understand the correct technique to pass a 	<p>Developing Notation Skills</p> <ul style="list-style-type: none"> Pentatonic melodies and composition - Chinese New Year Use tuned percussion with increased confidence Keep a steady beat on an instrument individually/in a group Sing songs in a variety of styles with confidence 	<p>Design Technology: Rainforest Hand Puppets</p> <ul style="list-style-type: none"> Design: Show design meets a range of requirements Have at least one idea about how to create product Create a plan which shows order, equipment and tools 	<p>French</p> <p>Phonics Lesson 1 and 2</p> <p>I am learning French: J'APPRENDS LE FRANÇAIS (E)</p> <p>Unit Objective: To find France on a map, say how you feel, count from 1-10 and learn 10 colours.</p> <p>Skills we will develop:</p>

	<ul style="list-style-type: none"> Compare and group a variety of materials based on whether they are magnetic. Observe how magnets attract and repel each other and some materials Describe a magnet as having 2 poles Predict if a magnet will attract or repel based on their poles. <p>Key Vocabulary: Forces, push, pull, friction, gravity, rough, smooth, resistance, surface, magnetic field, attract, repel, north pole, south pole</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Set up simple practical enquiries (comparative test). Ask relevant questions and begin to answer these using scientific enquiry. Make predictions about an investigation. Use results to draw simple conclusions Use results to make new predictions Suggest ways of improving a practical enquiry <p>Related Scientists Isaac Newton</p>	<ul style="list-style-type: none"> Give details of plants and animals in each layer of the rainforest. Describe what deforestation is Explain why deforestation happens Describe land uses in the rainforest. <p>Key Vocabulary Northern & Southern Hemisphere, Equator, Tropic of Cancer & Capricorn, Arctic Circle & Antarctic Circle, Climate, Climate zones, Temperate & Tropical Climate, Forest Floor, Understory, Canopy, Emergent Layer, Deforestation, Vegetation Belt, Longitude & Latitude, Endangered, Extinct, Ecosystem</p>	<p>and is therefore celebrated in different ways.</p> <ul style="list-style-type: none"> To make links between Christian beliefs about Christmas and why Christmas is celebrated. Explain what gift I would like to give to the world and why. 	<p>To evaluate the impact of adding other media to an animation</p> <p>E-safety</p> <p>Online Relationships</p> <ul style="list-style-type: none"> Describe ways people who have similar likes and interests can get together online Explain what it means to know someone online and how this may be different to knowing someone offline Explain what is meant by trusting someone online and why this is different from liking someone online and why it is important to be careful about what information is shared Explain why someone might change their mind about trusting anyone with something if they feel uncomfortable, nervous or worried. Explain how someone's feelings can be hurt by what is said of written online Explain the importance of giving / gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline. 	<p>peer influence and a desire for peer approval in friendships</p> <ul style="list-style-type: none"> Understand the impact of bullying on and offline. Develop strategies to respond to harmful behaviours on/off line. To understand what discrimination is and how to challenge it. 	<p>ball.(progress to doing so whilst moving)</p> <ul style="list-style-type: none"> Move in different directions away from an opponent Control the ball whilst running Move forwards to attack as part of a team - running in a line Develop attacking and defending skills within the game, successfully scoring tries, tagging opponents and passing backwards to a teammate. Begin to understand and follow the rules during game play <p>Dance</p> <p>Dance Skills</p> <ul style="list-style-type: none"> Begin to improvise with a partner to create a simple motifs using canon, mirroring and unison Create motifs from different stimuli Rehearse motifs and movement phrases for performances. Begin to use counting to keep in time with partner and music Perform with an awareness of expression and rhythm Perform learnt skills and techniques with confidence and control Develop the quality of the actions in performances. Describe how your own performance improves with rehearsal. Evaluate the effectiveness of a performance. Use simple dance vocabulary to describe performances 	<ul style="list-style-type: none"> Show increasing awareness of pitch and awareness of the shape of the melody. 	<ul style="list-style-type: none"> Describe design using an accurately labelled sketch and words Make a prototype Make: Select appropriate materials, fit for purpose. Begin to measure, mark out, cut and shape materials/component s with some accuracy Evaluate: Evaluate product against initial criteria Say what I would change to make the design better Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose 	<p>Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images.</p> <p>Phonics & Pronunciation we will see: Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> OI sound in trois & noir ON sound in marron OU sound in rouge Silent letters. The 's' in Paris, apples, gris and trois, the 't' in comment, violet, vert, and the 'x' in deux. This is often the case when these letters are found at the end of words. HOWEVER, there are some rare exceptions where this rule does not apply e.g., the pronunciation of 't' at the end of sept and huit. Elision.
Term 3	<p>Animals Including Humans</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Explain the different ways plants & animals obtain food Explain what the right types and amounts of nutrients are for human beings Explain some of the consequences of eating the wrong type of diet for humans. Use scientific names for the main bones in the human body Explain the function of the skeleton Explain how the skeleton helps us to move. Identify different types of skeletons and their pros and cons <p>Key Vocabulary Skeleton, skeletal system, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrate, invertebrate, herbivore, carnivore, omnivore,</p>	<p>History</p> <p>Romans</p> <ul style="list-style-type: none"> Place periods of history chronologically on a timeline. Explain why Romans wanted to invade Britain Describe the Roman conquest of Britain Explain why the Roman Empire was so powerful by AD42 Describe what life was like for a Roman soldier in a Roman Army. Compare life in the roman army to life in the modern day army Describe the legacy left by the Romans. Explain some aspects of Britain that changed under Roman rule (Baths, Roads). Use a range of sources including artefacts to find out what life was like for romans. 	<p>Hinduism - Hindu Beliefs</p> <p>How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> consider the different roles played by myself or one person Describe what a Hindu might believe about one Hindu god start to understand that Hindus believe brahman is in everything Make links between Hindu beliefs regarding Brahman and gods and how they choose to live their lives. Consider my own thoughts on Hindu beliefs about Brahman and gods 	<p>Data and Information - Branching Databases</p> <ul style="list-style-type: none"> To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To identify objects using a branching database To explain why it is helpful for a database to be well structured To compare the information shown in a pictogram with a branching database <p>E-Safety</p> <p>Online Reputation</p> <ul style="list-style-type: none"> Explain how to search for information about others online. Give examples of what anyone may/may not be willing to share about themselves online. Explain the need to be careful 	<p>Balanced Lifestyles</p> <ul style="list-style-type: none"> Making informed decisions about a balanced lifestyle. Eating a balanced diet. How to stay healthy and minimise risk of spreading disease. Basic emergency procedures. Sun safety Online safety. 	<p>Net and Wall Tennis</p> <ul style="list-style-type: none"> Demonstrate effective footwork during footwork drills including moving in different directions and changing directions. Demonstrate ready position Roll ball to target with consistent accuracy and control Throw a ball underarm with consistent control and accuracy at a target Use throwing and catching skills in games involving precision and accuracy with some success. Control ball with basic racket skills including bouncing ball up and down Know how to hit a ball using some elements of forehand technique Demonstrate correct grip. Hit a ball to land close to or in a target area consistently. Know how to hit a ball using elements of backhand technique Begin to work as a team to 	<p>Berkshire Maestros Instrument: Clarinet</p> <ul style="list-style-type: none"> Copy a short melodic phrase by ear on a pitched instrument Compose music that tells a story, paints a picture or creates a mood Compose music that uses repetition/echo 	<p>Art</p> <p>Printmaking</p> <p>Studying and exploring the works of artist William Morris</p> <ul style="list-style-type: none"> Create printing blocks using relief or impressed techniques. Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Print using 2 or 3 colours. Draw and develop designs for printmaking in sketchbooks. Make and repeat a print applying the right amount of ink, aiming to create several identical prints. 	<p>Spanish</p> <p>Language Angels: Presenting myself: Mi Presento (I)</p> <p>Unit Objective: To say your name, age, how you are feeling and where you live in Spanish.</p> <p>Skills we will develop: To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.</p> <p>Phonics & Pronunciation we will see: Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> CA sound in catorce CE sound in once, doce,

	<p>diet, malnutrition, sugar, carbohydrate, fats, dairy, protein, vitamin, mineral. (scientific names for parts of skeleton)</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in different ways (branching databases, venn diagrams, carroll diagrams) • Record findings through labelled diagrams and drawings • Use straightforward scientific evidence to answer questions <p>Related Scientists Henri Becquerel, Marie Curie</p>	<ul style="list-style-type: none"> • Draw reasonable conclusions from examining historical sources and artefacts. <p>Key Vocabulary: Artefact, Civilisation, Conquer, Chronology, Legion, Invade, Empire, Settle, Toga, Villa, Mosaic, Gladiator, Emperor, AD/BC, BCE/CE, Legacy</p>	<p>before sharing anything personal</p> <ul style="list-style-type: none"> • Explain who someone can ask if they are unsure about putting something online. <p>Online Bullying</p> <ul style="list-style-type: none"> • Describe appropriate ways to behave towards other people online and why this is important • Give examples of how bullying behaviour could appear online and how someone can get support. 		<p>keep a rally going.</p> <p>Gymnastics Stretching Curling and Arching Gymnastics Skills</p> <ul style="list-style-type: none"> • Smoothly link travelling, jumps, turns and balances. • Link a combination of actions in a sequence with changes of direction, speed and levels • Hold balances on small and large body parts including standing and kneeling balances. • Demonstrate front and back supports when balancing.2 • Link rolls and balances to demonstrate changes in direction • Twist and turn to lead into or out of a balance to lead to a change of direction. • Perform a range of balan 		<ul style="list-style-type: none"> • To take inspiration from William Morris to draw and develop designs for printmaking in Sketchbooks. 	<p>trece etc</p> <ul style="list-style-type: none"> • CI sound in cinco, cincuenta & cien. • CO sound in cómo • CU sound in cuatro & cuántos • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde • Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española. 	
Term 4	<p>Light</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Understand dark is the absence of light and light is needed to see • Recognise light is reflected from surfaces • Understand why surfaces differ in how effective they are at reflecting light • Understand that light travels in straight lines. • Understand light from the sun can be dangerous and know ways to protect our eyes • Understand that shadows are formed when light source is blocked by an opaque object • Explore patterns in the way a shadow changes size <p>Key Vocabulary Light, absence, darkness, light source, artificial, natural, surface, reflect, refract, rays, shadow, opaque, transparent, translucent, UV</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Set up reliable and accurate investigations and fair tests • Ask relevant questions and answer via scientific enquiry • Use scientific language to explain findings • Make and explain predictions • Make careful observations. • Take accurate measurements using standard units. • Use a range of equipment for taking measurements • Report findings from scientific enquiries through oral and written methods. 	<p>Geography India</p> <ul style="list-style-type: none"> • Locate India using a map, atlas and globe • Locate bordering seas, oceans and countries • Consider the difference between human and physical geography • Using maps, globes, atlas and digital mapping locate human and physical features • Explore differences between urban and rural areas and consider how lifestyles are different in a rural and urban place • Compare land use in urban and rural areas • Compare settlement types in urban and rural areas and in different places <p>Key Vocabulary: Urban, Rural, Poverty, human geography, physical geography, Asia, India</p>	<p>Christianity - Forgiveness - Easter</p> <p>What is good about Good Friday?</p> <ul style="list-style-type: none"> • explain the meaning of rescuing • Explain why Christians believe Jesus' death was important • Explain what these symbols represent (cross, bread, wine) • Reflect upon one's own thoughts on Christians beliefs about Jesus' death. • Consider why Christians believe Jesus' death was good. 	<p>Programming - Sequences in Music</p> <ul style="list-style-type: none"> • To explore a new programming environment • I can identify that each sprite is controlled by the commands I choose • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description <p>E-Safety Managing Information Online</p> <ul style="list-style-type: none"> • Demonstrate how to use key phrases in search engines to gather accurate information • Explain what autocomplete is and how to choose the best suggestion • Explain how the internet can be used to buy and sell • Explain the difference between belief/opinion and fact and give examples of how and where they might be shared online. • Explain that not all opinions shared may be accepted as true by others • Describe and demonstrate how we get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened 	<p>Different types of partnerships</p> <ul style="list-style-type: none"> • recognise different types of relationships (friendships, family, romantic, online) • Recognise that some people may be attracted to one another (same sex or different sex to them) • Difference between gender identity and sexual orientation • Understand marriage and civil partnerships are legal declaration of commitment made by two people • Knowing that forcing someone to marry against their will is illegal. • Knowing that a feature of positive family life is a caring relationship • Consider the different ways people care for one another. • Recognises shared characteristics of healthy family life • To be in a loving committed relationship people do not have to live together. • To recognise and respect that there are different types of family structure 	<p>Net and Wall Volleyball</p> <ul style="list-style-type: none"> • Throw and send the ball using a variety of techniques • Send the ball into space at different speeds and heights to make it difficult for the opponent. • Take up space / positions that make it difficult for the opponents. • Intercept and stop the ball consistently • Develop simple tactics for attacking - gain an understanding that hitting a ball into space helps them to score points. • Adopt a good 'ready position' to move, catch and send the ball. • Understand and follow the rules of the game showing a good awareness of others. <p>Dance Dance Skills</p> <ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple motifs using canon, mirroring and unison • Create motifs from different stimuli • Rehearse motifs and movement phrases for performances. • Begin to use counting to keep in time with partner and music • Perform with an awareness of expression and rhythm • Perform learnt skills and techniques with confidence and control • Develop the quality of the actions in performances. • Describe how your own performance improves with rehearsal. 	<p>Enjoying Improvisation</p> <ul style="list-style-type: none"> • Traditional instruments and improvisation - India theme and Jazz • Copy a short melodic phrase by ear on a pitched instrument. • Compose music that tells a story, paints a picture or creates a mood. • Compose music that uses repetition/echo. • Sing with an awareness of the phrases in the song. • Play using symbols including graphic and/or simple traditional notation. • Compose music that has a recognisable structure; beginning, middle and end or verse/chorus. 	<p>Design Technology Food Technology: Samosas</p> <ul style="list-style-type: none"> • Explain how to be safe/hygienic • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Create repeating patterns.</p> <ul style="list-style-type: none"> • Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<p>French Musical Instruments: LES INSTRUMENTS (E)</p> <p>Unit Objective: To say what instrument you play in French</p> <p>Skills we will develop: To work on improving memory skills. Learning to recognise and learn cognates such as triangle, piano, clarinette first. Starting to build a short phrase in French using the personal pronoun (je), conjugated 1st person verb (joue), and partitive article (du, de la or des). Choosing and ordering these words accurately.</p> <p>Phonics & pronunciation we will see: Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • OU sound in joue • ON sound in violon • Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon and instruments.

	<ul style="list-style-type: none"> Use results to raise further questions & make conclusions. <p>Related Scientists Isaac Newton</p>					<ul style="list-style-type: none"> Evaluate the effectiveness of a performance. Use simple dance vocabulary to describe performances 			
Term 5	<p>Plants</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Identify and describe the functions the parts of a flowering plant (root, stem, trunk, leaves, flower) Describe what a plant needs to live and grow and how this varies between plants Investigate the ways water is transported around a plant Explore the part flowers play in the life cycle of flowering plants (pollination, seed formation, seed dispersal) Understand that all parts of a plant have a function <p>Key Vocabulary petal, leaf, flower, root, soil, sunlight, water, photosynthesis, stem, pollen, pollination, ovary, sepal, stamen, anther, carpel, style, filament, stigma, ovules</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Report findings through oral and written explanations as well as displays or presentations of results and conclusions. Record findings in tables and using bar charts Suggest ways of improving a practical enquiry Use results to raise further questions Record findings through labelled diagrams and drawings Make systematic and careful observations Take accurate measurements and use standard units. Use a range of equipment (thermometers, data loggers) <p>Related Scientists George Washington Carver</p>	<p>Geography Our Local Area</p> <ul style="list-style-type: none"> To draw comparisons between atlases and OS Maps Recognise common OS Map symbols (Explain why a key is important on an OS Map) Describe a location on an OS Map with a 4 figure grid reference To navigate a map using the eight points of a compass. Create a sketch map of the local area using symbols and a key Use a graph to record an element of human geography in the local area Describe different land uses in the local area including types of rural and urban land use. <p>Key vocabulary Index, Ordnance Survey (OS) Map, Symbol, Key, 4 figure grid reference, Physical features, Physical Geography, Topography, Human Geography, Urban, Rural, Land Use, 8 compass points, Coordinates</p>	<p>Christianity - Jesus' Miracles</p> <p>Could Jesus heal people? Were these miracles or is there another explanation?</p> <ul style="list-style-type: none"> Describe some things that people think of as miracles Describe a miracle I would like to see happen today Explain a Christian viewpoint about one of Jesus' healing miracles. Describe my own views on if I believe Jesus healed people. Consider why people believe something to be a miracle despite other explanations. 	<p>Creating Media - Desktop Publishing</p> <ul style="list-style-type: none"> To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing <p>E-safety Health, Wellbeing & Lifestyle</p> <ul style="list-style-type: none"> Explain why spending too much time using technology can sometimes have a negative impact. Explain why some online activities have age restrictions and why it is important to follow them and to know who to talk to if others pressure me into watching or doing something online that makes me feel uncomfortable 	<p>Physical Contact</p> <ul style="list-style-type: none"> Keeping secrets and what kind of physical contact is acceptable. To understand personal boundaries To understand our right to privacy. 	<p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> Orienteers themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as part of a team Identify symbols used on akey Choose equipment that is appropriate for an activity Communicate with others Begin to complete activities in a set period of time Begin to offer evaluation of personal performance and activities. Describe how personal performance has improved over time. <p>Athletics</p> <p>RUNNING</p> <ul style="list-style-type: none"> Choose the appropriate running speed to meet the demands of the task Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demands of the task. Confidently demonstrate improved sprinting technique Perform relays focusing on baton changeover technique Carry out an effective sprint finish 	<p>Berkshire Maestros Instrument: Clarinet</p> <ul style="list-style-type: none"> Perform with an awareness of others Combine musical sounds with narrative and movement 	<p>Art Collage Creating landscape collages and exploring the works of artist Robin Brooks</p> <ul style="list-style-type: none"> Consider the positioning of the layers in a collage. Talk about the process involved in their collage work and begin to justify their choices. Create collages using overlapping and layering and a mix of media. Make careful choices about the materials (colours, texture, size) to create planned collages. Make careful selections of materials for collage. -Cut, place and adjust individual pieces before sticking. Tear, cut, layer and overlap a range of materials. Use scissors confidently to cut a desired shape and begin to use a template for accuracy. To understand who Robin Brooks is and how her art has contributed to the genre of collage 	<p>Spanish Language Angels: Family: Mi Familia (I)</p> <p>Unit Objective: To talk about your own / an imaginary family in Spanish</p> <p>Skills we will develop: We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.</p> <p>Phonics & Pronunciation we will see: Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> CA sound in única CI sound in cien CO sound in único CU sound in cuarenta, cincuenta Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in the word. For words that end in a vowel or 'n' and 's' it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent 'h' in Spanish unless a foreign origin word). Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.
Term 6	<p>Stem Project Flotation</p>	<p>History Ancient Civilisations</p>	<p>Hinduism - Pilgrimage to the River Ganges</p>	<p>Programming B - Events and Actions</p>	<p>Growing Up</p>	<p>Striking and Fielding Cricket</p>	<p>Composing using your imagination</p>	<p>Design Technology: Photo Frames</p>	<p>French I can: Je Peux (E)</p>

<p>Key Learning:</p> <ul style="list-style-type: none"> • Classify materials by properties - buoyancy, density and permeability • Investigate whether shape affects buoyancy • Investigate whether saltwater or freshwater affects buoyancy • Use scientific understanding to create a floating vessel. • Use results from investigations to design a floating vessel <p>Working Scientifically</p> <ul style="list-style-type: none"> • Use results to raise further questions • Record findings through labelled diagrams and drawings • Make systematic and careful observations • Take accurate measurements and use standard units. • Record findings in tables and using bar charts • Report findings through oral and written explanations as well as displays or presentations of results and conclusions. • Make and explain predictions • Use results to make new predictions • Use results to draw simple conclusions <p>Key Vocabulary: float, sink, density, permeable, impermeable, weight, force, gravity, resistance</p>	<ul style="list-style-type: none"> • Understand when and where our four ancient civilisations grew • To answer and raise some questions based on evidence sources about one of the following civilisations: Sumer, Egypt, Shang Dynasty, Indus Valley. • To select artefacts in order to build up a picture of the past. • To understand the limitations of artefacts as evidence. • To discuss historical evidence and the questions they might raise or answer • To begin to make deductions from the evidence found. <p>Key Vocabulary: Artefact, Source, Primary, Secondary, Evidence, BC, AD, Dynasty, Ancient, Tomb, Archaeology, Chronology, Decade, Century, Democracy, Monarch, Civilisation</p>	<p>Would visiting The River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> • Explain why water is important • Describe the way water is used in groups and how this gives a sense of community • Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important / significant to Hindus taking part. • Empathic with the special feeling a Hindu might experience when taking part in a ritual at the River Ganges. • Consider reasons non-Hindus would want to visit the River Ganges 	<ul style="list-style-type: none"> • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program • To design and create a maze-based challenge <p>E-safety</p> <p>Privacy and Security</p> <ul style="list-style-type: none"> • Describe simple strategies for creating and keeping passwords private. • Give reasons why someone should only share information with people they choose to/can trust. • Explain that if they feel pressured to share such information they should tell a trusted adult. • Describe how connected devices can collect and share anyone's information with others. <p>Copyright and Ownership</p> <ul style="list-style-type: none"> • Explain why copying someone else's work from the internet without permission isn't fair. <ul style="list-style-type: none"> • Explain what problems copying someone's work may cause. 	<ul style="list-style-type: none"> • Life cycles • My changing body • Boys and girls and body part names 	<ul style="list-style-type: none"> • Strike a bowled ball in an intended direction • Stop a ball using a range of techniques • Throw or roll a ball at an intended target accurately • Play cooperatively with teammates making decisions about when to run for points and when not to. • Choose a range of simple tactics and strategies when striking and fielding <p>Athletics</p> <p>JUMPING</p> <ul style="list-style-type: none"> • Continue to develop technique for standing long jump • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped. <p>THROWING</p> <ul style="list-style-type: none"> • Begin learning technique to perform a pull throw (Javelin) • Begin learning technique to perform a push throw (Discuss) • Begin learning technique to perform a push throw (Shot Put) • Develop techniques for increasing distance 	<ul style="list-style-type: none"> • Ballads • Perform with an awareness of others • Combine musical sounds with narrative and movement • Learn a tuned instrument and begin to read musical notation • Listen to their own compositions and use musical language to describe what happens in them • Perform a composed piece to an audience, as a member of a group or class. 	<p>Design:</p> <ul style="list-style-type: none"> -Begin to research others' needs -Follow a given design criteria -Make design decisions -Explain how product will work -Begin to use computers to show design <p>Make:</p> <ul style="list-style-type: none"> -Select suitable tools/equipment, explain choices; begin to use them accurately -Work through plan in order -Begin to assemble, join and combine materials and components with some accuracy -Begin to apply a range of finishing techniques with some accuracy <p>Evaluate:</p> <ul style="list-style-type: none"> -Use design criteria to evaluate finished product -Begin to understand by whom, when and where products were designed -Learn about some inventors/designers/ engineers/chefs/ manufacturers of groundbreaking products 	<p>Unit Objective: To say 'I can...' plus a range of activities in French</p> <p>Skills we will develop:</p> <p>Learning to remember new vocabulary by using an image, sound or mime.</p> <p>Remembering more and knowing more by using a greater variety of high frequency verbs with je peux.</p> <p>Being able to create longer sentences. Understanding better je means 'I' in French.</p> <p>Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.</p> <p>Phonics & pronunciation we will see:</p> <p>Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • CH sound in chanter • OU sound in écouter • OI sound in boire • Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger
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