Year 3 Curriculum Overview 2025 - 2026

Miss J Simmons

SUBJECT	Autumn		Spring		Summer	
TOPIC	**Rumbles, Rocks and Romans**		**Incredible India**		**East Anglia and the Stone Age**	
English	**Instructions – Catapult / Volcano** x 2 weeks *Outcome – introductions, 2 instructions – How to make a Catapult / Volcano PopArt* *Grammar: S1 Expressing time, place and cause using conjunctions* **Narrative: Escape from Pompeii by Christina Balit** x4 weeks *Outcome – Description of characters and settings, dialogue*	**Playscript – Write, rehearse and perform Class assembly** x 2 weeks *Outcome – colons, stage directions using brackets, Narrator, write their own part for the class assembly* **Recounts - Roman newspaper The Roman Record (Newspaper History) by Paul Dowswell** x3 weeks *Outcome – lead sentences, captioned pictures, recount of events, quotes*	**Narrative: Rickshaw Girl by Mitali Perkins** x3 weeks *Outcome - Description of settings, Characters, Persuasive letter* *Grammar: T1 Introductions to paragraphs as a way to group related material.* **Letter Writing – Dr K Fisher by Claire Llewellyn** x3 weeks *Outcome - Research Indian animals, write*	**Traditional Tale: Cloud Tea Monkeys by Mal Peet** x3 weeks *Outcomes – Descriptive passages, writing in role, instructions, letter, discussion, non-chronological report* *Grammar: S1 Expressing time, place and cause using conjunctions* *T1 Introductions to paragraphs as a way to group related material.*	**Narrative - Mr Penguin and the Lost Treasure by Alex T Smith** X4 weeks Outcome, persuasive letter, character description, advert, newspaper. *Grammar: P1 Introduction to inverted commas to direct speech* **Explanations – Until I met Dudley by Roger McGough - Plants** x3 weeks *Outcome – letter, short explanatory paragraph,*	**Picture Book – The First Drawing by Mordicai Gerstein** x2 weeks *Outcome – Children explore the **Stone Age**. They write diary entries, explore the conventions of speech, create character descriptions and write their own historical narratives.* **Narrative – Stig of the Dump by Philip Ridley** x4 weeks

	Grammar: T3 Use of the present perfect of verbs instead if the simple past *P1 Introduction to inverted commas to direct speech*	*Grammar: T2 Headings and subheadings to aid presentation* T3 Use of the present perfect of verbs instead if the simple past *S1 Expressing time and place* **Poetry – Ancient Rome (Modern Rhymes about Ancient Times) by Susan Altman** x2 weeks *Outcome – variety of poetry forms*	*letters and research response letters* *Grammar: T1 Introductions to paragraphs as a way to group related material.* *T2 Headings and subheadings to aid presentation*	**Fable: Cinnamon by Neil Gaiman** x3 weeks *Outcomes – Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms* *Grammar: P1 Introduction to inverted commas to direct speech*	*two explanation texts – formal and informal* *Grammar: Prepositions*	*Outcome - Character description, Diary, Adding an extra chapter, Book review* *Grammar: P1 Introduction to inverted commas to direct speech* **Poetry – Michael Rosen : I was born in the Stone Age** x2 weeks *Outcome – Write a variety of performance and narrative poetry*
Guided Reading **VIPERS** Vocabulary Infer Predict Explain Retrieval Summarise Sequence	**Pebble In My Pocket by Meredith Hooper and Chris Coady x11 sessions (Non fiction)** **Each session covers all viper areas* 1. Vocab (2a) pg 1-3 2. Infer (2d) pg 4-5 3. Predict (2e) pg 6-7 4. Explain (2d) pg 7-8 5. Retrieval (2b) pg 9-10 6. Summarise (2c) pg 11-12 7. Vocabulary (2a) pg 13-16 8. Infer (2d) pg 17-20 9. Predict (2e) pg 21-24 10. Explain (2d) pg 25-28 11. Retrieval (2b) pg 29-32	**The Street Beneath My Feet by Charlotte Guillian x15 sessions (Non-fiction)** 1. Surveying the Ground (2b) 2. Admiring the Layout (2b) 3. Going Underground (2a) 4. Finding the Functions (2a, 2b) 5. Deeper (2b) 6. .. and Deeper (2b, 2d) 7. It's Sedimentary my Dear Watson! (2d) 8. This Book Rocks! (2a, 2b) 9. This is Hardcore (2d, 2e)	**Tiger Boy by Mitali Perkins x15 sessions (Narrative)** 1. Chap 1 Vocab (2a) 2. Chap 2 Infer (2d) 3. Chap 3 Predict (2e) 4. Chap 4 Explain (2d) 5. Chap 5 Retrieval (2b) 6. Chap 6 Summarise (2c) 7. Chap 7 Vocabulary (2a) 8. Chap 8 Infer (2d) 9. Chap 9 Predict (2e) 10. Chap 10 Explain (2d) 11. Chap11 Retrieval (2b)	**A Necklace of raindrops by Joan Aiken x15 sessions (Short stories with morals)** 1. Exploring Genre (2e, 2g, 2h) 2. Proving / disproving Predictions (2b, 2e) 3. Thinking About Themes (2c, 2f) 4. What's in a name? (2a, 2d, 2e, 2g) 5. Sorting Summaries (2b, 2c) 6. Playing with words (2a, 2g) 7. Sorting out Structures and Looking for Literacy Language (2g)	**I am the seed that grew the Tree by Fionna Waters x12 sessions (Poetry)** 1. Thinking about Poetry 2. Meet the Publisher 3. January 4. Frozen (2c, 2f, 2h) 5. The Wind (2b, 2d) 6. The Wind continued (2g) 7. Spring (2a, 2b) 8. First Primrose (2c, 2d) 9. Voices of Water 10. Voices of Water continued (2d, 2g)	**Stone Age Boy by Satoshi Kitamura x 6 sessions (Narrative – Historical setting)** **Each session covers all viper areas* 1. Prediction (2a, 2e) 2. Explaining vocabulary (2a, 2e, 2f) pg 8 - 11 3. Retrieving Information (2a, 2b, 2d, 2h) pg 12 - 14 4. Infer (2d pg 15 - 17 5. Retrieving Information (2b, 2d, 2e, 2f, 2g) pg 18 - 21 6. Summarise (2c) pg 22-27 7. Infer (2d) pg 28 – 34

	10. Ordering the Earths Layers (2a) 11. Minerals (2b) 12. Fossils (2b) 13. Animals and their Homes (2d) 14. What have we learned? (2c) 15. Rock Collectors	12. Chap12 Summary (2c) 13. Chap13 Vocab (2a) 14. Chap14 Infer (2d) 15. Chap15 Predict (2e)	8. Retrieve to Infer (2b, 2d, 2h) 9. Looking for Patterns (2f, 2g) 10. Who, what, why? (2a, 2d, 2h) 11. Read and Respond (2b, 2d) 12. Building stamina (2d) 13. Talk to the hand (2b) 14. Handle the Talk (2b) 15. Likes, Dislikes, Puzzles and Connections (2c, 2h)	11. Frog Hop (2d) 12. Summer Holidays	**Arthur and the Golden Rope by Joe Todd Stanton x 6 sessions (Narrative - Adventure)** 1. Prediction (2a, 2e) 2. Explaining vocabulary 3. Retrieving Information 4. Retrieving Information 5. Retrieving Information 6. Role on the Wall

Guided Reading Content Coverage	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas form more than one paragraph	Make inferences from the text/explain and justify inferences with evidence form the text	Predict what might happen from details stated and implied	Identify /explain information / narrative content is related and contributes to meaning as a whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text

Year 3 Spelling						
	1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.'	7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings.	13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.' 15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the	19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words. 21. Adding the suffix '–ly' when the root word ends in 'le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '–ic.'	25. Words ending in '-er' when the root word ends in (t)ch. 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 27. Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin.	31. The suffix '–sion' 32. Revision – spelling rules we have learned in Stage 3. 33. Revision – spelling rules we have learned in Stage 3. 34. Revision – spelling rules we have learned in Stage 3. 35. Revision – spelling rules we have learned in Stage 3. 36. Revision – spelling rules we have learned in Stage 3

	4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. 6. Challenge words	10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 12. Challenge words	same pronunciation but different meanings and/or spellings. 18. Challenge Words	23. Adding the suffix –ly. Words which do not follow the rules. 24. Challenge Words	28. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 29. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 30. Challenge Words	
Handwriting (Continuous Cursive)	The Ladder Family 1. The letter l 2. The letter i 3. The letter u 4. The letter t 5. The letter y 6. The letter j	The One-Armed Robot Family 1. The letter n 2. The letter m 3. The letter h 4. Handwriting Practice 5. Handwriting Practice 6. Handwriting Practice	The One-Armed Robot Family 1. The letter k 2. The letter b 3. The letter p 4. The letter r 5. Handwriting Practice 6. Handwriting Practice	The Curly Caterpillar Family 1. The letter c 2. The letter a 3. The letter d 4. The letter e 5. The letter s 6. The letter g	The Curly Caterpillar Family 1. The letter f 2. The letter q 3. The letter o 4. The letter z 5. The letter v 6. The letter w	The Curly Caterpillar Family 1. The letter x 2. Assess and Review 3. Assess and Review 4. Handwriting Practice 5. Handwriting Practice 6. Handwriting Practice
Maths (White Rose Maths)	**Unit 1: Place value within 1000** 14 lessons 1. Represent numbers to 100 2. Partition numbers to 100 3. Number line to 100 4. Hundreds		**Unit 4: Multiplication and division 11 lessons** 1. Multiples of 10 2. Related calculations 3. Reasoning about multiplication 4. Multiply 2 digits by 1 digit – no exchange		**Unit 8: Fractions 6** lessons 1. Add fractions 2. Subtract fractions 3. Partition the whole	

5. Represent numbers to 1000
6. Partition numbers to 1000
7. Partition numbers to 1,000 flexibly
8. 100s, 10s, 1s
9. Use a number line to 1000
10. Find 1, 10 and 100 more or less
11 Numberline to 1000
12 Estimate on a numberline to 1000
13. Count in 50s
14 Assessment

Unit 2: Addition and subtraction 22 lessons

1. Apply number bonds within 10.
2. Add / subtract 1
3. Add / subtract 10s
4. Add / Subtract 100s
5. Spot the pattern
6. Add 1s across 10
7. Add 10s across 100
8. Subtract 1s across 10s
9. Subtract 10s across 100
10. Making connections
11. Add two numbers no exchange
12. Subtract two numbers no exchange
13. Add two numbers across 10
14. Add two numbers across 100
15. Subtract two numbers across 10
16. Subtract two numbers across 100
17. Add a 3 digit and a 2-digit number
18. Subtract a 2-digit number from a 3-digit number
19. Complements to 100
20. Estimate answers
21. Inverse operations
22. Make decisions

5. Multiply 2 digits by 1 digit - exchange
6. Link multiplication and division
7. Divide 2 digits by 1 digit – no exchange
8. Divide 2 digits by 1 digit – flexible partitioning
9. Divide 2 digits by 1 digit with remainders
10. Scaling
11. How many ways?

Unit 5: Length and Perimeter 12 lessons

1. Measure in m and cm
2. Measure in mm
3. Measure in cm and mm
4. Metres, centimetres and millimetres
5. Equivalent lengths (m and cm)
6. Equivalent lengths (mm and cm)
7. Compare lengths
8. Add lengths
9. Subtract lengths
10. What is a perimeter
11. Measure perimeter
12. Calculate perimeter

Unit 6: Fractions 10 lessons

1. Understand the denominator of unit fractions
2. Compare and order unit fractions
3. Understand the numerator of non-unit fractions
4. Understand the whole
5. Compare and order non-unit fractions
6. Fractions and scales
7. Fractions on a number line
8. Count in fractions on a number line

4. Unit fractions of a set of objects
5. Non-unit fractions of a set of objects
6. Reason with fractions of an amount

Unit 9: Money 5 lessons

1. Pounds and pence
2. Convert pounds and pence
3. Add money
4. Subtract money
5. Find change

Unit 10: Time (12 lessons)

1. Roman numerals to 12
2. Tell the time to 5 minutes
3. Tell the time to the minute
4. Read time on a digital clock
5. Use am and pm
6. Years, months and days
7. Days and hours
8. Hours and minutes – start and end times
9. Hours and minutes – durations
10. Minutes and seconds
11. Units of time
12. Solve problems with time

Unit 11: Shapes (10 lessons)

Unit 3: Multiplication and division 15 lessons
 	
1. Multiplication – equal groups
2. Use arrays
3. Multiples of 2
4. Multiples of 5 and 10
5. Share and group
6. Multiply by 3
7. Divide by 3
8. The 3 times-table
9. Multiply by 4
10.   Divide by 4
11.   The 4 times-table
12.   Multiply by 8
13.   Divide by 8
14.   The 8 times-table
15.   The 2,4 and 8 timestable
	9.Equivalent fractions on a number line
	7. Equivalent fractions as a bar model
	
	Unit 7: Mass and capacity 11 lessons
	
	1. Use scales
	2. Measure mass in grams
	3. Measure mass in kilograms and grams
	4. Equivalent masses
	5. Compare mass
	6. Measure capacity and volume in litres and millilitres
	7. Measure capacity in litres and millilitres
	8. Equivalent capacities and volumes (litres and millilitres)
	    9. Compare capacity and volume
	    10. Add and subtract capacity and volume
		1. Turns and angles
		2. Right angles in shapes
		3. Compare angles
		4. Measure and draw accurately
		5. Horizontal and vertical
		6. Parallel and perpendicular
		7. Recognise and describe 2D shapes
		8. Draw polygons
		9. Recognise and describe 3-D shapes
		10. Make 3-D Shapes
		
		Unit 15: Statistics 6 lessons
		
		1. Interpret pictograms
		2. Draw pictograms
		3. Interpret bar charts
		4. Draw bar charts
		5. Collect and represent data in a bar chart
		6. Simple two-way tables

Science	Rocks	Forces and Magnets	Light and Shadows	Plants	Animals including humans. (nutrition)
	• 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.	• compare how things move on different surfaces • notice that some forces need contact between two 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 two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing	• 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 an opaque object • find patterns in the way that the size of shadows change.	• 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.	• 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.
Design Technology	**Catapults (Autumn 1)** **Stiff and flexible sheet materials**		**The Great Indian Bake off (Spring 2)** **Health and nutrition**	**Summer 2: Game Controllers using the Makey Makey:** 1. Evaluating existing products (Game controllers)	

	1. Follow simple instructions to make a simple lollypop catapult. 2. Follow instructions to create a spoon catapult. 3. Create a square based lollypop catapult. 4. Design their own lollypop catapult using previous ideas. 5. Create and test their catapult. 6. Evaluate their catapult and suggest improvements.		1. Evaluating existing products (Tasting Indian flat bread) 2. Design criteria and shaping 3. Designing an Indian flat bread 4 Instructions and Making Indian bread 6. Evaluating Bread 6. Design a new and improved recipe	2. Design criteria and making prototype for the Makey Makey 3. Test out prototype using the Makey Makey and Pac Man game 4 Design final game controller 5 Instructions and Making Game controller 6. Testing and Evaluating Game controller using the Makey Makey	
Art and Design	**Mosaics (Autumn 1) British** 1. Create a simple Sonia pattern mosaic using sticky Memory tiles. Postcards. 2. Design a picture Howard using sketchbook. 3. Create picture Ups.' using paper tiles and **Pop Art** 1. Create a Pop Art picture of a volcano in the style of Andy Warhol's Vensuvius.	**Artists (Autumn 2)** repeating 1. Learn about Boyce and create mosaic 2. Learn about Hodgkin and create mosaic Abstract 'Cut previous design.	**Indian Art (Spring 1)** 1. Sketch and copy Madhubani Indian paintings. 2. Describe the colours and patterns used in the Hastimangala festival and then decorate paper elephants. 3. Explore Mehndi art and then create their own symmetrical patterns. 4 / 5 Children learn about the technique of Indian block printing and make their own block printing stamps. 6. Look at examples of rangoli patterns and create their own outside using chalk or coloured salt.	**Van Gogh sunflowers (Summer 1)** 1. Drawing outlines in Felt 1. Sketch and paint sunflowers Opie 2. Create sunflowers shapes in ipads and brushes Moore (relate to David Bodies in pen 3. Use Making figures in clay / pottery) 4. Clay tile sunflower	**Bodies (Summer 2)** tip in the style of Julian using 2. Drawing Body app Charcoal like Henry Hockney) 3. Drawing different media to 4. create a sunflower. (Card
Year 3 Sketchbooks	Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books?				

Computing	Unit 3.1 Coding	Unit 3.2 Online Safety	Unit 3.4 Touch typing	Unit 3.5 Email	Unit 3.6 Branching Databases	Unit 3.7 – Simulations
	1. Review Previous Coding 2. A Physical System 3. If Commands 4. Variables 5. Repetition 6. Debugging	1. Safety in Numbers 2. Fact or Fiction? 3. Appropriate content and ratings	1. To learn how to use the home, top and bottom row keys.	1. To think about different methods of communication. 2. To open and respond to an email. To write an email to	1. To sort objects using just 'yes' or 'no' questions. 2. To complete a branching database using	1. What are Simulations? 2. Exploring a Simulation. 3. Analysing and Evaluating a Simulation.

		Unit 3.3 Spreadsheets	2. To practice and improve typing for home, bottom, and top rows. 3. To practice the keys typed with the left hand. 4. To practice the keys typed with the right hand.	someone using an address book. 3. To learn how to use email safely. 4. To learn how to use email safely. 5. To add an attachment to an email. 6. To explore a simulated email scenario.	2Question. 3 / 4 To create a branching database of the pupil's choice.	Program – 2Simulate, 2Publish
	Program – 2Code EXT – Hour of Code	1. Creating Pie Charts and Bar Graphs 2. Using the < > and spin button tools 3. Advanced Mode and coordinates Program – 2Calculate	Program – 2Type		Program – 2 Question	Unit 3.8 – Graphing 1. To enter data into a graph and answer questions. 2. To solve an investigation and present the results in graphic form. Programs – 2Graph
				Program – 2Email, 2Connect, 2Diy		

E-Safety and PSHE Digital Lifestyles links	Unit 3.1: We are Year 3 rule writers.	Unit 3.2: We are digital friends	Unit 3.3: We are internet detectives	Unit 3.4 We are aware of our digital footprint	Unit 3.5 We are netiquette experts	Unit 3.6: We are avatar creators
	PSHE Digital Lifestyles • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? PSHE Digital Lifestyles • Why is it important to ration the time we spend using technology and/or online?	PSHE Digital Lifestyles • How does my own and others' online identity affect my decisions about communicating online? PSHE Digital Lifestyles • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?	PSHE Digital Lifestyles • How might my use of technology change as I get older, and how can I make healthier and safer decisions? PSHE Digital Lifestyles • When looking at online content, what is the difference between opinions, beliefs and facts?	PSHE Digital Lifestyles • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?	PSHE Digital Lifestyles • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?	PSHE Digital Lifestyles • How does my own and others' online identity affect my decisions about communicating online? PSHE Digital Lifestyles • How might people with similar likes & interests get together online? PSHE Digital Lifestyles • Can I explain the difference between "liking" and "trusting" someone online?
Humanities	**Autumn 1: Geography focus** **Why do people live near volcanoes?**	**Autumn 2: History focus** **The Romans in Britain** **Why did the Romans invade Britain?**	**Spring 1: Geography focus** **How does India compare to the United Kingdom?**	**Spring 2: History focus** **What is the legacy of The Indus Valley Civilisation?**	**Summer 1: Geography focus** **Are all settlements the same?**	**Summer 2: History focus** **What does Skara Brae teach us about the past?**

	1. How is the earth constructed? 2. Where are mountains found? 3. Why and where do we get volcanoes? 4. What are the effects of a volcanic eruption? 5. What are earthquakes and where do we get them? 6. Where have the rocks around school come from?	1. To find out why the Romans invaded Britain. 2. To find out how the Romans successfully invaded Britain. 3. To locate where the romans settled in Britain. 4. To explore who Boudica was from different points of view. 5. To find out about the results of Boudica's revolt. 6. To find out about life in Roman Britain. 7. To know how the Romans have influenced our lives today	1. To explore India and where it is in the world. 2. To explore the mountain ranges found in India. 3. To explore some of the major rivers in India. 4. To explore the human and physical features of cities in India. 5. To explore India's culture and its influence on other countries. 6. To be able to compare India to the United Kingdom.	1. To find out about the Indus Valley civilisation. 2. To locate Indus Valley cities and settlements. 3. To find out about city planning. 4. To find out about the Indus Valley civilisations' trade and crafts. 5. To explore the technology used by the Indus Valley civilisation. 6. To find out about the decline of the Indus Valley civilisation.	1. What is a settlement? 2. How is land used in my local area? 3. Can I explain the location and features in my local area? 4. How has my local area changed over time? 5. How is land used in New Delhi? 6. How does land use in New Delhi compare with my local area?	1.What kind of sources tell us about the Stone Age? 2.What was Skara Brae? 3.How did bronze replace stone in the Bronze Age? 4.What do grave goods tell us about the Bronze Age? 5.What was life like in an Iron Age hill fort? 6.What are the key differences between the stone, bronze and iron ages?
Music	**Kapow Music** **Creating compositions for an animation** 1. Telling stories through music 2. Creating a soundscape 3. Story sound effects 4. Adding rhythm 5. Musical mountain	**Kapow Music** **Developing singing technique** 1. Here come the Romans 2. Sing like a Roman 3. Roman notation 4. Roman battle song 5. Perform like a Roman **Roman Topic**	**Kapow Music** **Traditional instruments and improvisation** 1. Introducing traditional Indian music and instruments 2. Indian music: Playing a rag 3. Indian music: Adding a drone 4. Indian music: Introducing the tal 5. Indian Music: Performing Anile vaa **India Topic**	**Kapow Music** **Pentatonic melodies and composition** 1. Dragon dance 2. Pentatonic scale 3. Lesson notation 4. Enter the dragon 5. Final performance **Chinese New Year – 17th Feb** **Learning Songs for Year 3 / 4 production**	**Kapow Music** **Jazz** 1. Ragtime 2. Dixieland 3. Scat singing 4. Jazz motifs 5. Swung rhythms	**Kapow Music** **Ballads** 1. What is a ballad 2. Performing a ballad 3. The story behind the song 4. Writing lyrics 5. Singing my ballad **Summer Concert rehearsals**

PE	realPE – Unit 1 Personal Skills	realPE – Unit 2 Social	realPE – Unit 3 Cognitive Skills	realPE – Unit 4 Creative	realPE – Unit 5 Physical Skills	realPE – Unit 6 Health and Fitness Skills
	1. Remote control – Matching Pairs – Footwork – Time shares 2. Remote control – Footwork – Follow the Leader – Time shares 3. Remote control – Footwork – Matching pairs – Time shares 4. Shadow Play – Balloon Balance – One Leg – Time shares 5. Shadow Play – One Leg – Mirror Challenge – Time shares 6. Shadow Play – One leg – Balloon Balance – Time shares **Ball Skills (Get Set 4PE)** 1. To develop tracking and collecting skills 2. To develop confidence and accuracy when tracking a ball 3. To develop dribbling skills with hands and feet 4. To develop catching skills using one and two hands	1. Alphaball soup – Develop Jumping Combinations – Jumping and Landing – Roles on a Bus 2. Alpahball Soup – Jumping and Landing – Follow the Leader – Roles in a Bus 3. Alphaball Soup – Jumping and Landing – Developing jumping combinations – Roles on the Bus 4. Dice Frenzy – Exchange Objects – Seated – Roles on a Bus 5. Dice Frenzy – Seated – Exchange Objects in 4s – Roles on a Bus 6. Dice Frenzy – Seated – Exchange Objects – Roles on a Bus **OAA (Get Set 4PE)** 1. To develop cooperation and teamwork skills 2. To develop trust and teamwork 3. To involve all team members to work towards a shared goal	1. Ball Control – 3 Limb Race – On a Line – Questions Carousel 2. Ball control – On a Line – Raise the Level – Questions Carousel 3. Ball Control – On a Line – 3 Limb Race – Questions Carousel 4. To Bank or not to Bank – Getting Around Us – Ball Skills – Questions Carousel 5. To Bank or not to Bank – Ball Skills – All routes – Questions Carousel 6. To Bank or not to Bank – Ball Skills – Getting Around Us – Questions Carousel **Fundamentals (Get Set 4PE)** 1. To develop balancing and understand the importance of this skill 2. To develop technique when running at different speeds	1. Ball Handling – Juggle Challenge – Sending and Receiving – Badge of Honour 2. Ball Handling – Sending and Receiving – Removal Team – Badge of Honour 3. Ball Handling – Sending and Receiving – Juggle Challenge – Badge of Honour 4. Pass it on – Roller Ball – With a partner – Badge of Honour 5. Pass it On – With a partner – Lean on me – Badge of Honour 6. Pass it on – With a partner – Roller ball – Badge of honour **Tennis (Get Set 4PE)** 1. To develop racket and ball control 2. To explore rallying using a forehand 3. To explore returning the ball using a forehand	1. Continuous Relay – Quick off the mark – Reaction / response – Comfort, stretch, panic 2. Continuous Relay – Reaction / response – Copy your partner - Comfort, stretch, panic 3. Continuous Relay – Reaction / Response – Quick off the Mark – Comfort, stretch, panic 4. Balance Dice Frenzy – Cone Transfer – Floor Work – Comfort, stretch, panic 5. Balance Dice Frenzy – Floor Work – Hoop Limbo – Comfort, stretch, panic 6. Balance Dice Frenzy – Floor Work – Cone Transfer – Comfort, stretch, panic **Athletics (Get Set 4PE)** 1. To develop the sprinting technique and improve on your personal best	1. Gate Masters – tunnels – Ball Chasing – Always, sometimes, rarely 2. Gate Masters – Ball Chasing – Develop Ball chasing – combinations – Always, sometimes, rarely 3. Gate Masters – Ball Chasing – Tunnels – Always, sometimes, rarely 4. Rock, paper, scissors – Balance Transfer – Stance – Always, sometimes, rarely 5. Rock, paper, scissors – Stance – Mirror Challenge – Always, sometimes, rarely 6. Rock, paper, scissors – Stance – Balance Transfer – Always, sometimes, rarely **Rounders (Get Set 4PE)** 1. To develop overarm and underarm throwing and catching and apply these to a

		4. To develop trust whilst listening to others and following instructions	3. To develop agility using a change of speed and direction 4. To develop technique and control when	4. To explore returning the ball using a backhand	2. To develop changeover technique in relay events	striking and fielding game
	5. To explore and develop a variety of throwing techniques 6. To use tracking and sending skills with feet	5. To be able to identify objects, draw and follow a simple map 6. To draw a route using directions, orientate a map and navigate around a grid	jumping, hopping and landing 5. To develop skipping with a rope 6. To apply fundamental skills to a variety of challenges	5. To learn how to score and use simple rules 6. To work co-operatively with others to begin to manage a game	3. To develop jumping technique in a range of approaches and take off positions 4. To develop throwing for distance and accuracy 5. To develop throwing for distance in a pull throw 6. To develop officiating and performing skills **Swimming** 1-6 Front crawl, backstroke, with float and without. Floating.	2. To develop bowling and learn the rules of the skill within this game 3. To develop batting technique and understand where to hit the ball 4. To develop fielding techniques to apply them to game situations 5. To play different roles in a game and begin to think tactically about each role 6. To apply skills and knowledge to compete in a tournament **Swimming** 1-6 Front crawl, backstroke, with float and without. Floating.

RE	Christianity-Creation: **What do Christians learn from the Creation story?** **Christianity- People of God:** **What is it like to follow God?** **Christianity- Incarnation:** **What is a Trinity?**	**Hinduism: Why do Hindus want to collect good Karma?** **Christianity- Salvation:** **Why do Christians call the day Jesus died 'Good Friday'?**	**Sikhism: How does the teaching of the gurus move Sikhs from dark to light?** **Sikhism: How do Sikhs put their beliefs about equality into practice?**

PSHCE	**Beginning and Belonging** 1. Making the classroom safe. 2. Building Relationships 3. Coping with new situations – Emotions. 4. Coping with new situations – New people 5. Coping with new situations – How to cope 6. Sources of Support	**Anti-bullying** 1. Friendships and Falling Out. 2. Defining Bullying 3. Causes and types of Bullying 4. How Bullying May Affect Us 5. Responding to Bullying 6. Supporting Others **Diversity and communities** 1. Exploring My Identity 2. Valuing Difference	**Managing Safety and Risk** 1. Identify physical, social and emotional risks. 2. Understand that pressure to act in a risky way might come from people they know. 3. State possible physical and mental reactions to different risks. 4. Develop a range of strategies to aid decision making in risky situations. 5. To know some ways to reduce risk in a variety of situations.	**My Emotions** 1. Understanding and Managing Feelings. 2. Understanding and Managing the Impact of Feelings. 3. Concentrating on One Emotion. 4. Getting Support 5. Impact of feelings on actions. 6. Calming and Relaxing.	**Healthy Lifestyles** 1. A balanced, healthy lifestyle. 2. Physical Activity. 3. Healthy Eating. 4. Dental Hygiene. 5. Making Healthy Choices. 6. Processing the learning.	**Relationships and Sex Education** 1. Body knowledge 2. Body functions and Changes. 3. Personal hygiene – routines. 4. Personal hygiene – How it will change in the future. 5. Illness / disease Prevention.
			6. To recognise some of the causes of accidents and ways to prevent them.			

French	Getting to Know You	All about Me	Food Glorious Food	Family and friends	Our School	Time
	1. Hello!: To greet people in different ways 2. What's your Name?: To exchange names in French 3. How are you?: To discuss how I am feeling 4. Goodbye: To choose appropriate phrases for the situation 5. Counting 0 – 10: To recognise and repeat sounds and words 6. How old are you?: To listen and respond to someone's question	1. Classroom Instructions: To listen and respond to instructions 2. My Body: To read, listen and respond to vocabulary 3. Actions: To understand and respond to action words 4. Colours: To copy pronunciation accurately 5. Clothes 1: What's in Your Wardrobe? – Recognise masculine and feminine clothing nouns 6. Clothes 2: What are you wearing: To have a simple conversation about clothes	1. The Very Greedy Dog: To follow a familiar story in French 2. Please May I have?: To use determiners 3. Preferences: To use the definite article 4. What colour is it?: To describe the colour 5. What Did He Eat?: To begin to place adjectives appropriately 6. I'm Hungry!: To use a range of grammar	1. Meet My Family!: To use possessive adjectives 2. Pets: To match subject and verb correctly 3. Alphabet: To recognise and repeat sounds and words 4. What's His Name?: To use a range of vocabulary to create different sentences 5. How Do You Spell?: To use French pronunciation of the alphabet to spell words 6. My Home: To make new sentences about homes by substituting different vocabulary	1. What's in the Classroom? To ask and explain where things are in the classroom 2. What's in Your Pencil Case?: To describe the contents of my pencil case 3. School Subjects: To express opinions about school subjects 4. PE Lesson: To listen to commands and follow instructions 5. Around School: To ask and answer questions about places in school 6. What Do You Like to Do?: To construct simple sentences to say what I like to do at school	1. Counting 11-31: I can recognise and repeat sounds 2. Days of the Week: I can recognise, say and respond to a set of vocabulary 3. Months of the Year: I can listen, read and respond to a set of vocabulary 4. Mon Anniversaire: I can speak in sentences using known vocabulary and grammar 5. What's the Date Today? I can use known language to present information 6. Yesterday, Today, Tomorrow: I can use the verb 'to be' for past and future tense