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|  | **Year 3 2021 - 2022** | | | | | | | | | | | | | | | | | |
| Autumn | | | | | Spring | | | | | Summer | | | | | | | |
| **TOPIC** | **Rumbles, Rocks and Romans**  Possible Visitor / Trip: Roman Day in Hall – DD and Mrs Dunsmuir | | | | | **Incredible India**  Possible Visitor / Trip: Visit to Gurdwara – Cambridge?? | | | | | **East Anglia, Plants and Riot**  Possible Visitor / Trip: Science visitor  Ely Museum (1816 riots) - Bus needs to be sourced separately. | | | | | | | |
| **English** | **Instructions – Catapult / Volcano** x 2 weeks  *Outcome – introductions, 2 instructions – How to make a Catapult / Volcano.*  *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*  *Grammar: T3 Use of the present perfect of verbs instead if the simple past*  *P1 Introduction to inverted commas to direct speech* | | | **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*  *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* | | **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 letters*  *Grammar: T1 Introductions to paragraphs as a way to group related material.*  *T2 Headings and subheadings to aid presentation* | **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.*  **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* | | | | **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, two explanation texts – formal and informal*  *Grammar: Prepositions* | | **Poetry – Jim, a Cautionary Tale by Hilaire Belloc** x2 weeks  *Outcome – Warning poster, alternative endings, performance and narrative poetry*  **Narrative - Krindlekrax by Philip Ridley** x4 weeks  *Outcome - Character description, Diary, Newspaper, Research, Non Chronological report, Book review*  *Grammar: P1 Introduction to inverted commas to direct speech*  *T2 Headings and subheadings to aid presentation* | | | | | |
| **Guided Reading** | **Earth Shattering Events by Robin Jacobs x12 sessions (Non fiction)**  1. Retrieve to predict (2c, 2e, 2g)  2. Matching Myths (2b/2c)  3. Seismic Summaries (2b/2c)  4. Making Waves (2b, 2c, 2e)  5. Extracting facts in eruptions (2b, 2d)  6. Risky Retrieval! (2a, 2c, 2f, 2h)  7. Cascading headings (2a, 2e)  8 Contributing to and enhancing meaning (2a, 2d, 2f, 2g)  9. Retrieve to compare (2b, 2e, 2f, 2h)  10. Fact Splats (2a, 2b, 2c, 2d)  11. Filing the facts (2b, 2c) | | | **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)  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 (2a, 2b) | | **Tamarind and the Star of Ishta by Jasbinder Bilan x15 sessions (Narrative)**  1. A question of Prediction (2b, 2d, 2e)  2. Great Expectations (2d, 2h)  3. Text Detectives (2d)  4. Infer and Infer (2a, 2g)  5. The Phrase that Pays (2a, 2g)  6. Succinct Summaries (2c)  7. Family Trees (2f, 2h)  8. Inferring Intentions (2d)  9. Linking up (2c, 2f)  10. Safest to Wildest (2d, 2e)  11. Looking at language (2b, 2c, 2h)  12. Vexing Vocabulary (2a, 2g)  13. Charting Changes (2f, 2h)  14. Making Up (2b, 2c)  15. Significant Summaries (2h) | **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)  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) | | | | **I am the seed that grew the Tree by Fionna Waters x12 sessions (Poetry)**  1. Thinking about Poetry (2f, 2g)  2. Meet the Publisher (2c, 2d)  3. January (2a, 2e, 2g, 2h)  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 (2d, 2e, 2g)  10. Voices of Water continued (2d, 2g)  11. Frog Hop (2d)  12. Summer Holidays (2b, 2c, 2h) | | **Arthur and the Golden Rope by Joe Todd Stanton x 11 sessions (Narrative - Adventure)**  1. Prediction (2a, 2e)  2. Explaining vocabulary (2a, 2e, 2f)  3. Retrieving Information (2a, 2b, 2d, 2h)  4. Retrieving Information (2b, 2d, 2g)  5. Retrieving Information (2b, 2d, 2e, 2f, 2g)  6. Role on the Wall (2d, 2f, 2h)  7. Retrieving Information (2a, 2b, 2c, 2g)  8. Retrieving Information (2b, 2e, 2g)  9. Finding Evidence (2b, 2d, 2g)  10. I think ….. (2h)  11. Story Map (2c) | | | | | |
| **Guided Reading**  **Content Coverage** |  | | | | | | | | | | | | | | | | | |
| **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.’  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 | | | 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.  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 | | 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 same pronunciation but different meanings and/or spellings.  18. Challenge Words | 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.’  23. Adding the suffix –ly. Words which do not follow the rules.  24. Challenge Words | | | | 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.  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 | | 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 | | | | | |
| **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**  **(Power Maths)** | **Unit 1: Place value within 1000** 12 lessons  1. Counting in 100s  2. Representing numbers to 1000  3. 100s, 10s, and 1s (1)  4. 100s, and 10s and 1s (2)  5. The number line to 1000 (1)  6. The number line to 1000 (2)  7. Finding 1, 10 and 100 more or less  8. Comparing numbers to 1000 (1)  9. Comparing numbers to 1000 (2)  10. Ordering numbers to 1000  11 Counting in 50s  12 Assessment  **Unit 2: Addition and subtraction (1)** 11 lessons  1. Adding and subtracting 100s  2. Adding and subtracting a 3-digit number and 1s  3. Adding a 3-digit number and 1s  4. Subtracting 1s from a 3-digit number  5. Adding and subtracting a 3-digit number and 10s  6. Adding a 3-digit number and 10s  7. Subtracting 10s from a 3-digit number  8. Adding and subtracting a 3 digit and 2-digit number  9. Adding a 3 digit and 2-digit number  10. Subtracting a 2-digit number from a 3-digit number  11. Assessment  **Unit 3: Addition and Subtraction (2)** 10 lessons  1. Addition and subtraction patterns  2. Adding two 3-digit numbers (1)  3. Adding two 3-digit numbers (2)  4. Subtracting a 3-digit number from a 3 digit number (1)  5. Subtracting a 3-digit number from a 3 digit number (1)  6. Estimating answers to additions and subtractions  7. Checking strategies  8 Problem solving – addition and subtraction (1)  9. Problem solving – addition and subtraction (2)  10. Assessment  **Unit 4: Multiplication and division (1)** 16 lessons  1. Multiplication – equal grouping  2. Multiplying by 3  3. Dividing by 3  4. 3 times-table  5. Multiplying by 4  6. Dividing by 4  7. 4 times-table  8. Multiplying by 8  9 Dividing by 8  10. 8 times-table  11. Problem solving – multiplication and division (1)  12. Problem solving – multiplication and division (2)  13. Understanding divisibility (1)  14. Understanding divisibility (2)  15. Related facts – multiplication and division  16. Assessment | | | | | **Unit 5: Multiplication and division (2)** 15 lessons  1. Comparing multiplication and division statements (1)  2. Related multiplication calculations  3. Related multiplication and division calculations  4. Comparing multiplication and division statements (2)  5. Multiplying a 2-digit number by a 1-digit number (1)  6. Multiplying a 2-digit number by a 1-digit number (2)  7. Multiplying a 2-digit number by a 1-digit number (3)  8. Dividing a 2-digit number by a 1-digit number 1 (1)  9. Dividing a 2-digit number by a 1-digit number 1 (2)  10. Dividing a 2-digit number by a 1-digit number 1 (3)  11. How many ways?  12. Problem solving – mixed problems (1)  13. Problem solving – mixed problems (2)  14. Problem solving – mixed problems (3)  15. Assessment  **Unit 6: Money** 6 lessons  1. Pounds and pence  2. Converting pounds and pence  3. Adding money  4. Subtracting amounts of money  5. Problem solving – money  6. Assessment  **Unit 7: Statistics** 6 lessons  1. Pictograms (1)  2. Pictograms (2)  3. Bar charts (1)  4. Bar charts (2)  5. Tables  6. Assessment  **Unit 8: Length** 12 lessons  1. Measuring length (1)  2. Measuring length (2)  3. Equivalent lengths – metres and centimetres  4. Equivalent lengths – centimetres and metres  5. Comparing lengths  6. Adding lengths  7. Subtracting lengths  8. Measuring the perimeter (1)  9. Measuring the perimeter (2)  10. Problem solving – length (1)  11. Problem solving – length (2)  12. Assessment  **Unit 9: Fractions** (1) 12 lessons  1. Unit and non-unit fractions  2. Making the whole  3. Tenths (1)  4. Tenths (2)  5. Fractions as numbers (1)  6. Fractions as numbers (2)  7. Fractions as numbers (3)  8. Fractions of a set of objects (1)  9. Fractions of a set of objects (2)  10. Fractions of a set of objects (3)  11. Problem solving – fractions  12. Assessment | | | | | **Unit 10: Fractions (2)** 10 lessons  1. Equivalent fractions (1)  2. Equivalent fractions (2)  3. Equivalent fractions (3)  4. Comparing fractions  5. Comparing and ordering fractions  6. Adding fractions  7. Subtracting fractions  8. Problem solving – adding and subtracting fractions  9. Problem solving – fractions of measures  10. Assessment  **Unit 11: Time** (12 lessons)  1. Months and years  2. Hours in a day  3. Estimating time  4. Telling time to 5 minutes  5. Telling time to the minute (1)  6. Telling time to the minute (2)  7. Telling time to the minute (3)  8. Finding the duration  9. Comparing duration  10. Finding start and end times  11. Measuring time in seconds  12. Assessment  **Unit 12: Angles and properties of shapes** (10 lessons)  1. Turns and angles  2. Right angles in shapes  3. Comparing angles  4. Drawing accurately  5. Types of line (1)  6. Types of line (2)  7. Recognising and describing 2D Shapes  8. Recognising and describing 3D Shapes  9. Constructing 3D shapes  10. Assessment  **Unit 13: Mass** (7 lessons)  1. Measuring mass (1)  2. Measuring mass (2)  3. Measuring mass (3)  4. Comparing masses  5. Adding and subtracting masses  6. Problem solving – mass  7. Assessment  **Unit 14: Capacity** (7 lessons)  1. Measuring capacity (1)  2. Measuring capacity (2)  3. Measuring capacity (3)  4. Comparing capacities  5. Adding and subtracting capacities  6. Problem solving – capacity  7. Assessment | | | | | | | |
| **Science** | **Rocks**   * 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. | | | **Forces and Magnets**   * 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 | | **Light and Shadows**   * 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. | | | | | **Plants**   * 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. | | **Animals including humans. (nutrition)**   * 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**  1. Follow simple instructions to make a simple lollypop catapult.  2. Create a square based lollypop catapult.  3. Follow instructions to create a spoon catapult.  4. Design their own lollypop catapult using previous ideas.  5. Create and test their catapult.  6. Evaluate their catapult and suggest improvements. | | | | | **The Great Indian Bake off (Spring 2)**  **Health and nutrition**  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 | | | | | **Summer 2: Game Controllers using the Makey Makey:**  1. Evaluating existing products (Game controllers)  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. Create a simple repeating pattern mosaic using sticky tiles.  2. Design a picture mosaic using sketchbook.  3. Create picture mosaic using paper tiles and previous design.  **Pop Art**  1. Create a Pop Art picture of a volcano in the style of Andy Warhol’s Vensuvius. | | | **British Artists (Autumn 2)**  1. Learn about Sonia Boyce and create Memory Postcards.  2. Learn about Howard Hodgkin and create Abstract ‘Cut Ups.’ | | **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. Sketch and paint sunflowers  2. Create sunflowers using ipads and brushes app (relate to David Hockney)  3. Use different media to create a sunflower. (Card / pottery)  4. Clay tile sunflower | | | **Bodies (Summer 2)**  1. Drawing outlines in Felt tip in the style of Julian Opie  2. Drawing Body shapes in Charcoal like Henry Moore  3. Drawing Bodies in pen  4. Making figures in clay | | | | |
| **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**  1. Review Previous Coding  2. A Physical System  3. If Commands  4. Variables  5. Repetition  6. Debugging  Program – 2Code  EXT – Hour of Code | **Unit 3.2 Online Safety**  1. Safety in Numbers  2. Fact or Fiction?  3. Appropriate content and ratings  **Unit 3.3 Spreadsheets**  1. Creating Pie Charts and Bar Graphs  2. Using the < > and spin button tools  3. Advanced Mode and coordinates  Program – 2Calculate | | | **Unit 3.4 Touch typing**  1. To learn how to use the home, top and bottom row keys.  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.  Program – 2Type | | | **Unit 3.5 Email**  1. To think about different methods of communication.  2. To open and respond to an email. To write an email to 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.  Program – 2Email, 2Connect, 2Diy | | | | **Unit 3.6 Branching Databases**  1. To sort objects using just ‘yes’ or ‘no’ questions.  2. To complete a branching database using 2Question.  3 / 4 To create a branching database of the pupil’s choice.    Program – 2 Question | **Unit 3.7 – Simulations**  1. What are Simulations?  2. Exploring a Simulation.  3. Analysing and Evaluating a Simulation.  Program – 2Simulate, 2Publish  **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 | | | | | |
| **E-Safety and**  **PSHE Digital Lifestyles links** | **Unit 3.1: We are Year 3 rule writers.**  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? | **Unit 3.2: We are digital friends**  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? | | | **Unit 3.3: We are internet detectives**  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? | | | **Unit 3.4 We are aware of our digital footprint**  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? | | | | **Unit 3.5 We are netiquette experts**  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? | **Unit 3.6: We are avatar creators**  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**  **Naples and Campania**  1. Campania a region in Italy.  2. The physical geography of Campania – Mount Vesuvius.  3. Earthquakes  4. Pompeii and Herculaneum: the eruption of AD79.  5. The human geography of the Campania region.  6. Tourism in the Campania region. | | **Autumn 2: History focus**  **The Romans in Britain**  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 | | **Spring 1: Geography focus**  **Investigating India**  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. | | | | **Spring 2: History focus**  **The Indus Valley Civilisation**  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. | | | **Summer 1: Geography focus**  **East Anglia – A region of the UK**  1. East Anglia – A region of the UK.  2. The physical geography of East Anglia.  3. The human geography of East Anglia – Farming in East Anglia.  4. The physical geography of East Anglia – Coasts.  5. East Anglia, Off-shore power generation. | | | **Summer 2: History focus**  **Bread or Blood: East Anglia in 1816**  1. What caused the East Anglia riots in 1816?  2. What happened during the riots?  3. What happened after the riots?  4. Debate – Should the rioters have been punished?  5. How is the hunger riots remembered? | | | |
| **Music** | **Charanga**  **Let your spirit Fly**   * Listen and Appraise * Musical Activities * Perform   *See Lesson Plan / Charanga app* | | **Charanga**  **Glockenspiel Stage 1**   * Musical Activities – note e * Musical Activities – note d * Perform   *See Lesson Plan / Charanga app*  **Learning Songs for**  **Year 3 / 4 production** | | **Charanga**  **Three little birds**   * Listen and Appraise * Musical Activities * Perform   *See Lesson Plan / Charanga app* | | | | | **Charanga**  **The Dragon Song**   * Listen and Appraise * Musical Activities * Perform   See Lesson Plan / Charanga app | | **Charanga**  **Bring us together**   * Listen and Appraise * Musical Activities * Perform   See Lesson Plan / Charanga app | | | | | **Charanga**  **Reflect, Rewind, Replay**  **Summer Concert rehearsals** |
| **PE** | **Swimming (Mrs Reid)**  1-6 Front crawl, backstroke, with float and without. Floating.  **Games- Invasion Games – Ball Handling Skills**  **1.** Perform basic skills of  throwing, catching 3-4  metres apart.  2. Throw and catch a variety of ways with control and confidence, sometimes on the move.  3. Perform bouncing into a  target area, catching and  dribbling.  4. Be able to throw, catch and move into space and score.  5. Be able to perform ball  handling skills accurately,  showing awareness of space and team mates.  6. Pupils can play the game  successfully outwitting the  opponents to score. | **OAA**  1. Terrific Teamwork  2. Following instructions  3. Problem solving  4. Which direction?  5. Magnificent Maps  6. Introduction to Orienteering  **Solar System Dance**  1. Perform movements with a clear pathway  2. Perform a pair/group dance using unison, meet and part  3. Perform a pair/group dance using canon  4. Perform sections 1 and 2 of the dance  5. Pupils work as a team to create the final piece of the dance.  6. Pupils perform the whole dance | | | **Gymnastics - Patterns and Pathways**  1. Link one balance action and one travel action into a repeatable phrase  2. To create ab arm pattern and a movement phrase  3. Use travel on feet actions to explore a range of pathways using patterns, shapes and letters.  4. Select a movement pattern and use it as a starting point for creating a movement phrase  5. Remember and repeat a travel and balance movement with a clear pathway and arm pattern.  6. Remember, improve and perform a travel and balance showing a clear pathway, movement and arm pattern.  **Multiskills Festivals**  1. Generic Multiskills (1) Target, Balance, Skipping Agility, Hurdles  2. Generic Multiskills (2) Rolling, Racket and ball, Ball Handling, Body Parts, Bean Bag Challenge  3. Invasion Games (1) Kicking Through Gates, Circle Passing, Hockey Dribble, Target Shooting, Number Passing  4. Invasion Games (2) To Tag or Not to Tag?, Ball Bouncing, Reaction Drop, Number Striking, Ball Handling  5. Striking and Fielding (1) Cricket Strokes, Target Hoops, Quick Rounders, Wicket Hot, Catch it!  6. Striking and Fielding (2) Run and Field. Target Push, Move It, Shoot and Score, Fielding | | | | | **Games – Net and Wall Games**  1. Fancy Footwork  2. Aiming Games  3. Racket Skills  4. Skilful Hitting 1  5. Skilful Hitting 2  6. Game, Set and Match!  **Gymnastics – Hand apparatus**  1. Involve a beanbag on different levels in the performance of a conditioning phrase  2. Create a short movement linking actions involving a soft ball showing changes of speed  3. Create a short movement linking actions involving a hoop showing changes in direction.  4. Create a short movement phrase linking actions involving a ribbon or juggling scarf showing  changes in speed, level and  direction  5. Create a longer movement using an item of hand apparatus showing changes in speed, level and direction.  6. Remember, improve and perform a movement involving an item of hand apparatus showing changes in speed, level and direction | | **Athletics**  1. Practise personal performance in running, jumping and throwing.  2. Practice, measure and compare personal performance in running, jumping and throwing.  3 - 5. Practice, measure and compare personal performance in running, jumping and throwing.  6. Compete, measure, record and compare performances in running, jumping and throwing.  **Swimming (Mrs Reid)**  1-6 Front crawl, backstroke, with float and without. Floating. | | | | **Striking & fielding-throwing & catching**  1. Suggest what needs to be practised to improve the throwing techniques  2. Describe what they and others do that is successful in fielding  3. Hold the bat correctly and strike the ball successfully  4. Set up small-sided games and score runs  5. Know rules and use them fairly to keep games going.  6. Can use a range of skills, throwing, striking, intercepting and stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game.  **Swimming (Mrs Reid)**  1-6 Front crawl, backstroke, with float and without. Floating. | | |
| **RE** | **Christianity: How do Christians show that reconciliation with God and others is important?**  1. Engage with the idea and meaning of ‘reconciliation’ in everyday life.  2. Enquire into the concept of ‘reconciliation’ in a key Christian story.  3. Explore ‘reconciliation’ through biblical narrative.  4. Explore Christian ‘reconciliation’ through Church Practice.  5. Explore Christian ‘reconciliation’ through Christian Living.  6. Evaluate our RE learning about Reconciliation in Christianity. | **Islam: How does a Muslim show their submission and Obedience to Allah?**  1. Engage with the idea of willing obedience.  2. Enquire into the importance of obedience / submission to Allah for a Muslim.  3. Explore ideas about submission and obedience in Muslim stories or in the Qur’an.  4. Explore Muslim Community Practice – showing submission / obedience in ritual prayer.  5. Explore Muslim Living – aspects of obedience and submission to Allah in everyday life.  6. Evaluate what pupils have learnt about the Muslim concept to submission. | | | **Hinduism: Why do Hindus want to collect good Karma?**  1. Engage with the idea of ‘karma’ through a game.  2. Enquire into why karma is important to Hindus.  3. Explore Hindu ideas of Karma and Samsara through Hindu story and text.  4. Explore why Hindus encourage good ‘karma’ through Hindu Community action.  5. Explore the Hindu belief  in ‘karma’ through Hindu daily  life.  6. Evaluate our RE learning about how karma impacts on a Hindu’s life. | | | | | **Christianity: Is the cross a symbol of love, sacrifice or commitment for Christians?**  1. Engage with the idea of  ‘sacrifice’ in films / everyday  Life.  2. Enquire into the idea of the cross as a symbol for  Christians.  3. Explore Christian beliefs about the meaning of the cross (i) Biblical narrative.  4. Explore Christian beliefs about the meaning of the cross through (ii) Church practice.  5. Explore Christian beliefs about the meaning of the cross through (iii)  6. Evaluate your learning about the symbol of the cross. | | **Christianity: What do Christians mean when they talk about the Kingdom of God**  1. Engage with the idea of kings and kingdoms.  2. Enquire into the Christian belief that Jesus is  King.  3. Explore Christian ideas  about the Kingdom of God in (i) Biblical Narrative.  4. Explore Christian ideas  about the Kingdom of God in (ii) Church Practice.  5. Explore Christian ideas  about the Kingdom of God in (iii) Christian Living.  6. Evaluate your learning  Into what Christians mean when they talk about the Kingdom of God. | | | **Judaism: What symbols and stories help Jewish people remember their covenant with God.**  1. Engage with the idea of  symbols / objects helping  people remember.  2. Enquire into ideas about promises and covenants using stories of Abraham.  3. Explore how objects can hold important memories from Jewish Narrative.  4. Explore how Passover is a reminder of the covenant in Jewish Community Practice.  5. Explore how keeping the covenant with God is the basis of Jewish Living.  6. Evaluate pupils’ learning about the Jewish  idea of covenant. | | | |
| **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.  6. To recognise some of the causes of accidents and ways to prevent them. | | | | | **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. | | |
| **French** | Greetings  Culture  Instructions  Animals  Numbers  Plurals  Connectives | Gender  Story telling  Describe myself  Story reading  Christmas | | | Colours  Opinions  Adjectival word order  Word order and opinions  Stories | | | | | Numbers  Age  Definite and indefinite articles  Easter | | Useful phrases  Connectives  Stories  Aussi  Numbers 1-15 | | | | Days of the week  Revision  Assessments  performance | | |