

Year 3 Curriculum Map 2020-2021

Timescale	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overall theme	Your Home, My Home	Amazing Earth	We Will Rock You	Ancient Egypt	Impossible Places	How does your garden grow?
Reading Key Texts Key Author: Enid Blyton	Biography: Eric Morecambe BIOGRAPHY Play Time – Julia Donaldson PLAYSCRIPTS	Various NON-FICTION books about earth POEMS about Bonfire Night The Hare and the Tortoise etc. - FABLES	Stone Age Boy – Satoshi Kitamura FICTION How to Wash a Woolly Mammoth – Michelle Robinson INSTRUCTIONAL	Egyptian Cinderella – FICTION DIARY ENTRIES POEMS about Egyptians	The Train to impossible places – P.G. Bell FICTION Range of poems	The Magic Faraway Tree – Enid Blyton FICTION PERSUASIVE LETTERS
Reading skills	-Listening to and discussing a wide range of plays and non-fiction books - Retrieve and record information from non-fiction -Identifying main ideas drawn from more than one paragraph and summarising these -Identify how language, structure and presentation contribute to meaning	-Listening to and discussing a wide range of poetry, non-fiction and reference books -Use dictionaries to check the meaning of words - Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Identifying themes and conventions in a wide range of books	- Predicting what might happen from details stated and implied -Identify how language, structure and presentation contribute to meaning - Asking questions to improve their understanding of a text - Use dictionaries to check the meaning of words -Drawing inferences such as characters' feelings, thoughts and	-Listening to and discussing a wide range of poetry, non-fiction and reference books - Use dictionaries to check the meaning of words - Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context -Reading books that are structured in different ways and	-Listening to and discussing a wide range of fiction books and poems - asking questions to improve their understanding of a text -Identifying main ideas drawn from more than one paragraph and summarising these -Discussing words and phrases that capture the readers' interest and imagination	-Listening to and discussing a wide range of fiction books -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	-Preparing poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	- Recognising some different forms of poetry - Retrieve and record information from non-fiction	motives from their actions, and justifying inference with evidence	reading for a range of purposes	- Recognising some different forms of poetry	- Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Grammar Punctuation skills	Revision Year 2- Verbs Nouns Adjectives Adverbs	Clauses- main and subordinate Conjunctions Inverted commas	Perfect and progressive verbs Prepositions	Inverted Commas Tenses	Word families Determiners	Commas to separate clauses Nouns with prefixes
Phonics/ Spelling	Revise suffixes (-s, -es, -ed, -ing) and prefix (un-) from Year 2 Prefix (dis-) Apostrophe for contraction Rare GPC'S /ei/ sound 'ei', 'eigh', 'aigh' or 'ey' Homophones (break/brake , grate/great,	Prefixes 'mis-' and 're-' The /l/ sound spelt 'y' Proofreading Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' – French in origin Spell words that are often misspelt	Suffixes '-ness' and '-ful' Prefixes 'sub-' and 'tele-' Apostrophes for contractions Words with the /s/ sound spelt 'ch' as well as 's', 'ss(ion/ure) Suffixes '-less' and '-ly'	Revise previous half term – elements that need practice Prefixes 'super-' and 'auto-' Homophones and near homophones Proofreading Words with the /k/ sound spelt 'ch' (Greek in origin)	Review previously taught suffixes (-ed, -ing, -s, -es, -ness, -ful, -less, -ly) Suffix '-ly' with root words ending in 'le' and 'ic' Apostrophes for contractions Rare GPCs /l/ sound Vowel digraphs (From Years 1 and 2)	Spellings learnt in last half term The /^/ sound spelt 'ou' Homophones (including heel/heal/he'll , plain/plane, groan/grown, rain/reign/rein) Review any weak aspects from this term

	eight/ate, weight/wait, son/sun)					
Writing skills	<ul style="list-style-type: none"> -Using simple organisational devices Eg. headings and subheadings -In narratives, create settings, character and plot -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proofread to check for spelling and punctuation errors 	<ul style="list-style-type: none"> -Organise paragraphs around a theme -Discuss similar writing to learn from structure, vocab and grammar to plan -Discuss and record ideas for planning -Use simple organisational devices [headings and sub-headings] Organise information using headings and subheadings -Proofread to check for spelling and punctuation errors 	<ul style="list-style-type: none"> -In narratives, creating settings, characters and plot -Assessing the effectiveness of their own and others' writing and suggesting improvements -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear -Discuss similar writing to learn from structure, vocab and grammar to plan - Proofread to check for spelling and punctuation errors 	<ul style="list-style-type: none"> -Discuss similar writing to learn from structure, vocab and grammar to plan -Proof-read to check for spelling and punctuation errors -Draft and write by composing and rehearsing orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> -In narratives, creating settings, characters and plot -Proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences -Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -Read aloud their own writing -Proofread to check for spelling and punctuation errors 	<ul style="list-style-type: none"> -Draft and write by composing and rehearsing orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures -In narratives, creating setting, characters and plot -Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements -Read aloud their own writing -Proofread to check for spelling and punctuation errors
Independent writing including cross curricular	How I feel about being back at school-concerns/ worries- PSHE	<p>Recount of Bonfire Night- History</p> <p>Nativity Story- RE</p> <p>Write a page for a non-fiction book</p>	<p>Write a set of instructions- How to make a Fossil Print- Art and Design</p> <p>Write a set of instructions- How to</p>	<p>Recount of school trip- History</p> <p>Write a set of instructions how to make an Egyptian cart- DT</p>	Creative story- Imagine they shrink like Alice – What adventures do they go on? Where do they go? -Geography	<p>Writing a persuasive letter to Mrs. Cliff – next triangle treat</p> <p>How I feel about the end of the school year</p>

	<p>Writing information about local area- Geography</p> <p>Write recount about our walk to Eric Morecambe statue - Geography</p>	<p>about a specific animal- Science</p>	<p>make a pancake- Shrove Tuesday</p>	<p>Write a diary entry as Howard Carter- History</p>	<p>Write a recipe and instructions for making a drink/potion- Science</p> <p>Create a poem about light- Science</p>	<p>and starting a new class- PSHE</p> <p>Plant Diary- Science</p>
<p>Arithmetic</p>	<p>Place Value Identify and represent different numbers Find 10 or 100 more/less than a given number Read and write numbers to 1000 in numerals and words Recognise the place value of each digit in 3 digit numbers. Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Addition Add numbers up to 3 digit using formal written methods</p>	<p>Multiplication Recall and use multiplication facts for the 3, 4 and 8 tables Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Division Recall and use division facts for the 3, 4 and 8 tables</p>	<p>Fractions Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Mental Addition and Subtraction Add and subtract numbers mentally, including: a 3 digit number and ones; a 3</p>	<p>Place Value Compare and order numbers to 1000</p> <p>Mental Multiplication and Division Recall and use multiplication facts for the 3, 4 and 8 tables Write and calculate 2d x 1d numbers mentally</p>	<p>4 operations mixed Add numbers up to 3 digit using formal written methods Subtract numbers with up to 3 digits using formal written methods Write and calculate 2d x 1d numbers, using mental and progressing to formal written methods. Recall and use division facts for the 3, 4 and 8 tables</p> <p>Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit</p>	<p>4 operations mixed Add numbers up to 3 digit using formal written methods Subtract numbers with up to 3 digits using formal written methods Write and calculate 2d x 1d numbers, using mental and progressing to formal written methods. Recall and use division facts for the 3, 4 and 8 tables</p>

	<p>Subtraction Subtract numbers with up to 3 digits using formal written methods</p>		<p>digit number and tens; a 3 digit number and hundreds</p>		<p>numbers or quantities by 10 Add and subtract fractions with the same denominator within one whole</p>	
<p>Mathematics/Reasoning</p>	<p>Number – Place Value Identify, represent and estimate numbers using different representations. Solve number problems and practical problems involving these ideas</p> <p>Number – Addition and Subtraction Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Number – Multiplication and Division</p>	<p>Number – Multiplication and Division Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p> <p>Draw 2-D shapes and make 3- D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. 2d shape- drawing- length cm Measure the perimeter of simple 2D shapes</p>	<p>Fractions Compare and order unit fractions, and fractions with the same denominators.</p> <p>Measures- volume/ capacity Measure, compare, add and subtract: volume/capacity (l/ml).</p> <p>Time Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute, number of days in a</p>	<p>Angles Identify right angles</p> <p>Measure- mass Measure, compare, add and subtract: mass (kg/g);</p> <p>Shape: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Sort 2-D and 3-D shapes</p> <p>Measures- length Measure, compare, add and subtract: lengths (m/cm/mm);</p>	<p>Fractions Solve problems</p> <p>Money Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Angles Angles- obtuse/ acute Recognise angles as a property of shape or a description of a turn. Identify right angles, two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are $<$ or $>$ a right angle</p> <p>Time</p>	<p>Time Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute, number of days in a month, year and leap year</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions on graphs and charts</p>

	<p>Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Measures- length Measure, compare, add and subtract: lengths (m/cm/mm);</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions on graphs and charts</p>	<p>month, year and leap year</p>		<p>Estimate and read time to the nearest minute Record and compare time Compare durations of events</p>	
<p>Cross Curricular Maths</p>	<p>Learning 0-10 in French</p> <p>Venn diagram - Science</p>	<p>Science – making meals that have a certain amount of the different food groups</p>	<p>Timelines - Events from Stone Age to Iron Age</p>	<p>Carrying out a science experiment, speed of different materials. Measuring, carrying out a fair test</p>	<p>Food Technology – Measuring, chopping, weighing etc.</p> <p>Measuring shadows and light</p>	<p>Measuring/predicting sizes of plants they will grow</p>
<p>Science</p>	<p>The Human Body – Skeleton & Health and 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</p>	<p>Material Properties – Rocks Compare and group together different kinds of rocks on the basis of their appearance and</p>	<p>Forces and Magnets Compare how things move on different surfaces Notice that some forces need</p>	<p>Light and Astronomy Recognise that they need light in order to see things and that dark is the absence of</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk,</p>	

	<p>An adequate and varied diet is beneficial to health (along with a good supply of air and clean water) Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices) Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>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</p>	<p>contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles</p>	<p>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</p>	<p>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</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> - Asking relevant questions and using different types of scientific enquiries to answer them - Setting up simple practical enquiries, comparative and fair tests - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - Identifying differences, similarities or changes related to simple scientific ideas and processes - Using straightforward scientific evidence to answer questions or to support their findings 				

Art	<p>Painting (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <ul style="list-style-type: none"> - Colour mixing - Make colour wheels - Introduce different types of brushes - Techniques- apply colour using dotting, scratching, splashing <p>Artist: Claude Monet</p>	<p>Christmas Calendars</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <ul style="list-style-type: none"> - Relief and impressed printing - Recording textures/patterns - Mono-printing - Colour mixing through overlapping colour prints <p>Artist: Andy Warhol</p>	<p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <ul style="list-style-type: none"> - Experiment with the potential of various pencils - Close observation - Draw both the positive and negative shapes - Initial sketches as a preparation for painting - Accurate drawings of people – particularly faces <p>Egyptian Art</p>	<p>Pattern (paint, pencil, textiles, clay, printing)</p> <ul style="list-style-type: none"> - Pattern in the environment - Design - Using ICT - make patterns on a range of surfaces - Symmetry <p>Artist: Wassily Kandinsky</p>	<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none"> - Shape, form, model and construct (malleable and rigid materials) - Plan and develop understanding of different adhesives and methods of construction - Aesthetics <p>Texture (textiles, clay, sand, plaster, stone)</p> <ul style="list-style-type: none"> - Use smaller eyed needles and finer threads - Weaving - Tie dying, bat <p>Artist: Georgia O'Keeffe</p>

						Craftsperson: Teresa Leung/ Elizabeth Berrian
Computing	Online safety - To know the importance of protecting personal information, including passwords, addresses and images	Scratch - To create a sequence of instructions that follow each other. Throughout these, the children will identify and correct errors, with support and prompts. - To create simple blocks of code that pupils can explain in a single sentence that could use repeat loops.	Digital Research - To be able to understand the term and function of search engines and use them independently. - To refine a search so that it's more precise. Film making -Use a variety of software on a range of digital devices	Microsoft Word -Select, use and combine software, including collecting and presenting data	Scratch Animation -Design, write and debug simple programs that accomplish specific goals	Microsoft Power Point -Select, use and combine software, including collecting and presenting data
Design Technology	Food: Technical Knowledge: Know how to use appropriate equipment and utensils to prepare and combine food.			Mechanical Technical Knowledge: Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary		Structures Technical Knowledge: Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids

	<p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Designing: Develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making: Plan the main stages of a recipe, listing ingredients, utensils and equipment.</p>			<p>relevant to the project.</p> <p>Designing: Generating ideas focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p>Making: Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluating: Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas</p>		<p>and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.</p> <p>Designing: Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</p> <p>Making: Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</p>
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	<p>Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating: Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p>			<p>against criteria and user needs, as they design and make.</p> <p>[Designing and making a cart for the Egyptians to carry trade goods]</p>		<p>Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques</p> <p>Evaluating: Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose.</p> <p>[Designing and making a planter/ plant pot suitable for all weathers]</p>
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<p>MFL</p> <p>French</p>	<ul style="list-style-type: none"> - To be able to say some greetings in French - To be able to say numbers between 1-20 - To be able to say 4 different colours 	<ul style="list-style-type: none"> - To be able to say some colours linked to Autumn - To be able to say and understand some days of the week - To be able to say and understand some months of the year - To be able to write some days and months of the year 	<ul style="list-style-type: none"> - To be able to say and read 4 animals in French - To be able to say what their favourite animal is - To be able to recognise some plural nouns for animals 	<ul style="list-style-type: none"> - To know some facts about Carnival in France - To sing a song about colours and days of the week - To be able to remember 6 colours - To be able to remember numbers from 1 to 10 	<ul style="list-style-type: none"> - To know some names for fruits and vegetables - To know some names of breakfast foods - To recognise nouns for breakfast foods - To be able to politely ask for an item 	<ul style="list-style-type: none"> - To be able to say where they live - To be able to ask and answer simple questions - To say simple sentences about where they live and what they are called - To listen and join in with a story
<p>Geography</p>	<p>Locational Knowledge Name and locate counties and cities of the United Kingdom</p> <p>Geographical skills and fieldwork Use maps, atlases and globes to locate countries and describe features studied;</p> <p>Place Knowledge Comparing the human geography of a region of the UK (Lake District) and a</p>	<p>Human and Physical Geography Physical geography, looking at: earthquakes (tectonic plates, fault lines, epicentre, cause and effects) then linking to volcanoes (caused by tectonic plates shifting and magma coming through, their structure – magma chamber, throat, ash cloud etc., we find them mostly along fault lines – ring of fire)</p>	<p>Human and Physical Geography Human geography, including: types of settlement and land use; economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Stone Age people</p>		<p>Locational Knowledge Name and locate countries within Southern Europe</p> <p>Geographical skills and fieldwork Use digital/computer mapping to locate countries and describe features studied;</p>	

	region of North America					
History			<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Historical Investigations</p> <ul style="list-style-type: none"> - Use a range of sources to find out about the past; - Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; 	<p>The achievements of the Earliest Civilisations: The Ancient Egyptians</p> <p>Historical Interpretations</p> <ul style="list-style-type: none"> - Look at more than two versions of the same event or story in history and identify differences; <p>Historical Investigations</p> <ul style="list-style-type: none"> - Use a range of sources to find out about the past; - Regularly address and sometimes devise own questions to find answers about the past; - Gather more detail from sources such as maps to build up a clearer picture of the past; 		<p>Local History Study</p> <p>Historical Interpretations</p> <ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - Gather more detail from sources such as maps to build up a clearer picture of the past; <p>Knowledge and Understanding of</p>

			<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - Note key changes over a period of time and be able to give reasons for those changes; - Find out about the everyday lives of people in time studied compared with our life today; - Identify key features, aspects and events of the time studied; - Describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> -Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - Find out about the everyday lives of people in time studied compared with our life today; - Explain how people and events in the past have influenced life today; <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> - Use and understand appropriate historical vocabulary to 		<p>Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - Identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; - Start to present ideas based on their own research about a studied period. (A local history study)
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			<p>invasion, conquer, kingdoms; - Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>(-Late Neolithic hunter-gatherers - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture)</p>	<p>communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; - Start to present ideas based on their own research about a studied period.</p> <p>(-Who were the Ancient Egyptians? - What life was like for Ancient Egyptians - Mummification - Tutankhamun - Hieroglyphs)</p>		
<p>Music</p>			<p>Glockenspiel</p> <p>Listen & Appraise</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>	<p>Lancaster and Morecambe Music Festival</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from</p>		<p>Three Little Birds</p> <p>Listen & Appraise</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>

			<p>with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music</p>	<p>different traditions and from great composers and musicians</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments</p>		<p>with increasing accuracy, fluency, control and expression</p> <p>Develop an understanding of the history of music</p>
<p>PE</p>	<p>Outdoor adventure Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Take part in challenges both individually and within a team</p> <p>Athletics Use running, throwing and catching through athletics</p>	<p>Dance Perform dances using a range of movement patterns</p> <p>Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics</p>	<p>Attacking and defending Use running, throwing and catching</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Dance Perform dances using a range of movement patterns</p>	<p>Attacking and defending Use running, throwing and catching</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics</p>	<p>Physical competitions and challenges Use running, throwing and catching</p> <p>Take part in challenges both individually and within a team</p> <p>Athletics Use running, throwing and catching</p> <p>Compare their performances with previous ones and Demonstrate improvement to</p>	<p>Outdoor adventure and active learning Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and Demonstrate improvement to Achieve their personal best.</p>

	Compare their performances with previous ones and demonstrate improvement to achieve their personal best				achieve their personal best.	
RE	Key Question: Who should we follow?					
	Christianity (God) How (and why) have some people served God?	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean by the 'Holy Spirit'?	Sikhism Why are the Gurus important to Sikhs?	Hindu dharma Why is family an important part of Hindu life?
	<p><u>RE skills - to be used all year</u></p> <p>Beliefs and Values</p> <ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer <p>Living Religious Traditions</p> <ul style="list-style-type: none"> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs <p>Shared Human Experience</p> <ul style="list-style-type: none"> • Describe how some people, events and sources of wisdom have influenced and inspired others <p>Search for Personal Meaning</p> <ul style="list-style-type: none"> • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?' 					

<p>Collective Worship</p>	<p>Celebrating the school community.</p> <p>Identity – who we are Values – what ideas do we share? The challenges of living together Links to PSE, Literacy.</p>	<p>Friends</p> <p>The qualities that make a good friend Am I a good friend? How do friendships grow? Developing the metaphor. Jewish and Christians story and wisdom on the significance of friendship. Creative responses to conflict and assertive responses to difficulties.</p>	<p>Being more aware: 5 senses.</p> <p>See, smell, touch, hear and taste Building awareness of the ‘wonders of the world’ through the senses. Opportunities for younger pupils to present and be involved. Links to science, expressive arts.</p>	<p>New life, Easter and Wesak.</p> <p>Chickens hatch, flowers grow – classroom demonstrations. Wesak: the celebration at a local Buddhist centre Encountering the other in our midst: being British and Buddhist Links to science and RE.</p>	<p>Looking for meaning/asking questions about God.</p> <p>Asking questions of God: what would you ask? Answering these ‘ultimate’ questions from religious and spiritual sources. Modelling excellence in handling ‘personal search’ questions.</p>	<p>The wide world.</p> <p>Global awareness Religions in the world today (a guessing game) What religious leaders say about the wellbeing of all. (Islamic and Christian scripture) Charity action against poverty 10 ways to make our world better: a values challenge for each class, and the whole school.</p>
<p>PSHE</p>	<p>Relationships: R1 To recognise a wider range of feelings in others About responding to how others are feeling R2/R4 About what makes a positive healthy friendship How to maintain good friendships R7</p>	<p>Health and Wellbeing: H12 That simple hygiene routines can prevent the spread of bacteria and viruses H16 About what is meant by a habit About habits can be hard to change H18 About the changes that happen at puberty H21</p>	<p>Living in the wider world: L1 To discuss and debate issues concerning health and wellbeing L2 About the ways in which rules and laws keep people safe To take part in making and changing rules L7 About their responsibilities, rights and duties (home,</p>	<p>Relationships: R11 About working collaboratively toward shared goals R13 About differences and similarities between people, but understand everyone is equal R15 To recognise and manage dares R21 About the importance of keeping personal</p>	<p>Health and Wellbeing: H1/H2 About what makes a ‘balanced lifestyle’ About making choices in relation to health H4 That images in the media do not necessarily reflect reality H5 To recognise their achievements and set personal targets for the future H9/H10/H11</p>	<p>Living in the wider world: L13 About the role of money Ways of managing money (budgeting and saving) L15 About the sustainability of the environment across the world L17/18 That information in the media can be misleading</p>

	How actions can affect ourselves and others R9 About the concept of keeping something confidential or secret About when they should or should not agree to keep a secret	About keeping safe in the local environment H22/H25 About keeping safe online H23 About people who help them stay healthy and safe	school and the environment) L9/L10 About being part of a community About who works with the local community L11 To appreciate difference and diversity (people living in the UK)	boundaries and the right to privacy	About managing risk in familiar situations and keeping safe H15 About the importance of school rules for health and safety About how to get help in an emergency	
Values	Patience	Happiness	Responsibility	Honesty	Tolerance	Friendship
SMSC	Tolerance of those of different faiths.	Mutual respect	Individual liberty	Tolerance of those with different beliefs and cultures.	The rule of law	Democracy
Display	Science – The Human Body (Autumn 1) Geography – Volcanoes (Autumn 2) Corridor – Your Home, My Home (Autumn 1)		History and Art – The Stone Age (Spring 1) French – Animals (& colours) Corridor – The Egyptians (Spring 2)		Science - Light (Summer 1) Art and Design- Wassily Kandinsky (Summer 1) Corridor: How does your garden grow? (Summer 2) SMSC – Rule of Law corridor display (Summer 1)	