

Year 3 Curriculum Map 2022-2023

Timescale	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Overall theme	How to Grow a Dragon	Amazing Earth	We Will Rock You	Exciting Egypt	Impossible Places	Bring Me Sunshine!
Reading Key Texts Key Author: Satoshi Kitamura	The Boy who Grew Dragons FICTION INSTRUCTIONS - How to grow a dragon. Alice in Wonderland.	Various NON-FICTION books about earth POEMS about Bonfire Night Play Time – Julia Donaldson PLAYSCRIPTS	Stone Age Boy – Satoshi Kitamura FICTION Author study - Satoshi Kitamura	Egyptian Cinderella – FICTION Fairy Tales POEMS about Egyptians DIARY ENTRIES	The Train to impossible places – P.G. Bell FICTION PERSUASIVE LETTERS Range of poems	Biography: Eric Morecambe BIOGRAPHY The Hare and the Tortoise etc. - FABLES Myths and Legends
Reading skills	- Predicting what might happen from details stated and implied -Listening to and discussing a wide range of fiction books and poems -Identifying main ideas drawn from more than one paragraph and summarising these -Identify how language, structure	-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	- 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	-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	-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	-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

	and presentation contribute to meaning	-Identifying themes and conventions in a wide range of books - Recognising some different forms of poetry - Retrieve and record information from non-fiction -Preparing poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-Drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inference with evidence	-Reading books that are structured in different ways and reading for a range of purposes	the readers' interest and imagination - Recognising some different forms of poetry	themselves, taking turns and listening to what others say - 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 Fronted Adverbials	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	Prefixes 'mis-' and 're-' The /l/ sound spelt 'y' Proofreading	Suffixes '-ness' and '-ful' Prefixes 'sub-' and 'tele-' Apostrophes for contractions	Revise previous half term – elements that need practice Prefixes 'super-' and 'auto-'	Review previously taught suffixes (-ed, -ing, -s, -es, -ness, -ful, -less, -ly) Suffix '-ly' with root words ending in 'le' and 'ic'	Spellings learnt in last half term The /u/ sound spelt 'ou' Homophones (including

	<p>Rare GPC'S /ei/ sound 'ei', 'eigh', 'aigh' or 'ey'</p> <p>Homophones (break/brake, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' – French in origin</p> <p>Spell words that are often misspelt</p>	<p>Words with the /s/ sound spelt 'ch' as well as 's', 'ss(ion/ure)</p> <p>Suffixes '-less' and '-ly'</p>	<p>Homophones and near homophones</p> <p>Proofreading</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p>	<p>Apostrophes for contractions</p> <p>Rare GPCs /l/ sound</p> <p>Vowel digraphs (From Years 1 and 2)</p>	<p>heel/heal/he'll, plain/plane, groan/grown, rain/reign/rein)</p> <p>Review any weak aspects from this term</p>
Writing skills	<p>-In narratives, creating settings, characters and plot</p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-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</p> <p>-Discuss similar writing to learn from structure, vocab and grammar to plan</p> <p>- Proofread to check for spelling and punctuation errors</p>	<p>-Organise paragraphs around a theme</p> <p>-Discuss similar writing to learn from structure, vocab and grammar to plan</p> <p>-Discuss and record ideas for planning</p> <p>-Use simple organisational devices [headings and sub-headings]</p> <p>Organise information using headings and subheadings</p> <p>-Proofread to check for spelling and punctuation errors</p> <p>-Proposing changes to grammar and vocabulary to improve consistency,</p>	<p>-In narratives, creating settings, characters and plot</p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-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</p> <p>-Discuss similar writing to learn from structure, vocab and grammar to plan</p> <p>- Proofread to check for spelling and punctuation errors</p>	<p>-Discuss similar writing to learn from structure, vocab and grammar to plan</p> <p>-Proof-read to check for spelling and punctuation errors</p> <p>-Draft and write by composing and rehearsing orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>-In narratives, creating settings, characters and plot</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences</p> <p>-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</p> <p>-Read aloud their own writing</p> <p>-Proofread to check for spelling and punctuation errors</p>	<p>-Draft and write by composing and rehearsing orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>-Use simple organisational devices [headings and sub-headings]</p> <p>Organise information using headings and subheadings</p> <p>-Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-Read aloud their own writing</p>

		including the accurate use of pronouns in sentences -Proofread to check for spelling and punctuation errors				-Proofread to check for spelling and punctuation errors
Independent writing including cross curricular	How I feel about being back at school- concerns/ worries- PSHE Plant Observation- What happens to carnations when add food colouring?	Recount of Bonfire Night- History Nativity Story- RE	Write a set of instructions- How to make a Fossil Print- Art and Design Write a set of instructions- How to make a pancake- Shrove Tuesday	Recount of school trip- History Write a set of instructions how to make an Egyptian 'Shadoof'- lever mechanism to carry water Write a diary entry as Howard Carter- History	Planning an adventure through Europe. Where will we go? What will we see? - Geography Create a fact file page about a specific animal focussing on health and nutrition	Writing information about local area- Geography Write recount about our walk to Eric Morecambe statue - Geography How I feel about the end of the school year and starting a new class- PSHE
Mathematics	Place Value and Number Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers	Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Addition and Subtraction As Autumn 1 Money Add and subtract amounts of money to give change, using	Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions	Measures – Mass and Weight Measure, compare, add and subtract: mass (kg/g) Fractions Recap Spring 1	Time Recap objectives from Autumn and Spring. Compare durations of events [for example to calculate the time taken by particular events or tasks].

	<p>using different representations. Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) solve number problems and practical problems involving these ideas.</p> <p>Addition and Subtraction Add and subtract numbers mentally, including: A three-digit number and ones A three-digit number and tens A three-digit number and hundreds Add and subtract numbers with up to three digits, using</p>	<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 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 objects.</p> <p>Time Tell and write the time from an analogue clock,</p>	<p>both £ and p in practical contexts.</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 use fractions as numbers: unit fractions and non-unit fractions with small denominators Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.</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 Estimate and read time with increasing accuracy to the</p>	<p>[for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.</p> <p>Place Value/Multiplication and Division Count from 0 in multiples of 4, 8, 50 and 100 As Autumn 2</p> <p>Angles/2D shape Recognise angles as a property of shape or a description of a turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. Solve problems that involve all of the above.</p> <p>Angles/2D shape Recognise angles as a property of shape or a description of a turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Statistics As Spring 2</p> <p>Mixed operations Recap Addition, subtraction, multiplication and division objectives. 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>
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	<p>formal written methods of column 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>2D and 3D Shape Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Identify right angles, recognise that two right angles make a</p>	<p>including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Measures – length and perimeter Measure the perimeter of simple 2-D shapes. Measure, compare, Add and subtract: lengths (m/cm/mm).</p>	<p>nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Measures – Volume and Capacity Measure, compare, add and subtract: volume/capacity (l/ml)</p>			
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	half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.					
Cross Curricular Maths	Learning 0-10 in French Measuring/predicting sizes of plants they will grow	Measuring shadows and light	Timelines - Events from Stone Age to Iron Age	Carrying out a science experiment, speed of different materials. Measuring, carrying out a fair test	Science- Venn Diagrams	Science – making meals that have a certain amount of the different food groups
Science	Plants Dr Angie Burnett, Plant Biologist 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	Material Properties – Rocks Dr Anjana Khatwa Earth scientist Compare and group together different kinds of rocks on the basis of appearance and simple physical properties Describe in simple terms how fossils	Light and Shadows Professor Colin Webb, Professor of laser Physics Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from	Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	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 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	

	<p>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>are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p>	<p>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>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>on making informed choices)- not in National Curriculum????? Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>
<p>Working Scientifically</p>	<p>Setting up simple practical enquiries, comparative and fair tests Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>	<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them 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</p>

	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	
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: Wassily Kandinsky</p> <p>(Christmas Calendar)</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>3D (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>Craftsperson; Alexander Calder</p>	
Computing	<u>Using Technology Safely</u> Privacy and Security	<u>Using Technology Safely</u> Online Relationships	<u>Using Technology Safely</u> Online Bullying	<u>Using Technology Safely</u> Managing Online Information	<u>Using Technology Safely</u> Health, Well-being and Lifestyle	<u>Using Technology Safely</u> Self-Image and Identity Online Reputation

	<p><u>Information Technology – Usage of Skills (1)</u> To be able to open a new or existing document</p> <p>To be able to manipulate text/spell-check work.</p> <p>To be able to import images from clipart.</p> <p>To be able to create text boxes.</p> <p>To use word art to create titles. On Word and PowerPoint</p>	<p><u>Computer Science (1)</u> 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. On Scratch Jr</p>	<p><u>Information Technology – Knowledge of Technology and its uses</u> Understand the concept of electronic mail.</p> <p>To be able to send, receive and reply to mail</p> <p>Send, using a subject heading, to a known member of the school community e.g. another class teacher, bursar. Using class Office emails</p>	<p><u>Information Technology – Usage of Skills (2)</u> Use cut, copy and paste to refine and re-order content.</p> <p>Is able to create a blank publication and change orientation/ print preview/ insert and delete new pages/ insert background colours. On PowerPoint and Publisher</p>	<p>Copyright and Ownership</p> <p><u>Computer Science (2)</u> 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. On Scratch (not Jnr)</p>	<p><u>Information Technology – Usage of Skills (3)</u> To use all skills learnt so far to produce/ present work based on Topic. Children choose which software they would like to use: Word, PowerPoint or Publisher. To justify why they have chosen that particular software.</p>
<p>Design Technology</p>	<p><u>Structures Technical Knowledge:</u> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where</p>			<p><u>Mechanical Technical Knowledge:</u> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>		<p><u>Food: Technical Knowledge:</u> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their</p>

	<p>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. Explain their choice of materials according to</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 against criteria and</p>		<p>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. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make</p>
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	<p>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 mini greenhouse)</p>			<p>user needs, as they design and make.</p> <p>(Designing and making a 'shadoof')</p>		<p>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>(Designing and making a Lancashire stew)</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>COMPARE A REGION OF THE UK (LAKE DISTRICT) WITH A REGION OF NORTH AMERICA</p> <p>Location knowledge Describe the locations of the counties of the UK and major UK cities. Identify the locations of some of the key human and physical features of the UK. Compare a region of the UK with a region of North America.</p> <p>Place knowledge *Describe how land use has changed over time in the UK locations studied (Lake District, Cumbria) *Investigate and identify the key human and physical geographical features of the</p>	<p>LINK TO HISTORY – STONE AGE PEOPLE Human and Physical - 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>EARTHQUAKES SOUTHERN EUROPE VOLCANOES, NORTH/SOUTH AMERICA</p> <p>Location knowledge Southern Europe, North America – locate areas affected by earthquakes and volcanoes.</p> <p>Human and Physical Begin to understand the terms ‘physical geography’ (the study of the natural features of the Earth) and ‘human geography’ (the study of how human activity affects or is influenced by the Earth’s surface and environment). Begin to understand what a volcano is and describe how a volcano can impact the</p>		<p>COMPARE REGION IN THE UNITED KINGDOM WITH REGION IN SOUTHERN EUROPE LOCAL FIELDWORK STUDY</p> <p>Locational Knowledge Understand the location of Morecambe as within Lancashire. Identify the locations of some of the key human and physical features of the UK. Understand that land use patterns in the UK have changed over time. Locate the countries of Southern Europe and use maps to identify Southern Europe’s major regions, cities and human and physical characteristics.</p> <p>Place knowledge</p>	

	<p>UK locations studied, North America.</p> <p>Human and Physical Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment). Identify and describe land use in the UK and understand how this has changed over time in the locations studied (The Lake District, Cumbria) Describe key aspects of human geography including settlements and land use of an area in the United Kingdom (Lake District) and an area in North America.</p> <p>Geographical Skills and fieldwork Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. Use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p>		<p>human and physical geography of a place (focus on Mount Etna in Sicily) Describe key aspects of physical geography, - earthquakes (tectonic plates, fault lines, epicentre, cause and effects) Focus on Southern Europe. Describe key aspects of physical geography, - volcanoes (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) NORTH and SOUTH AMERICA</p>		<p>Make simple comparisons between some human and physical geographical features of the UK. Investigate and identify the key human and physical geographical features of the locations studied, Southern Europe and UK Identify geographical similarities and differences between our local region and town and other UK regions and towns/cities.. Describe geographical similarities and differences between a region in the United Kingdom and one in a Southern European country.</p> <p>Human and Physical Identify types and sizes of settlement found in the UK and describe the some of the characteristics of different settlements. Identify some examples of the economic activity of the locations studied.</p> <p>Geographical Skills and fieldwork Engage in guided enquiries and begin to suggest own questions for enquiry Begin to evaluate own observations and compare them with others Understand the eight compass points and begin to use them to follow routes</p>	
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History		<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Chronological understanding</p> <p>Place the time studied on a timeline.</p>		<p><u>The achievements of the Earliest Civilisations: The Ancient Egyptians</u></p> <p>Chronological understanding</p> <p>Place the time studied on a timeline.</p>		<p><u>Local History Study Morecambe How Morecambe has changed over the last 100 years</u></p> <p>Chronological understanding</p>

		<p>Use dates and terms related to the study unit and the passing of time. Sequence several events and/or artefacts.</p> <p>Introduction to BC and AD and understand how a timeline can be divided into these distinct parts.</p> <p>Range and depth of historical knowledge</p> <p>Find out about the everyday lives of people in the time studied and make comparisons with our lives today.</p> <p>- Identify reasons for and results of people's actions. Understand why people may have had to do something.</p> <p>Children are introduced to the term 'ancient civilisation'.</p> <p>Children learn that concurrent civilisations existed around the world and made significant achievements.</p> <p>Children begin to make comparisons between ancient civilisations, with support.</p> <p>Historical Interpretations</p> <p>Identify and begin to give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources –</p>		<p>Use dates and terms related to the study unit and the passing of time. Sequence several events and/or artefacts.</p> <p>Introduction to BC and AD and understand how a timeline can be divided into these distinct parts.</p> <p>Range and depth of historical knowledge</p> <p>Find out about the everyday lives of people in the time studied and make comparisons with our lives today.</p> <p>Identify reasons for and results of people's actions. Understand why people may have had to do something.</p> <p>Children are introduced to the term 'ancient civilisation'.</p> <p>Children learn that concurrent civilisations existed around the world and made significant achievements.</p> <p>Children begin to make comparisons between ancient civilisations, with support.</p> <p>Historical Interpretations</p> <p>Identify and begin to give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources –compare</p>		<p>Place the time studied on a timeline.</p> <p>Use dates and terms related to the study unit and the passing of time. Sequence several events and/or artefacts.</p> <p>Introduction to BC and AD and understand how a timeline can be divided into these distinct parts.</p> <p>Range and depth of historical knowledge</p> <p>Find out about the everyday lives of people in the time studied and make comparisons with our lives today.</p> <p>Identify reasons for and results of people's actions. Understand why people may have had to do something.</p> <p>Children are introduced to the term 'ancient civilisation'.</p> <p>Children learn that concurrent civilisations existed around the world and made significant achievements.</p> <p>Children begin to make comparisons between ancient civilisations, with support.</p> <p>Historical Interpretations</p> <p>Identify and begin to give reasons for different ways in which the past is represented.</p>
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		<p>compare different versions of the same event. Look at representations of the period (e.g. cartoons, posters). Historical enquiry Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'. Select and record information which is relevant to the study. Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs). Organising and presenting Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, -Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also</p>		<p>different versions of the same event. Look at representations of the period (e.g. cartoons, posters). Historical enquiry Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'. Select and record information which is relevant to the study. Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs). Organising and presenting Use and understand appropriate historical vocabulary e.g. temples, Empire. Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>		<p>Distinguish between different sources –compare different versions of the same event. Look at representations of the period (e.g. cartoons, posters). Historical enquiry Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'. Select and record information which is relevant to the study. Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs). Organising and presenting Use and understand appropriate historical vocabulary Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems,</p>
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		<p>different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p><u>(-Late Neolithic hunter-gatherers</u> <u>- Bronze Age religion, technology and travel, for example, Stonehenge</u> <u>- Iron Age hill forts: tribal kingdoms, farming, art and culture)</u></p>		<p><u>(-Who were the Ancient Egyptians?</u> <u>- What life was like for Ancient Egyptians</u> <u>- Mummification</u> <u>- Tutankhamun</u> <u>- Hieroglyphs)</u></p>		<p>adverts, diaries, posters and guides.</p>
<p>Music</p>	<p>Samba Tuition</p>	<p>Glockenspiel Stage 1</p> <p>Listen & Appraise</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments 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</p>	<p>Bringing Us Together</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Develop an understanding of the history of music</p>	<p>Lancaster and Morecambe Music Festival</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from 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>Three Little Birds</p> <p>Listen & Appraise</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Develop an understanding of the history of music</p>	<p>The dragon Song</p> <p>Listen & Appraise</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Develop an understanding of the history of music</p>

		live and recorded music				
PE	<p>Invasion Games</p> <p>Use running, throwing and catching</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Dance – Ludus Dance Project</p> <p>Perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance through gymnastics</p> <p>Dance</p> <p>Perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance through gymnastics</p> <p>Target Games</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Striking and Fielding</p> <p>Use running, throwing and catching</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Invasion Games</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p>	<p>OAA</p> <p>Take part in challenges both individually and within a team</p> <p>Athletics</p> <p>Use running, throwing and catching</p> <p>Compare their performances with previous ones and Demonstrate improvement to achieve their personal best.</p>	<p>OAA</p> <p>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> <p>Net and Wall Games</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>
RE	Key Question: Who should we follow?					
	Hindu dharma Why is family an important part of	Christianity (God) How (and why) have some people	Sikhism Why are the Gurus important to Sikhs?	Christianity (Jesus) What does it mean to be a disciple of	Islam Why is the Prophet Muhammad (pbuh)	Christianity (Church) What do Christians mean by the 'Holy

	<p>Hindu life?</p> <p>Identify sources of authority and inspiration. Consider what our 'duties' as human beings are.</p> <p>Know that following dharma (religious duty) is an important part of Hindu life.</p> <p>Suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family.</p> <p>Describe how and why Hindus might celebrate Raksha Bandhan.</p> <p>Identify aspects of the celebration which remind Hindus of their dharma.</p> <p>Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to</p>	<p>served God?</p> <p>Describe the qualities that inspirational people might have. Discuss who makes a good role model and why.</p> <p>Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions).</p> <p>Identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah).</p> <p>Suggest why these prophets chose to listen to and follow God.</p> <p>Identify Christians who might be described as people who listened to and followed God.</p> <p>Describe how and why some Christians might</p>	<p>Identify people and ideas that inspire commitment.</p> <p>Discuss the different ways that people might show that they are committed.</p> <p>Develop an understanding of the importance of founders and leaders for religious communities.</p> <p>Identify Sikh beliefs and values contained within the stories of the lives of the Gurus.</p> <p>Describe how and why the Guru Granth Sahib is treated with great respect.</p> <p>Suggest how and why Sikhs might show commitment to their faith.</p> <p>Reflect on their own commitments and the impact that these have on their lives.</p>	<p>Jesus?</p> <p>Talk about what it means to have charisma. Describe what makes a good leader and why people might want to follow him/her.</p> <p>Discuss what motivates people to want to make a difference.</p> <p>Know what is meant by discipleship. Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus.</p> <p>Identify beliefs and values within religious teachings.</p> <p>Describe how and why Christians might try to follow the example of Jesus through mission and charity work.</p> <p>Describe the work of one Christian organisation that aims to help people, and how this work is an</p>	<p>an example for Muslims?</p> <p>Discuss how good role models can have a positive impact on individuals, communities and societies.</p> <p>Develop and understanding of the importance of founders and leaders for religious communities.</p> <p>Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh).</p> <p>Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh).</p> <p>Describe and give reasons for the Islamic practice of Zakah.</p> <p>Suggest why charity might be important to a Muslim.</p>	<p>Spirit'?</p> <p>Describe aspects of being human that we should be proud of. Discuss what it means to be a successful human.</p> <p>Know what Christians mean by the Holy Spirit. Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities.</p> <p>Identify Christian values exemplified in the gifts of the Spirit.</p> <p>Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations.</p> <p>Describe how and why Pentecost is celebrated.</p> <p>Describe why some Christians might take part in a procession of witness.</p>
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	<p>teach Hindu children about dharma.</p> <p>Reflect on their own duties – to themselves, to their families, to their communities. Discuss who or what they follow – and why.</p>	<p>devote their lives to serving God. Talk about what is meant by a sense of vocation.</p> <p>Identify inspirational people/role models for the world today. Raise and discuss questions about following others.</p>	<p>Ask questions about the value of having commitments.</p>	<p>expression of their Christian beliefs.</p> <p>Reflect on their own leadership abilities.</p> <p>Discuss their own desires to make a difference in the world/in their communities.</p>	<p>Reflect on their own aspirations for themselves and others.</p> <p>Ask questions and suggest answers about how they can try to make the world a better place.</p>	<p>Discuss their own sense of value and what is good/unique about being them.</p> <p>Reflect on the people that they value in their lives – and how they show their appreciation.</p>
Collective Worship	<ul style="list-style-type: none"> • Good relationships include giving, not just taking • Relying on others: Rama and Sita • Diwali • Trust and relationships with God • Helping each other • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU weekly videos. 	<ul style="list-style-type: none"> • Happy times • How to be thoughtful • What makes a gift special? • Thinking of others with less than we have. • Christmas story • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • Resolutions • Making up with people I've upset: saying sorry • Tashlich: Jewish practice of "casting off" sins • Lent – giving up luxuries and giving the money to people in need • Lent – doing extra things for others • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • Being brave in the face of danger • Standing up for others • Facing challenges in your life • Consequences of our actions • Paying the price for bad deeds • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • Being patient with others and yourself • Letting go of mistakes • Looking forward to the future • Ramadan • Eid • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. 	<ul style="list-style-type: none"> • The qualities that make a good friend • Am I a good friend? • How do friendships grow? • Judaism: the real story of Joseph and his dreams (Genesis 37-45) • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos.
PSHE	<p>Relationships: R1 To recognise a wider range of feelings in others R2/R4</p>	<p>Health and Wellbeing: H12 That simple hygiene routines can prevent the spread the</p>	<p>Living in the wider world: L1 To discuss and debate issues concerning health and wellbeing L2</p>	<p>Relationships: R11 About working collaboratively toward shared goals R13</p>	<p>Health and Wellbeing: H1/H2 About what makes a 'balanced lifestyle' About making choices in relation to health H4</p>	<p>Living in the wider world: L13 About the role of money</p>

	<p>About what makes a positive healthy friendship</p> <p>How to maintain good friendships</p> <p>R7</p> <p>How actions can affect ourselves and others</p> <p>R9</p> <p>About the concept of keeping something confidential or secret</p> <p>About when they should or should not agree to keep a secret</p>	<p>spread of bacteria and viruses H16</p> <p>About what is meant by a habit</p> <p>About habits can be hard to change</p> <p>H18</p> <p>About the changes that happen at puberty</p> <p>H21</p> <p>About keeping safe in the local environment</p> <p>H22/H25</p> <p>About keeping safe online</p> <p>H23</p> <p>About people who help them stay healthy and safe</p>	<p>About the ways in which rules and laws keep people safe</p> <p>To take part in making and changing rules</p> <p>L7</p> <p>About their responsibilities, right and duties (home, school and the environment)</p> <p>L9/L10</p> <p>About being part of a community</p> <p>About who works with the local community</p> <p>L11</p> <p>To appreciate difference and diversity (people living in the UK)</p>	<p>About differences and similarities between people, but understand everyone is equal</p> <p>R15</p> <p>To recognise and manage dares</p> <p>R21</p> <p>About the importance of keeping personal boundaries and the right to privacy</p>	<p>That images in the media do not necessarily reflect reality</p> <p>H5</p> <p>To recognise their achievements and set personal targets for the future</p> <p>H9/H10/H11</p> <p>About managing risk in familiar situations and keeping safe</p> <p>H15</p> <p>About the importance of school rules for health and safety</p> <p>About how to get help in an emergency</p>	<p>Ways of managing money (budgeting and saving)</p> <p>L15</p> <p>About the sustainability of the environment across the world</p> <p>L17/18</p> <p>That information in the media can be misleading</p>
Values	Cooperation	Thoughtfulness	Responsibility	Tolerance	Honesty	Friendship
SMSC	Tolerance of those with different beliefs and cultures	Mutual respect	The Rule of Law	Tolerance of those of different faiths	Democracy	Individual liberty
Curriculum links	History – The origins of ‘dragons’.	History - Recount of Bonfire Night.	Music – We Will Rock You song.	Geography – River Nile, use maps to find Egypt.	Art – pattern in the Mosque.	Geography – local landmarks and landscape.

	<p>Music - Sing 'Puff the Magic Dragon'</p> <p>Art- studying a variety of dragon drawings and paintings.</p> <p>Make a dragons eye out of clay.</p>	<p>Music – Christmas songs.</p> <p>DT- Rockets</p>	<p>DT – how the Stone Age people built their houses.</p>	<p>Music – Walk like an Egyptian.</p> <p>Art – Studying hieroglyphics</p>	<p>History – trains/travel in the past.</p> <p>DT – Who designed and built the first steam locomotive- Richard Trevithick</p>	<p>Music – 'Bring Me Sunshine' song.</p> <p>Art – Eric Morecambe sculpture/ statue on the seafront.</p>
Visits/Trips	<p>Regent park trip to look at plants/ flowers – use and follow maps - Geography</p>	<p>Church Trip - Christmas</p>	<p>Beach Visit</p>	<p>World Museum Liverpool</p> <p>Church Visit - Easter</p>	<p>Islam Mosque trip</p>	<p>Eric Morecambe Statue and Morecambe Heritage visit</p>
Display	<p>Science – Plants (Autumn 1) Geography – Volcanoes (Autumn 2)</p> <p>Corridor – Made by the Moon- Eden Project (Autumn 1)</p> <p>Key Art Display 22/23- outside main office</p>		<p>History – The Stone Age (Spring 1) French – Animals (& colours)</p> <p>Corridor – Egyptians (Spring 2)</p> <p>SMSC - Tolerance of those of different faiths. (Spring 2)</p>		<p>RE Islam (Summer 1) Art and Design- Sculpture (Summer 1)</p> <p>Corridor- Bring Me Sunshine- Morecambe (Summer 2)</p>	
Key Dates	<p>28th Healthy Eating Day – Walk to school 10th Sept Ganesh Chaturthi Black History 1st October 5th Dyslexia Awareness</p>	<p>14th Nov Inter Faith week (display) 11th November Remembrance Day 14th Diwali 16th Anti Bullying Week</p>	<p>23rd Jan Handwriting Day 1st Feb Children's mental health 25th Feb Number Day 9th Feb Safer Internet Day</p>	<p>14th Feb Random Act of Kindness Day 4th March World Book Day 5th March World Science Week 12th April Ramadan 23rd April St Georges Day</p>	<p>8th May VE Day 12th May Eid 21st May Outdoor classroom day link Ocean Day</p>	<p>29th June Children's Art week 5th June Big lunch (DT design own lunch) 5th June Bike week 26th Tour de France Sports day</p>

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