

Yearly Curriculum Overview							
Year Group: 3		Academic Year: 2024-2025		Teachers: Nicola Stevens (B3),Sarah Smart (M3)			
Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading	Reading behaviours and fluency • The children ask increasingly informed questions to improve understanding of a text e.g. ‘I wonder if this is like because (linking to other texts)’, ‘Perhaps he did that because (linking own experiences/that of other characters)’ • They comment on use of language using terminology including alliteration, rhythm, rhyme, simile Vocabulary: • The children identify new vocabulary and sentence structure and explore, discuss, use language to develop understanding • They will identify and understand meanings of a wide range of conjunctions used to link events together • They will identify a range of standard words/phrases used at various stages of a narrative Retrieving: • The children refer back to the text for evidence when explaining and extracting information from tables and charts • They recognise some different forms of poetry • They retrieve information from text where there is competing (distracting) information • They use contents pages and indexes to locate, retrieve and record information from non-fiction texts • They recognise different narrative genres • They notice the difference between 1st and 3rd person accounts • They identify the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions Summarising: • Children summarise the main ideas from a range of genres • They begin to identify themes across texts e.g. friendship Inferring: • The children suggest reasons for actions and events, inferring characters’ feelings, motives, behaviour and relationships based on descriptions and their actions in the story • They identify with characters and make to their own experiences when making judgements about the characters’ actions • They justify their views about what they have read and identify how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place? • They identify evidence of relationship between characters based on dialogue and behaviour • They analyse the use of language to set scenes, build tension or create suspense, explaining how words/phrases in the description are linked to create suspense • They explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, ‘What other words/phrases in this passage tell us that he is a sinister character?’ Predicting: • The children predict what might happen from details stated and can indicate the strength/likelihood of their prediction being correct Analysing: • The children analyse and compare plot structure, recognising the move from general to specific detail Authorial Intent: • The children evaluate the effectiveness of texts in terms of function, form and language features • They identify how language structure and presentation (font size, bold, calligrams) contribute to meaning Comparing: • The children confidently comment on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension					

	Guided Reading Texts	Anne Fine The Gingerbread Star Bill's New Frock Prehistoric Britain How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley Stone Age Boy by Satoshi Kitamura Stonehenge by Elizabeth Raum Colours The Colour Monster by Anna Llenas Lucy's Blue Day by Christopher Duke True Colours by Cyndi Lauper Robots Rusty The Squeaky Robot by Neil Clark The Iron Man by Ted Hughes The Iron Woman by Ted Hughes Different Cultures Same, Same But Different by Jenni Sue Kostechi Shaw Planet Omar: Accidental Trouble Magnet by Zanib Mian Anisha: Accidental Detective by Serena Patel	Towns, Cities and Villages Settlements Tokyo Town Is By The Sea by Joanne Schwarz Children's Classics Vol 1 Stuart Little by EB White The Magic Faraway Tree by Enid Blyton The Reluctant Dragon by Kenneth Grahame Songs Count On Me by Bruno Mars Rise Up by Andrea Day Fight Song by Rachel Platten Picture Books Volume 1 The Man Who Walked Between The Towers by Mordica Gerstein The Tunnel by Anthony Brown Henry's Freedom Box by Ellen Levine Poetry Volume 1 The Owl and the Pussycat by Edward Lear The Sound Collector by Roger McGough Matilda Who Told Lies And Was Burned To Death by Hillaire Belloc	Picture Books Volume 2 The Day The Crayons Quit by Drew Daywalt Masai and I by Nancy Carpenter I'll Take You To Mrs Cole by Nigel Gray Light and Shadows The Dark by Lemony Snicket Smoot: A Rebellious Shadow by Michelle Cuevas My Shadow by Robert Louis Stevenson Children's Classics Vol 2 Winnie The Pooh by AA Milne Stig Of The Dump by Clive King Charlotte's Web by EB White Disney Songs The Bare Necessities (Jungle Book) How Far I'll Go (Moana) Try Everything (Zootropolis) Internet Safety Be Safe On The Internet by Bridget Heos Digiduck's Big Decision	Lighthouses How Does A Lighthouse Work? by Roman Balyaev My Lighthouse by Rend Collective The Lighthouse Keeper's Lunch by David and Rhonda Armitage Poetry Volume 2 From A Railway Carriage by Robert Louis Stevenson Walking With My Iguana by Brian Moses Be Glad Your Nose Is On Your Face by Jack Prelutsky Dick King Smith The Hodgeheg Henry Pond The Poet Aristotle Monsters Isadora Moon Goes On Holiday by Harriet Muncaster Amelia Fang and the Unicorn Lords by Laura Ellen Anderson The Nothing To See Here Hotel by Steven Butler and Steven Lenton Plants Du Iz Tak? by Carson Ellis A Seed Is Sleepy by Dianna Hutts Aston Why Are Tomatoes A Fruit?	Forces Sir Isaac Newton and the Apple Story Egg Drop by Mini Grey Magnes The Shepherd and the discovery of magnets Novels Volume 2 The Wild Robot by Peter Brown The Brilliant World Of Tom Gates by Liz Pichon Fortunately, The Milk by Neil Gaiman Philip Reeves and Sarah McKintyre Jinks and O'Hare Funfair Repair Pugs Of The Frozen North Oliver and the Seawigs Weather Cloudy With A Chance Of Meatballs by Judi Barrett Raindrops Keep Falling On My Head by BJ Thomas How Are Rainbows Formed Novels Volume 1 Sam Wu Is Not Afraid Of Zombies by Katie and Kevin Tsang The Legend Of Spud Murphy by Eoin Colfer Ottoline and the Yellow Cat by Chris Riddell Notable People Vol 1 Bessie Coleman Facts for Kids Counting on Katherine by Helene Becker David Attenborough	Greece Moussaka Recipe The Role Of Women In Ancient Greece Theseus and the Minotaur Notable People Vol 2 Grace Darling Hatshepsut Louis Braille Keeping Healthy Broken Bones (for Kids) - Nemours Kids Health Boost your child's bone health Kids' Health - Topics - Sugar - yes, you're sweet enough! Spiders The Spider and the Fly by Mary Howitt Milton The Mighty by Emma Read Roald Dahl BFG by Roald Dahl Fantastic Mr Fox by Roald Dahl The Dentist and the Crocodile Shang Dynasty Mandate Of Heaven Tools and Treasures Of Ancient China by Candice Ransom The Yellow River
		<i>The Creakers Tom Fletcher</i>	<i>The Twits Roal Dahl</i>				
	Writing	Persuasion – Letter: Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader Recount: Write a diary entry in character	Instructions: link to DT Recount: writing a recount of a personal event (school trip)	Narrative: Adding to an existing story - using a chapter to write a story Play writing: Turning a chapter in to a play	Narrative: Poetry: Haikus	Explanation Texts: Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. Non-chronological Report: link to History	Recount: writing a recount of a personal event (Camp Bushey) Persuasion – advert: writing to the new year 3s

	Key Texts	The Day the Crayons Quit <i>Drew Daywalt</i>		The Twits by Roal Dahl	Wisp: A Story of Hope	The Cracking Saxons (Horrible Histories series)	
	Spelling, Punctuation & Grammar	Spelling: - Review vowel digraphs: ai, ay, a-e, a - Review vowel digraphs: ee, ea, e-e - Review vowel digraphs and trigraphs: igh, i-e, ie - Review vowel digraphs: ow, oa, o-e, o - Recap week (combination of above sounds)	Spelling: - Review vowel digraphs: oo, ou, u-e - Review vowel digraphs: oi, oy & ow, ou - Review common exception words from KS1 - Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey - Review adding vowel suffixes -ed, -ing, when keeping ending or changing y to i or chopping the final e	Spelling: - Review adding vowel suffixes -ed, -ing, when doubling the final consonant - Review vowel suffixes -er and -est Review -le at the end of words - Review -el or -il at the end of words - Review -al at the end of words	Spelling: - Explore homophones and near homophones - Review apostrophes for contraction - Review apostrophe for possession	Spelling: - Review suffix -ly (with a consonant before it) - Explore suffix -ally - Review consonant suffixes -ment and -ness - Review consonant suffixes -ful and -less - Explore the suffixes -tion and -ation Explore the -sion suffix - Explore prefixes un-, dis-, mis-, in- - Explore prefixes re-, super- - Focus on the short vowel sound /ʌ/ spelt ou - Explore the vowel suffix -ous - Review high frequency words - Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey	Spelling: - Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words - Explore words with the phoneme s spelt sc - Explore words containing silent letters written kn, gn, wr, wh - Focus on silent letters: words from the Y3/4 statutory word list
		Grammar - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning - Expressing time, place and cause using conjunctions, adverbs or prepositions - multi-clause sentences with a range of conjunctions - Introduction to paragraphs as a way to group related material - Headings and subheadings to aid presentation - Use of the present perfect form of verbs instead of the simple past Punctuation - Introduction to inverted commas to punctuate direct speech - Using commas in a list					
	Oracy	Discussion of texts Persuasive language Features of narrative and recount writing	Discussion of texts Features of recount writing	Discussion of texts Features of narrative and recount writing Character role-play	Discussion of texts Features of a narrative and a recount Interviewing people/characters Perform poetry	Discussion of texts Features of explanations and non-chronological reports	Discussion of texts Features of recount writing

Maths

Number & Place Value:

- identify, represent and estimate numbers using different representations
- compare and order numbers up to 1000
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas
- recognise the place value of each digit in a three digit number (hundreds, tens, ones)

Statistics:

- 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 formal written methods of columnar addition and subtraction

estimate the answer to a calculation and use inverse operations to check answers

Measurement:

- measure, compare, add and subtract: lengths (m/cm/mm)

Number & Place Value

- 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
- estimate the answer to a calculation
- find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals
- add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

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
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- estimate the answer to a calculation
- find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Multiplication and division:

- 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
- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given
- number recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Addition & Subtraction

- Multiplication and Division:** -recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Fractions:

- recognise and show, using diagrams, equivalent fractions with small denominators
- 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
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Multiplication & Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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 that involve all of the above [fraction objectives from Year 3]

Measurements

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks]
- estimate and read time with increasing accuracy to the 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
- know the number of seconds in a minute and the number of days in each month, year and leap year
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Number & Place Value:

- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- recall multiplication and division facts for multiplication tables up to 12 x 12
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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
- Place value**
 - 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
 - count up and down in tenths
 - recognise the place value of each digit in a three-digit number
 - identify, represent and estimate numbers using different representations

		-identify, represent and estimate numbers using different representations -add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) -add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction				-read and write numbers up to 1000 in numerals and in words -recognise that tenths arise from dividing an object into 10 equal parts and in dividing one- digit numbers or quantities by 10 -read and write numbers up to 1000 in numerals and in words Measurements: -pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm) 3D shape: -recognise that angles are a property of shape or a description of a turn -identify right angles, recognise that two right angles make a 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 -identify horizontal and vertical lines and pairs of perpendicular and parallel lines
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Science	Main theme & Learning	<u>Plants - Trees</u> (Outdoor Learning) • Making observations and recording them. • What are parts of a tree and what are their functions? • How are deciduous and evergreen trees different? • How can I identify different types of trees? • Why are trees a good habitat? • What is a woodland habitat?	<u>Rocks and soils</u> • How can I describe and compare rocks? • What is the rock cycle? • What is an igneous, sedimentary and metamorphic rock? • How can we investigate the permeability of rocks? • How can we investigate the hardness of rocks? • How are fossils formed? • Recognise that soils are made from rocks and organic matter.	<u>Light</u> • Recognise that we need light in order to see things and that darkness 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 our eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object. • 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	<u>Plants</u> • What do plants need? • 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 • Do the different parts of the plant have a function? • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • What are roots? • Investigate the way in which water is transported within plants • How do plants transport water? • Investigate the way in which water is transported within plants • How do plants reproduce? • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • How are seeds dispersed?	<u>Animals Including Humans</u> • How can I sort foods into groups? • How can I explore the nutritional values of different foods by gathering information from food labels? • 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 have bones for support, protection and movement. • Set up a simple practical enquiry. I can communicate my results. • Identify that humans have muscles for support, protection and movement. • Identify that some other animals have bones for support, protection and movement. • Understand that animals, including humans, need the right type of nutrition.	<u>Forces and Magnets</u> • Compare how things move on different surfaces • Notice that some forces need 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 • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
	Key Texts		A Rock Is Lively by Dianna Hutts Aston The Street Beneath My Feet by Charlotte Guillain & Yuval Zommer How Life on Earth Began: Fossils - Dinosaurs - The First Humans by Aina Bestard	The Girl Who Thought in Pictures- The Story of Dr.Temple Grandin by Julia Finley Mosca	What's Inside a Flower? by Rachel Ignotofsky The Big Book of Blooms by Yuval Zommer		
	Vocabulary	Rock, soil, marble, granite, sand, stone, slate, chalk, clay, texture, absorbed, permeable, pebble, characteristic, surface, organic, impermeable, crystal, grains, crumbly, igneous, sedimentary, metamorphic, fossil, ...	Growth, trunk, branch, leaf, bark, plumeate shape, pointed shape, materials, habitat, nest, ...	Shadow, light, opaque, direction, light, travels, shortest, longest, highest, torch, shape, similar, transparent, translucent, light source, sun, reflect, shine	Soil, nutrients, transport, flower, stem, leaf, roots, pollen, pollination, seed formation, seed dispersal, reproduction, support, anchor, ...	Balanced diet, carbohydrates, protein, fats, fibre, fruit and vegetables, bones, muscles, femur, ribs, spine, tibia, shoulder blade, hollow, relax and contract, protect,	Force, push, pull, speed up, slow down, change shape, change direction, movement, direction, friction, magnets, magnetic, surface, magnetism, north

				shiny, absorb, reflective surface, surface, mirror, lamp		support, internal skeleton, exoskeleton. nutrition, skeleton, muscles, healthy, unhealthy diet, bones, vertebrate, invertebrate	pole, south pole, repel, attract
Computing	Main theme & Learning	Online Safety: -know that the Internet can help us to communicate -contribute to a class blog with clear and appropriate messages -understand how to search the Internet and how to think critically about the results that are returned - identify some physical and emotional effects of playing/watching inappropriate content/games. Typing: -understand the names of the fingers. -understand what is meant by the home, bottom, and top rows. -develop the ability to touch type the home, bottom, and top rows. -use two hands to type the letters on the keyboard -touch type using the left hand -touch type using the right hand	Stop-frame Animation: -know that animation is a sequence of drawings or photographs -relate animated movement with a sequence of images -plan an animation -identify the need to work carefully and consistently - review and improve an animation -evaluate the impact of adding other media to an animation -select, use and combine a variety of software	Coding: -Use a flowchart to create a computer program -create a program that uses a timer - use the repeat command with an object - run, test a program. -plan their scene and code before they create their program.	Simulation: -know that a computer simulation can represent real and imaginary situations -give some examples of simulations used for fun and for work. -give suggestions of advantages and problems of simulations. -evaluate simulations by comparing them with real situations and considering their usefulness. Graphing: -set up a graph with a given number of fields. -enter data for a graph -produce and share graphs made on the computer -present the results in a range of graphical formats -use the sorting option to make analysis of their data easier	Branching data-bases: -use YES/NO questions to play a simple game with a friend. -explain why they choose a particular question to split their database. - complete a branching database about vegetables. -choose a suitable topic for a branching database. -create a branching database	Spreadsheets: -create a table of data on a spreadsheet. -describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row Email: -open an email and respond to it -send emails to other children in the class. -write rules about how to stay safe using email. -know what CC means and how to use it. -attach files appropriately and use email communication to explore ideas.
	Vocabulary	Internet safety: Password, internet, blog, username, website, webpage, spoof website, PEGI rating. Typing: Posture, top row keys, home row keys, bottom row keys, spacebar.	Stop-frame Animation: animation, flip book, sequence, stop-frame, software, media, storyboard, onion skinning, frames,	Coding: Coding, program, repeat, run, test, debug, command, action, alert, algorithm, background, develop, button, execute, flowchart, nesting, values, timer, sequence, repeat, predict, procedure, object	Simulation: Real life, simulation, dangers Graphing: Graph, field, data, bar chart, block graph, line graph, pie chart, row, column.	Branching database, question, database, data.	Spreadsheets: <, >, =, copy and paste, columns, rows, cells, delete, move cell, spreadsheet. Email: Safe, reply, respond, compose, CC, open, send, attach, attachment, files, communication, save to draft, password,

							formatting, report to a teacher, address book.
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	Main theme	Drawing 1) What effects can be created using a range of graded sketching pencils and charcoal? 2) How do artists use charcoal in their work? 3) How can I use graded sketching pencils and charcoal to add tone and shading to drawings? 4) How do I arrange and draw a still life image from observation? 5) How do I draw buildings, inspired by David Creffield, from observation? 6) Have I been able to use sketching pencils/charcoal effectively?	Painting 1) How can I create shades, tints and tones of colours? 2) How do artists create effects, using paint, in their work? 3) How can I design an artwork in the style of Alma Thomas? 4) How do I create artwork, inspired by Alma Thomas? 5) How do I develop and refine my artwork, inspired by Alma Thomas? 6) Have I effectively used my painting skills to create a painting in the style of Alma Thomas?	Printing 1) How can I explore different types of printing? 2) How do artists and craftspeople use printing in their work? 3) How can I design a printed artwork in the style of Sarfraz Khatri? 4) How do I create an artwork, inspired by Sarfraz Khatri? 5) How do I develop and refine my artwork, inspired by Sarfraz Khatri? 6) Have I effectively used my printing skills to create a print in the style of Sarfraz Khatri?
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	Artist studied	Dennis Creffield (Vincent van Gogh, Leonardo Da Vinci)	Alma Thomas (Bridget Riley, JWM Turner)	Indian block printing https://www.bbc.co.uk/programmes/p0115jb8 Sarfraz Khatri - https://vawaa.com/artists/sarfraz-ajrakh-block-printing-india
	Vocabulary	sketching pencil, graded, contrast, smooth, hatching, cross hatching, stippling, dots, dashes, line, tone, light, dark, shadow, blend, highlight, still life, sketch, self-portrait, observation, chalk pastels,	Colour - primary, secondary Shade, tint, tone Paint, brush, brushstrokes, line, light, dark, contrast, complementary, Describe, evaluate, compare, discuss,	abstract, armature, attach, colour, construct, design, embellish, evaluate, explore, finish, form, frame, investigate, join, make, maquette, materials, metal, model, pedestal, plan, realistic, sculptor, sculpture, shape, texture, tools, wire, 3-dimensional.
Design & Technology	Main theme	<u>Christmas Decorations</u> Purpose: To create a Christmas decoration using salt dough for the Christmas fair Investigate: Investigate making salt dough. Look at Christmas decorations e.g. size, colour to think about their own decoration Design: Develop design criteria and use annotated sketches to present ideas	<u>Structures - Picture Frames</u> Purpose: To create a picture frame to display a photograph for a member of their family Investigate: Different materials - which one would make the picture frame the strongest and most stable? How will the picture frame stand up? Design: Gather information about the needs and wants of the intended user Develop design criteria to inform their idea and generate	<u>Ensalada Mediterranea and croutons</u> Purpose: To create a Mediterranean salad for themselves to enjoy Investigate: Taste different salads - what vegetables would be the best to include? Design: Develop own design criteria for their salad Make design decisions that take into account of the availability of resources - e.g. are the chosen vegetables available to purchase easily?

		Make: Select appropriate materials and tools and assemble materials with some accuracy Order main stages of making Apply finishing techniques accurately Evaluate: Evaluate existing decorations and the materials they have been made from Refer to design criteria during the designing and making process and use this to evaluate their end product Identify strengths and areas for improvement using design criteria and views of others Significant Individual/Event	realistic ideas Model ideas using annotated sketches and clarify ideas through discussion Make: Select and explain their choice of appropriate materials and tools for the product according to functional and aesthetic qualities Order the main stages of making Follow procedures for safety Measure and mark out materials with some accuracy Assemble and join materials with some accuracy Apply finishing techniques with some accuracy Evaluate: Investigate and analyse existing frames - how well have they been designed and made? What material? Do they achieve their purpose? Where and when were they designed and made? Can they be recycled or reused? Refer to design criteria during the designing and making process and use this to evaluate their end product, identifying strengths and areas for improvement Significant Individual/Event: The photographic camera was invented in 1816 by Joseph Nicéphore Niépce.	Share ideas through discussion Produce an annotated sketch to show their design Make: Select tools and equipment suitable for making the salad - explain these related to the skills and techniques they will be using Create set of instructions for making the salad and croutons Follow procedures for safety and hygiene - preparing vegetables and baking the bread for the croutons Evaluate: Evaluate existing salads - what do you like about it? Would you include those vegetables? Evaluate own salad and croutons against the design criteria Identify strengths and areas for development Consider the views of others and the intended user Significant Individual/Event: Jamie Oliver and his work on demonstrating a balanced diet
	Vocabulary	Decoration, investigate, evaluate, explore, experiment, salt dough, mould, shape, join,	Frame, plastic, clay mould, hinges, structure, wood, square, clips, magnetic, decorated, rectangle, glass, photo, glue, slide, stand, rope, material, painted, velvet, shaped, joins, joint, mount, cardboard, rubber, picture hanger, Jelutong – square section wood, card triangles, marbling, background mount, joint, PVA glue, spreader, design, ruler, measure and mark, health and safety, junior hacksaw, blade, bench, hook, G-clamp	Health and safety, cut, slice, cutting board, knife, bridge hold, claw hold, strawberries, grapes, blueberries, raspberries, sticks, trays,
Geography	Main theme	Cities of the UK and Landmarks What is a city? What features (physical and human) does a city have? What do people do in cities? How do they compare to one another? What is a landmark and what makes a landmark? Why are they there (navigation feature)? What human features do they have? Where are the main cities in the UK? How can I locate them on maps? What is unique about these cities? What do these cities connect to? What is unique about their locations? Where are the main landmarks of London and how do I spot them? What is unique about the location of a landmark?	All About India Where is India? What is India near? How does India compare to the UK? What does India and the UK have in common? Can I spot famous landmarks in India? What is the population of India? What are the main cities of India? (Delhi, Mumbai, Bangalore, Kolkata) How can I locate them on a map? Are there any differences between each city? Does each city have their own landmark? How far is each city from each other? How does India and UK connect globally? (trade) (transport)	Amazon River and Rainforest What is it like in the Amazon Rainforest? What features (human and physical) does it have? How and why is it changing? What do people do here? How does it compare to forests in the UK? Where is it? How can it be mapped? Is it connected to anywhere locally? What is unique about its locations and climate? How big is it? How far is it from the capital city?
	Key Texts/Visits	London Landmarks - London Eye, Big Ben, Houses of Parliament - London Quest		Rainforest Workshop

	Vocabulary	arable, area, atlas, cathedral county, fertile, landmark, nation, region, topography Retrieval vocab: atlas, cathedral, continent, densely populated, fertile, globe, human features, landmark, location, North Pole, physical features, South Pole, temperate, transport New vocab: altitude, biomes, climate change, fossil fuels, resources, world heritage site		Asia, subcontinent, civilisation, population, national animal, rupee, symbol, desert,borders, states, himalayan, climate, tropical, diverse,		biodiversity, canopy, climate change, deforestation, emergent layer, forest floor, habitat, latitude, longitude, middle layer, rainforest, tributary, tropics		
History	Main theme	Changes in Britain from the Stone Age to the Iron Age 1. Where do the Stone, Bronze and Iron Ages fit in world history? 2. Stone Age - what happened and why? How did one Age change into the next? 3. Bronze Age - what happened and why? How did one Age change into the next? 4. Iron Age - what happened and why? How did one Age change into the next? 5. What can we find out from different historical and archaeological sources? How do we know which time period they are from? How have they evolved over time? 6. What were the biggest causes and consequences of changes during prehistory? Chronology: Use dates and terms related to the three periods and passing of time. Investigating and Interpreting: Discuss reliability of sources linked to the scarcity of primary sources. Knowledge and Understanding: Describe similarities and differences between people, objects and events over time.		Ancient Egypt 1. How can I use a timeline to locate the Ancient Egyptian Era? Add to their existing timeline. How can I discuss the Ancient Egyptian Era using appropriate vocabulary? 2. How did the Egyptian period begin? 3. How did they use the River Nile to advance their civilisation? 4. What interpretation do we have of Tutankhamun as a leader? 5. How did finding Tutankhamun’s tomb change our understanding and perception of this time period? 6. What were the changes that prompted the Egyptian period to end? Chronology: Use terms related to the period and begin to date events and understand more complex terms e.g. AD and BC Investigating and Interpreting: Begin to evaluate the usefulness of different sources. Knowledge and Understanding: Give reasons for the changes in the features of the period studied.		Britain’s Settlement by Anglo Saxons 1. How can I use a timeline to locate the Anglo Saxon Era? Add to their existing timeline. 2. Why did the Romans leave Britain and what change did this cause? 3. How and why did the Anglo-Saxons settle in Britain? 4. Continuity - from the Romans (roads) 5. Changes - Settlements 6. What legacy did the Anglo-Saxons leave? Chronology: Use dates to place events, artefacts and historical figures on a timeline. Investigating and Interpreting: Refer to more than one source of evidence for a more accurate understanding of events. Knowledge and Understanding: Describe features of periods studied e.g. clothes, homes, beliefs and attitudes.		
	Key Texts/visits	Stig of the Dump by Clive King Iron Man by Ted Hughes Chiltern Open Air Museum		Ancient Egyptian Day A Mummy Ate my Homework by ____				
	Vocabulary	Era, timeline, chronology, prehistory, Stone Age, Iron Age, Bronze Age, Neolithic Revolution, events, source, historical, archaeological, research, hunter-gatherer, farmer, hill fort, Celts, copper, bronze, iron, weapons, tools		Era, timeline, chronology, AD, BC, Empire, Romans, River Nile, civilisations, culture, events, source, historical, archaeological, research, Tutankhamun, legacy, flood, nutrients, drought, ...		Era, timeline, chronology, AD, BC, centuries, legacy, events, source, historical, archaeological, research, administration, legacy, invaders, settlers, society, invade		
		Performing skills			Composing skills		Aural and Theoretical Knowledge	
Music	Main theme	Singing/chanting notation (melody and lyrics) Performance choices (expression and communication)	Playing an instrument Chromatic glockenspiel Recorder	Ensemble Echo/simple additional vocal parts in songs Tuned percussion part added to song Question and answer tuned percussion	Create ostinato word patterns to combine in group Improvise waltz melodic patterns Compose march melody (individual/pair) using staff notation Explore instrumental timbre and body percussion in soundscapes		Musical dimensions/ concepts Musical dimensions/ concepts ABA (ternary) form Waltz 3/4 March 4/4 Semitone Texture Staccato/legato	Notation Graphic (pictorial) – read and order Cultural development (including music history and traditions) Wide range, including orchestra and individual instruments
	Vocabulary							

PE/ Games	Main theme	Tennis	Hockey		Athletics - Running	Swimming	Athletics - Jumping and Throwing
	Vocabulary						
PSHE	Main theme	Being me in My World: Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Difference: Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals: Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me: Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Relationships: Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing Me: How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	Vocabulary	Goals Self-worth Positivity Challenges Perspectives	Diverse families Family conflict Child-centred Compliments Witness Solutions	Ambitions Enthusiasm Managing feelings Budgeting	Food labelling Healthy choices Online safety Offline safety	Roles Negotiation Diverse lives Impact	Internal External Needs
RE	Main theme	Stories of Key Religious Leaders 1. What do I already know about Christianity and Islam? 2. Can I explain who Muhammad was, what happened to him and why he is important to Muslims? 3. How was Muhammad protected by Allah? Ways of describing God 4. How can God be described? 5. How can God be described? 6. What role do angels play in the Christmas story? Christmas 1. What is an angel? 2. What is an angel? 3. What role do angels play in the Christmas story? 4. What role do angels play in the Christmas story? 5. What role do angels play in the Christmas story?		Events in the Life of Jesus 1. What was Jesus's life like? 2. What stories did Jesus tell? 3. What did Jesus do? 4. How did Jesus overcome temptation? 5. How do Christians celebrate Lent and Easter?		Rules and How They Influence Actions Special Places, Sacred Spaces 1. Why is Ramadan important for muslims? 2. What rules do Christians follow? 3. How does giving to charity help our neighbours? 4. What is a mosque? 5. What is a mosque? 6. Can I describe the internal features of a mosque and their function? 7. How does following Christian rules influence behaviour?	
	Key Texts						
	Vocabulary	angel, Christianity, Islam, belief, leader, role,					
Spanish	Main theme	Yo Aprendo Español (I'm Learning Spanish)	Los Animales (Animals)	Los Instrumentos (Musical Instruments)	Caperucita Roja (Little Red Riding Hood)	Puedo...(I Can...)	L'ancienne Histoire De La Grande Bretagne (Ancient Britain)
	Vocabulary						