YEAR 3

CURRICULUM

Belong. Believe. Become

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Through the Ages		Mayans	Farming	Greece	Ancient Greece
Engage						
Science	Rocks	Forces and magnets	Animals including humans	Plants	Light	Scientific investigations
Geography				Where does food come from?	Greece!	
History	The stone age, iron age and bronze age.		The Mayans			Ancient Greece

Art and Design	Cave art		Mayan art			Greek pots
DT		Pully systems		McKenzie Thorpe sheep	A Greek scene	
Music	BBC Ten Pieces- music study		Creating		Listening and performing	
PE	Dance Gymnastics		Tennis Tag rugby		Cricket/rounder Athletics	
French	Core Unit 1	Core Unit 2	Core Unit 3	Animals	Food	At School
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

Computing	Desk top publishing	Sequencing	Audio-editing	Sequencing	Stop frame animation	Events and actions
RE	Why did the monks copy the gospels by hand?	Why is Christmas a winter festival?	What is a mosque for?	Why is Easter a spring festival?	What is Eid?	Judaism: believing and belonging
Express						

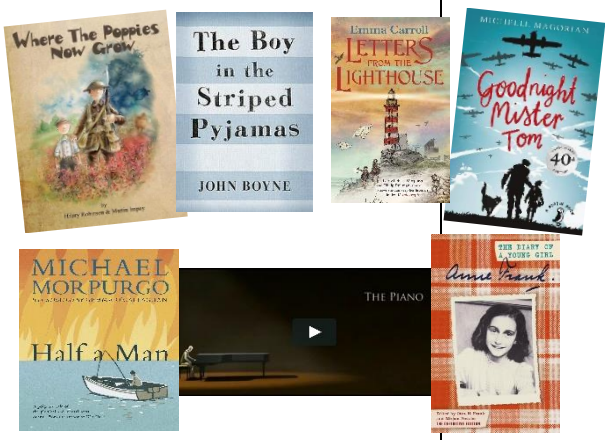
SUGGESTED TRIPS

“Better to see something once that hear about it a thousand times.”

--Asian proverb

READING CANON

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."
—Dr. Seuss

Reading Cannon books		
		

READING

"There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life."
—Emma Turner

<table>
<tr><th colspan="3">VIPERS skills and knowledge progression</th></tr>
<tr><td>Vocabulary</td><td>Inference</td><td>Prediction</td></tr>
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use dictionaries to check the meaning of words that they have read
discuss words that capture the readers interest or imagination
identify how language choices help build meaning
find the meaning of new words using substitution within a sentence.


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children can infer characters' feelings, thoughts and motives from their stated actions.
justify inferences by referencing a specific point in the text.
ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
make inferences about actions or events

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justify predictions using evidence from the text.
use relevant prior knowledge to make predictions and justify them.
use details from the text to form further predictions.


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<tr><td>Explain</td><td colspan="2">Retrieval</td><td>Sequence/Summarise</td></tr>
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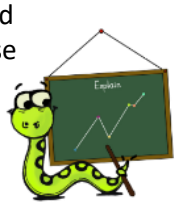
discussing the features of a wide range of fiction, poetry, plays, non-fiction and
reference books
identifying how language, structure, and presentation contribute to meaning of both
fiction and non-fiction texts
recognise authorial choices and the purpose of these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use contents page and subheadings to locate information
learn the skill of 'skim and scan' to retrieve details.
begin to use quotations from the text.
retrieve and record information from a fiction text.
retrieve information from a non-fiction text

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identifying main ideas drawn from a key paragraph or page and summarising these
begin to distinguish between the important and less important information in a text.
give a brief verbal summary of a story.
teachers begin to model how to record summary writing.
identify themes from a wide range of books
make simple notes from one source of writing


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Throughout the year children should be taught to-	
Word Reading	Comprehension
• Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1) • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	• Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction • Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways • Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books • Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts • Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination • Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words • Understand what he/she reads independently by asking questions to improve his/her understanding of a text • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Understand what he/she reads independently by predicting what might happen from details stated • Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these • Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech • Retrieve and record information from non-fiction Understand what he/she reads i • Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

WRITING

"Writing for children is an art in itself, and a most interesting one."
-- Enid Blyton

Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
• Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader	• Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts.	• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.

Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
• Analyse a number of report texts and note their function, form and typical language features: -introduction indicating an overall classification of what is being described ---use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate - impersonal language ------ mostly present tense • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Analyse broadcast information to identify presentation techniques and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.)family is…., people are… • Write own report independently based on notes from several sources.	• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.	• Recount the same event in a variety of ways, e.g.in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.

Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
• Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'reallife' scenario.)	Reading poetry- • describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms Performing poetry- • perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance Creating poetry- • invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern	Telling stories- • Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Writing stories- • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

Throughout the year children should be taught the following grammar and punctuation-		
Word	Sentence	Text
• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation	Terminology for pupils
• Introduction to inverted commas to punctuate direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

MATHS

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."
-- Shakuntala Devi

<table>
<tr><th colspan="4">Skills and knowledge in calculations-</th></tr>
<tr><td>Addition</td><td>Subtraction</td><td>Multiplications</td><td>Division</td></tr>
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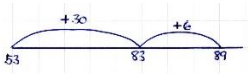
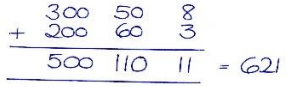
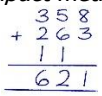
Partition into tens and ones and recombine
Partition both numbers and recombine. Refine to partitioning the second number only e.g.
36 + 53 = 53 + 30 + 6
= 83 + 6
= 89



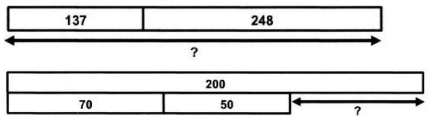
Formal Methods
Introduce expanded method using Diennes.



Note the additional line for 'carried digits' when using compact method.



Bar Model



(Multi-step Problems)

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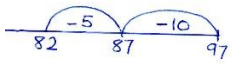
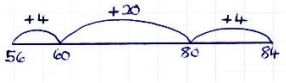
Use known number facts and place value to subtract
97 – 15 = 72



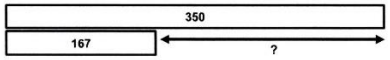
Complementary addition (link with inverse operation)
84 – 56 = 28



Formal Methods
Decomposition
Introduce expanded method using Diennes.

Compact method

Bar Model



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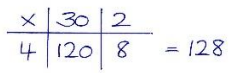
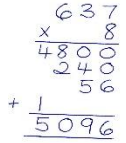
Use known facts and place value to carry out simple multiplications
60 x 6
6 x 6 = 36
10 x 36 = 360

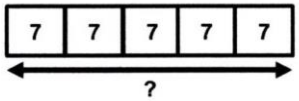
Grid Method (TO x O)



Formal Short Multiplication (T0 x O, HTO x O)
Note the additional line for 'carried digits' when using both the compact and expanded method.



Bar Model



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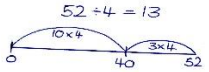
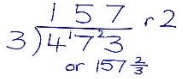
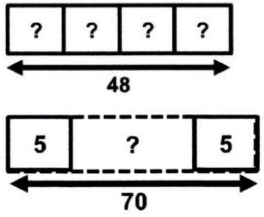
Chunking
52 ÷ 4 = 13



Formal Methods
Formal Short Division
Remainders to be noted as a 'remainder' or as a fraction.



Bar Model



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Throughout the year children should be taught to-					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 **Place value** Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.	1 **Multiplicat-ion& Division** Recall and use the multiplication and division facts for the 3, 4 and 8 tables.	3 **Place value** Compare and order numbers up to 1000 Recognise the place value of each digit in a 3 digit number	2 **Geometry 2D and 3D shape** Draw 2D shapes	6 **Multiplicat-ion & Division** Additional practise for formal methods of multiplication and division, including a high focus on reasoning	4 **Place value** Revise all Year 3 activities associated with place value, including additional reasoning activities.
2 **Place value** Read and write numbers to 1,000 in numerals and words	2 **Multiplicat-ion& Division** Write and calculate mathematical statements for multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods	1 **Fractions** Recognise and show, using diagrams, equivalent fractions with small denominators Recognise, find and write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators	3 **Addition & subtraction** Estimate the answer to a calculation and use the inverse operations to check answers.	4 **Addition & subtraction** Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10.	6 **Addition & subtraction** Solve word problems including missing number problems, number facts, place value and more complex addition and subtraction.
1 **Measures Perimeter** Measure the perimeter of simple 2D shapes.	3 **Multiplicat-ion & Division** Write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.	2 **Fractions** Compare and order unit fractions, and fractions with the same denominators .	3 **Fractions** Add and subtract fractions with the same denominator within one whole.	5 **Addition & Subtraction** Add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction.	4 **Fractions** Revise all Year 3 activities associated with fractions and decimals.

1 **Statistics** interpret and present data using: -bar charts -pictograms -tables	2 **Measures Time** Estimate and read time with increasing accuracy to the nearest minute; Tell and write the time from an analogue clock, including using Roman numerals from I to XII	3 **Measures Length, Mass & Volume** Measure, compare, add & subtract: -lengths (m/cm/mm) -mass (kg/g) -volume/ capacity (l/ml).	3 **Geometry Angles** Recognise 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 & four a complete turn Identify whether angles are greater than or less than a right angle	7 **Multiplicat-ion & division** Write and calculate measures for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.	6 **Measures** Consolidate: Adding and subtracting amounts of money to give change, using both £ and p in practical contexts.
1 **Addition & Subtraction** Add and subtract numbers mentally, including: -3-digit number & ones -3-digit numbers & tens -3-digit numbers & hundreds	1 **Geometry 3D shape** Make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them	4 **Multiplicat-ion & Division** Consolidate: Write and calculate mathematical statements for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.	4 **Measures Time** 12-hour & 24-hour clocks Record and compare time in terms of seconds, minutes, hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.	5 **Measures Time** Know the numbers 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 time taken by particular events or tasks.	2 **Statistics** Solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs

2 **Addition & Subtraction** Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.	Consolidate and Assess	5 **Multiplicat-ion & Division** Write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length	Consolidate and Assess	5 Geometry Properties Identify horizontal and vertical lines and pairs of perpendicular & parallel lines.	Consolidate and Assess.

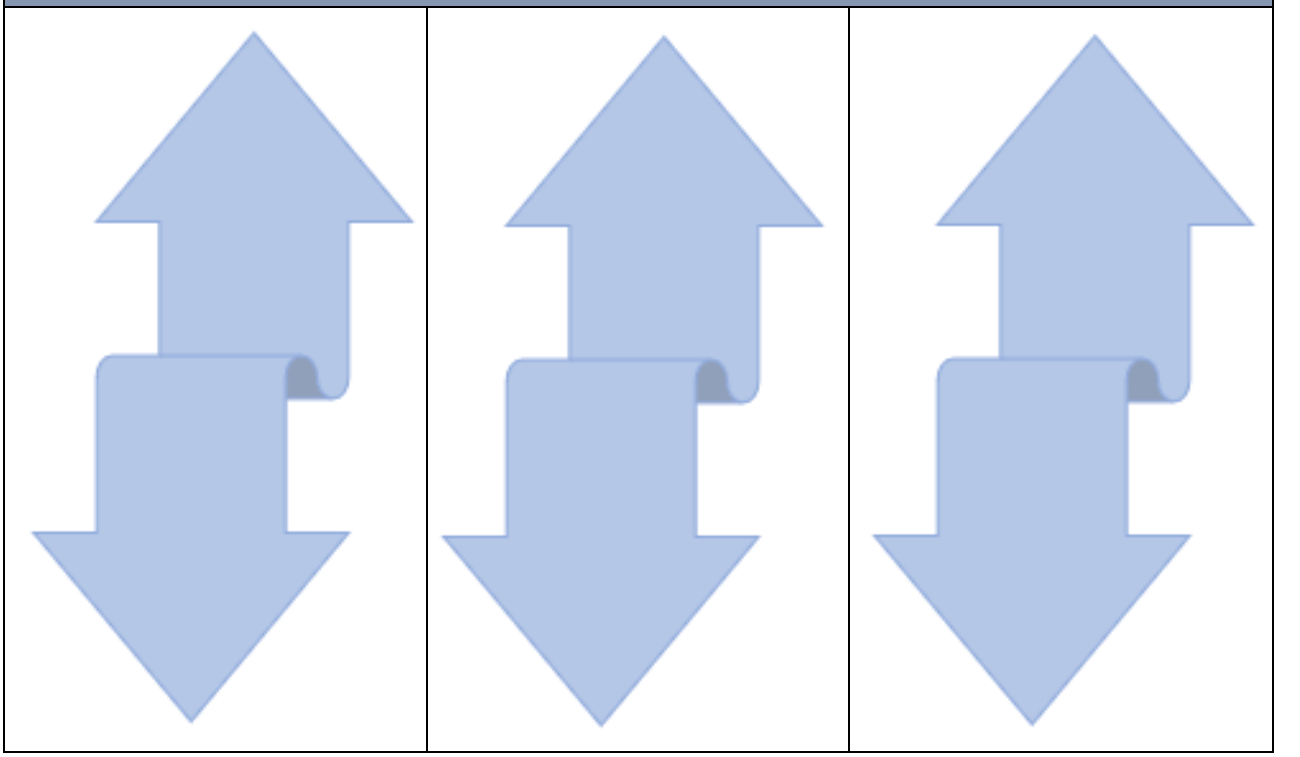
Throughout the year children should be taught the following-	
Number facts	Tables facts
• Number Facts Chart completed; • Number Facts Test achieved; • HTO + O; HTO + T; HTO + H; • Bonds to 100	• Bronze, Silver and Gold - 3x, 4x, 8x; • Bronze, Silver and Gold – 2x, 5x, 10

SCIENCE

"Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding."
--Brian Greene

Skills and knowledge in Science for Year One				
Working scientifically				
Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions • setting up simple practical enquiries, comparative and fair tests • making accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.				
Rocks	Forces and magnets	Animals, including humans	Plants	Lights
• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from	• compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	• recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surface • recognise that light from the sun can be dangerous and that there are ways to protect their eyes

rocks and organic matter.	• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.	and movement.	• 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.	• 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.

Taught topics					
Rocks	Forces and magnets	Animals including humans	Plants	Light	Scientific investigations
Pupils should be taught: • objectives from skills and knowledge above.	Pupils should be taught: • objectives from skills and knowledge above.	Pupils should be taught: • objectives from skills and knowledge above.	Pupils should be taught: • objectives from skills and knowledge above.	Pupils should be taught: • objectives from skills and knowledge above.	Pupils should be taught: • objectives from skills and knowledge above.
Curriculum links					
					

Teaching ideas		
Pupils should learn the following vocabulary-		
Plants- Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal **Light-** Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous **Forces and magnets-** Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole **Rocks and soils-** Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil **Animals and humans-** Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints		

ART & DESIGN

"Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible."
--MaryAnn F. Kohl

<table>
<tr><th colspan="3">Skills and knowledge in Art for Year One</th></tr>
<tr><td colspan="3">General skills and core knowledge</td></tr>
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To explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print
To design and create images and artefacts, expressing ideas for clearly defined purposes
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
About great artists, architects and designers in history.

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<tr><td>Drawing</td><td>Collage and sculpture</td><td>Painting</td></tr>
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Use different hardnesses of pencils to show line, tone and texture (light/ dark)
Annotate sketches to explain and elaborate ideas.
Sketch lightly (no need to use a rubber to correct mistakes)

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Create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials.
Include texture that conveys feelings, expression or movement.
Focus on joining techniques
Select and arrange materials for a striking effect
Ensure work is precise
Use coiling

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Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
Mix colours effectively

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Taught topics		
Cave art	Mayan art	Greek pots
Pupils should be taught: • How chalks and pastels can be used to create tones, patterns and textures. • Sketch initial ideas.	Pupils should be taught: • Use different brush techniques- dashes, feather, hatching and directional. • Use different thickness of brush for a purpose. • Mix and select colours.	Pupils should be taught: • Joining techniques for clay- score, slip, stick, smooth.
Curriculum links		
		

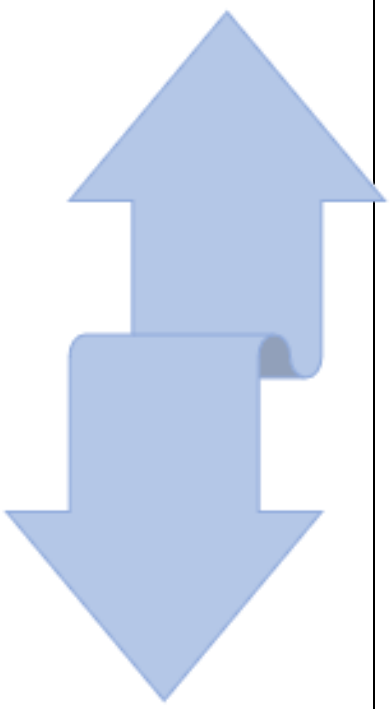
Teaching ideas		
• Explore Picasso's bulls and how this style of drawing can be linked to cave art. • Sketch using chalk and pastels to create animal and small scenes in the style of cave art. • Experiment drawing on different textures (suede and corrugated card). 	• Explore mayan art. Shapes, colours, texture. • Study Tz'uluhil Mayan • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Use colours effectively to create own mayan painting (could paint over black and white print first).	• Explore Greek sculptures. • Look at joining techniques, using clay. • Children to explore Greek sculptures, then make their own Greek pots using terracotta clay and add detail in black paint.
Vocabulary		
Pupils should learn the following vocabulary-		

COMPUTING

"Coding is today's language of creativity. All our children deserve a chance to become creators instead consumers of computer science."
—Maria Klawe

Skills and knowledge in computing			
E-safety	Programming	Handling data	Multimedia
• I can talk about what makes a secure password and why they are important. • I can protect my personal information when I do different things online. • I can use the safety features of websites as well as reporting concerns to an adult. • I can recognise websites and games appropriate for my age. • I can make good choices about how long I spend online. • I ask an adult before downloading files and games from the Internet. • I can post positive comments online.	• I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I keep testing my program and can recognise when I need to debug it. • I can use repeat commands. • I can describe the algorithm I will need for a simple task. • I can detect a problem in an algorithm which could result in unsuccessful programming.	• I can talk about the different ways data can be organised. • I can search a ready-made database to answer questions. • I can collect data help me answer a question. • I can add to a database. • I can make a branching database. • I can use a data logger to monitor changes and can talk about the information collected.	• I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. • I can evaluate my work and improve its effectiveness. • I can use an appropriate tool to share my work online.
Technology in our lives			
• I can save and retrieve work on the Internet, the school network or my own device. • I can talk about the parts of a computer. • I can tell you ways to communicate with others online. • I can describe the World Wide Web as the part of the Internet that contains websites. • I can use search tools to find and use an appropriate website. • I think about whether I can use images that I find online in my own work.			

Taught topics					
Desk top publishing	Sequencing	Audio-editing	Sequencing	Stop frame animation	Events and actions
Pupils should be taught: • Use a range of text, size, font and colour. • Explore different templates and begin to make own. • Create own front cover for a magazine linked to the Stone Age.	Pupils should be taught: • Relate algorithms to every day life to make a paper plain. • Use scratch to programme a sequence.	Pupils should be taught: • Explore a range of technology to record. • Explore copy right and ownership. • Record own voice to make a podcast.	Pupils should be taught: • Use the sound blocks on scratch to create a representation of a piano.	Pupils should be taught: • Use technology to create a stop frame animation based on a story.	Pupils should be taught: • Explore sprint on scratch to move up, down, left and right through, for example, a maze. • Introduce the use of pen block on scratch.

Curriculum links		
		

Teaching ideas					
					

Vocabulary

Pupils should learn the following vocabulary-

DESIGN AND TECHNOLOGY

"When you take technology and mix it with art, you always come up with something innovative."
— Robert Rodríguez

Skills and knowledge		

Taught topics		
Pully systems	McKenzie Thorpe sheep	A Greek scene
Pupils should be taught: • Create a pully system to move a load.	Pupils should be taught: • Cut fabric to size. • Independently using running stick to join fabric together.	Pupils should be taught: • With support, cut wood to size. • Join wood with glue. • Use struts to support joins.
Curriculum links		
		

Teaching ideas		
• Explore how pulleys have been used. • Create a pully system using string and plastic and other loose parts. • Cross curricular links with moving rocks and boulder and building houses.	• Explore McKenzie Thorpe's art work. • Design a textile sheep in the style of McKenzie Thorpe. • Sew fabric together to make the body and stuff this. • Sew a 2D head onto the body.	• Create a simple wooden frame to display a Greek scene.
Vocabulary		
Pupils should learn the following vocabulary-		

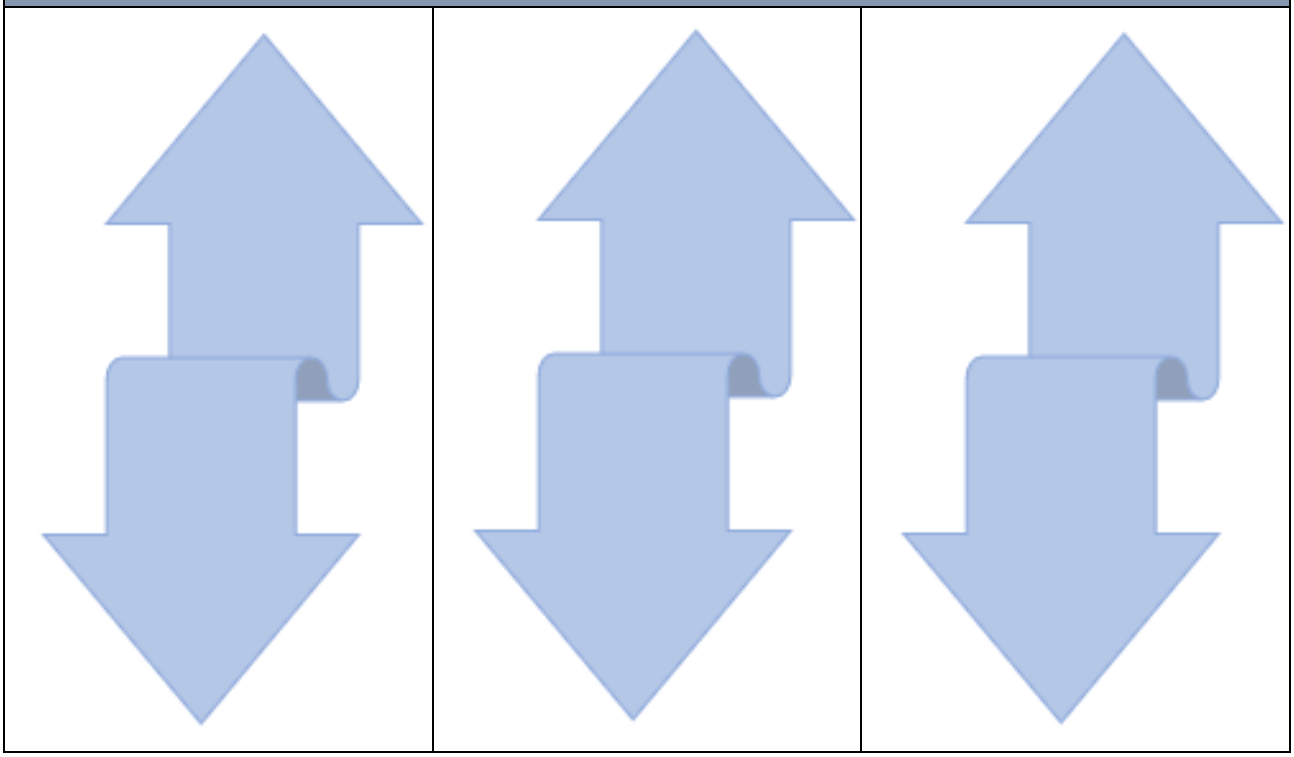
GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."
--Barack Obama

<table>
<tr><th colspan="2">Skills and knowledge in Geography</th></tr>
<tr><td>Location knowledge</td><td>Place knowledge – Greece</td></tr>
<tr><td>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</td><td>Understand geographical similarities and differences through the study of human and physical geography of different regions.
Identify the similarities and differences between places and environments, and understand how they are linked.</td></tr>
<tr><td>Physical and Human geography</td><td>Geographical mapping skills</td></tr>
<tr><td>Climate & vegetation
Describe and understand key aspects of climate and vegetation.
and links between climates and vegetation.</td><td>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use the eight points of a compass to relate features
Apply the above to make a map which has features and uses the eight points of the compass</td></tr>
<tr><td colspan="2">Fieldwork</td></tr>
<tr><td colspan="2"></td></tr>
</table>

Taught topics	
Where does food come from?	Greece!
Pupils should learn: • Names and locate the seven biomes of the world. • Describe how climate impacts farming. • Name and locate the three types of farming in the UK. • Locate some places where produce is imported from and why.	Pupils should learn: • Identify Greece on a world map. • Know Greece is made up of smaller islands. • Name the sea around Greece. • Compare the capital city of Greece (Athens) and the capital city of England (London). Population, buildings, culture. • Compare the physical features of Greece with the UK (mountains, vegetation, climate).

Curriculum links



Teaching ideas

- Locate biomes on maps and in atlases etc. Locate in relation to countries on the map.
- Link climate with different biomes and areas of the world.
- Study the vegetation that grows in different climate zones and biomes.
- Study farming in different biomes and climate zones.
- Compare faming landscapes in different regions.
- Compare produce that grows in different regions and why.
- Look closely at farming in the UK.
- Locate on a map of Europe where produce is imported from.
- Explore produce packaging to see where it is from and locate these places on a map.
- Plot the journey to Greece on a map using aeroplane and train routes.
-

Vocabulary

Pupils should learn the following vocabulary-

HISTORY

"History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future."
--Richelle Mead

Skills and knowledge in history		
Chronological understanding	Historical terms	Knowledge and understanding
• Place the time studied on a time line. • Sequence events or artefacts • Use dates related to the passing of time. • Use words and phrases: century, decade.	• Develop the appropriate use of historical terms	• Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. • Use evidence to find out how any of these may have changed during a time period. • Suggest reasons for why there were differences between periods.
Interpretation of history	Historical enquiry	Organisation and communication
• Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum,	• Use a range of sources to find out about a period observe small details – artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library, e-learning for research • Ask and answer questions	• Present findings about past using speaking, writing, ICT and drawing skills. • Use dates and vocabulary related to topic accurately. • Suggest different ways of presenting information for different purposes.

Taught topics		
The stone age, iron age and bronze age.	The Mayans	Ancient Greece

Pupils should be taught:
• How homes have changes through the Stone, Bronze and Iron ages.
• Looking locally- what did Stockton look like during these times.
  ○ What did settlement look like?
  ○ What materials were available?
  ○ What techniques were used to build homes?
  ○ What tools did they have?
  ○ What part did fire play?
  ○ Why have materials and techniques changes over time?
	Pupils should be taught:
	• Where Maya is.
	• What it is like today and how it differs from our society.
	• What Maya was like in 900AD.
	• Significant aspects of Mayan life (chocolate, gods, houses, clothing).
		Pupils should be taught:
		• The religion and gods associated with Ancient Greece.
		• The chronology of Ancient Greece.
		• How Ancient Greece has influenced the modern western world-
		  ○ Democracy
		  ○ Olympics

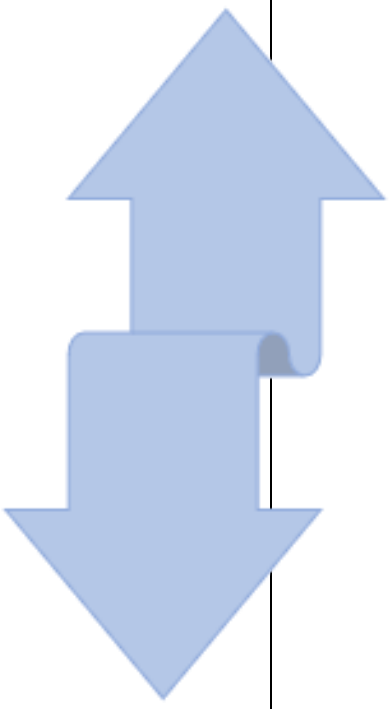
Curriculum links		
		

Teaching ideas		
•	•	•
Vocabulary		
Pupils should learn the following vocabulary-		

LANGUAGES- FRENCH

"Learning another language is not only learning different words for the same things, but learning another way to think about things."
--Flora Lewis

<table>
<tr><th colspan="2">Skills and knowledge in languages</th></tr>
<tr><td>Listening</td><td>Speaking</td></tr>
<tr><td>Recognise words and phrases and respond appropriately
Follow simple instructions, linking actions or pictures to language
Join in with repeated language in songs, rhymes, and refrains in stories</td><td>Ask simple questions e.g. personal information
Repeat sentences with simple adaptation
Use mostly accurate pronunciation
Use adjectives e.g. colour and size</td></tr>
<tr><td>Reading</td><td>Writing</td></tr>
<tr><td>Recognise some words and phrases in written form
Read some familiar words aloud with mostly accurate pronunciation
Learn and remember new words</td><td>Write some words from memory
Write some adjectives such as colour and size to describe in writing</td></tr>
<tr><td colspan="2">Grammar</td></tr>
<tr><td colspan="2">Recognise nouns, adjectives and verbs
Understand nouns may have genders
Understand word order in language taught</td></tr>
</table>

Taught topics					
Core Unit 1	Core Unit 2	Core Unit 3	Animals	Food	At School
Pupils should be taught: • Greeting in French. • How to say own name and ask others. • How to say how old they are.	Pupils should be taught: • Re-cap greetings. • Days of the week. • Colours. • Count to 20. • Say 'I like…' in French.	Pupils should be taught: • Counting to 31. • Months of the year. • Birthdays.	Pupils should be taught: • Name pets and farm animals in French. • Describe pets. • Say where animals are.	Pupils should be taught: • Name different foods in French. • Describe foods they like. • Describe what they are eating.	Pupils should be taught: • Rooms and subjects in school. • Name stationary in French.
Curriculum links					
					

Teaching ideas					
• Lesson 1 – Hello! • Lesson 2- How are you? • Lesson 3- What is your name? • Lesson 4- How old are you?	• Lesson 1- Hello, Mrs Monday. • Lesson 2- Colours Lesson 3- Let's count up to 20. • Lesson 5- I like…	• Lesson 3- Let's count up to 31. • Lesson 5- Months • Lesson 6- Geneviéve's Birthday	• Lesson 2- Pets • Lesson 3- What's your dog like? • Lesson 4 – Where is the cat?	• Lesson 1- Food • Lesson 2- I like to eat. • Lesson 3- What are you eating?	• Lesson 2- Rooms • Lesson 3- In your pencil case. • Lesson 5- Subjects.
Vocabulary					
Pupils should learn the following vocabulary-					

MUSIC

"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything."
--Plato

Skills and knowledge in music			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
• Perform in a group using voices and instruments with expression. • Sing in a round. • Collaborate with peers. • Play singing and clapping games. • Rehearse together to achieve objectives.	• Interpret notation of rhythm (not on a stave). • Create melodic phrases. • Experiment with different sounds and instruments. • Compose music in pairs and small groups.	• Able to describe and compare moods in different pieces of music. • Use critique to improve work. • To respond respectfully to music. • To provide constructive feedback to others.	• Use musical dimensions together to compose music. • Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). • Play with a sound-then symbol approach. Use silence for effect and know symbol for a rest (duration). • Describe different purposes of music in history/ other cultures.

Taught topics		
BBC Ten Pieces- music study	Creating	Listening and performing
Pupils should be taught: • Use instruments and voice to create music.	Pupils should be taught: • Explore mixing sounds together. • Begin to use notation to write music.	Pupils should be taught: • Discuss music history. • Use voice to perform.
Curriculum links		
		

Teaching ideas		
	• Children create their own piece of music. • Explore what the different symbols do. • Explore which symbols sound best together. • Explore which style they prefer. 	
Vocabulary		
Pupils should learn the following vocabulary-		

PHYSICAL EDUCATION

Sports do not build character. They reveal it.
--John Wooden

<table>
<tr><th colspan="3">Skills and knowledge in physical education</th></tr>
<tr><td>Dance</td><td>Field games</td><td>Net and wall games</td></tr>
<tr><td>• Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.
• Keep up an activity over a period of time and know what they need to warm up and cool down for dance.</td><td>• Practice and concentrate on quality of movement.
• Link different balances moving in and out of positions of stillness.
• Transfer weight smoothly from one part of body to another.
• Use actions on floor and over, through, across and along apparatus.
• Copy a partner’s sequence on floor and apparatus.
• Perform easy combinations of contrasting actions.
• Choose combinations that work in their sequences
• Vary and apply actions on floor and apparatus</td><td>• Practise throwing and catching with a variety of different balls and using different types of throwing.
• Hit the ball with a racket.
• Use different shots.
• Play games using throwing and catching skills.
• Vary strength, length and direction of throw.
• Understand attack and defence tactics.
• Know how can they make it difficult for opponent to receive ball
• Understand rules about the games</td></tr>
<tr><td>Invasion games</td><td>Gymnastics</td><td>Athletics</td></tr>
<tr><td>• Practise passing to a partner using a number of sending and receiving techniques.
• Improve accuracy of passes and use space to keep possession better.
• Remain in control of ball while travelling.
• Look when travelling and what happens after they have passed ball.
• Play games that involve keeping possession and scoring in targets.
• Understand patterns of play- if ball is in a certain position where should players be.
• Know which passes are best, tactics to keep possession.</td><td>• Consolidate and develop the range and consistency of their skills in striking and fielding games.
• Recognise how specific activities affect their bodies.
• Understand the importance of keeping warm.</td><td>• Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.
• Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.
• Recognise and describe what their bodies feel like during different types of activity.
• Describe what happens to their heart, breathing and temperature during different types of athletic activity.</td></tr>
</table>

Taught topics		
Autumn	Spring	Summer
Pupils should be taught: **Dance** • Work with a partner to create a routine of their own. • Create a sequence that consists of a variety of movements **Gymnastics** • Perform a sequence with different speeds, levels and direction. • Use a variety of jumps in their sequences • Create body shapes whilst holding balances confidently	Pupils should be taught: **Tennis** • Demonstrate hitting and striking skills • Strike the ball for distance • Use the correct technique when striking a ball. • Apply and follow rules fairly. **Tag Rugby** • Throw and catch with increasing accuracy. • Throw a ball in different ways. • Move with the ball in different ways. • Pass the ball in different ways. • Support teammates • Apply and follow rules fairly. • Help the team to win back possession.	Pupils should be taught: **Cricket/rounders** • Demonstrate hitting and striking skills • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). **Athletics** • Use one foot and two feet to land and take off when jumping. • Develop a good standing long jump. • Throw objects over a greater distance (i.e. javelin) • Focus on sprinting technique to improve running.

Curriculum links		
		

Teaching ideas		

Vocabulary
Pupils should learn the following vocabulary-

PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.
--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
• Make positive comments about themselves and others. • Listen actively and show empathy.	• Present their views and opinions with some explanation, beginning to formulate questions.	• Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. • Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.	• Judge what kind of contact is acceptable and how to respond • Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring).	• Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support. • Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being.	• Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with • others. ○

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
• Work collaboratively towards shared goals. • Describe what bullying is and what to do if they are feeling bullied.	• Demonstrate sensitivity and understanding of people with different values, customs and cultures.	• Ask and answer questions, giving a view on a local (or world) issue. • Explain the school rules and basic emergency procedures.	• Describe different ways people earn and manage money and their personal finances, including how to budget.	• Describe how 'family' can mean different things to different people.	• Recognise things they are good at and identify simple goals. • Respond to the need for positive affirmation for self and others.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career	Pupils should be taught: • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others	Pupils should be taught: • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELGIOUS EDUCATION

"Differences were meant not to divide but to enrich."
-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
• Retell stories linked to festivals and say why they are important to believers. • Recall and name some of the ways religions mark milestones of commitment. • Retell and suggest the meanings of stories from sacred texts about people who encountered God. • Recall and names some stories from sacred texts that inspire. • Describe what some believers say or do as they pray.	• Recognise and identify some differences between religious festivals and other types of celebrations. • Identify beliefs about God. • Respond thoughtfully to examples of how praying helps religious believers. • Recall and talk about some rules for living in religious traditions	• Suggest some ideas about good ways to treat others arising from their learning. • Find out about at least two teachings from religions about how to live a good life.

Taught topics					
What is a Mosque for?	Why is Christmas a winter festival?	Judaism: Believing and Belonging	Why is Easter a Spring Festival?	Why did monks copy the Gospels by hand?	Ramadan and Eid
Pupils should be taught: • The concept of submission • The concept of Ummah.	Pupils should be taught: • Concept of incarnation • Concept of revelation. • The Christian history.	Pupils should be taught: • The concept of belonging.	Pupils should be taught: • Concept of salvation. • Concept of revelation. • The gospel.	Pupils should be taught: • The Christian history. • The gospel. • The concept of revelation.	Pupils should be taught: • Concept of Ummah. • Concept of submission
Curriculum links					
					

Teaching ideas

Vocabulary
Pupils should learn the following vocabulary-