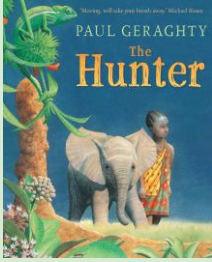


Curriculum Framework - Year 3

Autumn Term Global theme(s): Peace and Conflict  Focus: Inner peace, community peace, national peace and global peace.		Spring Term Global theme(s): Sustainable Development  Focus: Environmental Responsibility Human Impact		Summer Term Global theme(s): Human Rights  Focus: Children's Rights Educational Rights	
Autumn 1 International Day of Peace  The achievements of the Ancient Egyptian civilization	Autumn 2 The Romans Invasion and settlement	Spring 1 Concern for the Environment	Spring 2 Human Impact on a Global Scale	Summer 1 Human settlements and migration, survival and living, how people move - forced or choice	Summer 2 Refugees
Core text: Peace One Day Jeremy Gilley 	Core text: Escape From Pompeii Christina Balit 	Core text: This Morning I Met a Whale 	Core text: The One and Only Ivan by Katherine Applegate  The Hunter by Paul Geraghty	Core text: The Stone Age Boy by Satoshi Kitamura 	Core text: The Boy at the Back of the Class 

					
<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To identify ways in which inner and community peace can be promoted by the choices we make.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <p>To understand how conflict can escalate and evolve.</p> <p>To understand how conflict can be resolved.</p> <p>To show understanding of Roman settlements and recognise this in their locality.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <ul style="list-style-type: none"> <li>• Write a letter to our local MP</li> </ul> <p>To understand our responsibility to the environment.</p> <p>To show concern in changes to the environment.</p>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <ul style="list-style-type: none"> <li>• Adopt an endangered animal</li> </ul>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <ul style="list-style-type: none"> <li>• Contact with local garden centers to aid development of communal planting space for 'the crescent'</li> </ul>	<p><b>Diversity, Community &amp; Global Project Outcome</b></p> <ul style="list-style-type: none"> <li>• Visit from Bridget Stratford</li> <li>• To hold planned fundraiser</li> </ul> <p>To understand some causes and effects of poverty and inequality at local, national and global levels.</p> <p>To understand what activism means.</p>
<p><u>Writing outcomes</u></p> <p><b>Narrative writing:</b> Egyptian mythical creatures</p> <p><b>Poetry:</b> Acrostic poem about Peace in celebration of International Day of Peace.</p>	<p><u>Writing outcomes</u></p> <p><b>Narrative (diary) -</b> Tranio and Livia - Escape from Pompeii</p> <p><b>Narrative - Myths and Legends -</b> Character descriptions</p>	<p><u>Writing outcomes</u></p> <p><b>Narrative</b></p> <p><b>Comic Strip -</b> human impact</p> <p><b>Non chronological report -</b> Mass whale strandings</p>	<p><u>Writing outcomes</u></p> <p><b>Persuasive Letter-</b> To encourage people to adopt an animal.</p> <p><b>Debate-</b> Are zoos kind or cruel?</p> <p><b>Poetry</b></p>	<p><u>Writing outcomes</u></p> <p><b>Narrative -</b> story of the Stone Age Boy</p> <p><b>Newspaper report -</b> Skara Brae</p> <p><b>Explanation text -</b> Hill forts</p>	<p><u>Writing outcomes</u></p> <p><b>Persuasive writing -</b> to persuade adults - A speech/A letter to the Prime Minister</p> <p><b>Free writing as Ahmet/diary -</b> to explore the character's thoughts and feelings</p>

<p><b>Explanation text:</b> How to build a pyramid</p> <p><b>Recount/diary:</b> Howard Carter and the discovery of the tomb of Tutankhamun.</p>	<p><b>Newspaper Report -</b> Mount Vesuvius erupting</p>				<p><b>Narrative -</b> The next part of the story</p>
<p><b>Curriculum Overview</b></p> <p>Children will understand that peace and conflict can be experienced at a personal, community, national and global level.</p> <p>Children will learn about peace and conflict through the Roman Empire.</p> <p>Children will understand how conflict escalates and how it can be resolved.</p>		<p><b>Curriculum Overview</b></p> <p>Children will take responsibility for the environment and the wider world. They will understand the changes in the environment and the impact this has.</p>		<p><b>Curriculum Overview</b></p> <p>Children will recognise their rights as a child and who is responsible for upholding these.</p> <p>Children will recognise how children's rights are viewed differently in other countries.</p>	
<p><b>Curriculum Drivers</b></p> <p>Kindness Collaboration Resilience</p>	<p><b>Curriculum Drivers</b></p> <p>Collaboration Gratitude Bravery</p>	<p><b>Curriculum Drivers</b></p> <p>Responsibility Curiosity Creativity</p>	<p><b>Curriculum Drivers</b></p> <p>Responsibility Bravery Collaboration</p>	<p><b>Curriculum Drivers</b></p> <p>Respect Kindness Responsibility</p>	<p><b>Curriculum Drivers</b></p> <p>Respect Bravery Integrity</p>
<p><b>Oxfam Curriculum</b> (Values &amp; Attitudes)</p> <p><u>Belief that people can bring about change</u> - Belief that people can make a difference, both on their own and when they work together and improve situations.</p> <p><u>Commitment to Social Justice &amp; Equity</u> - Willingness to stand up and speak up for</p>		<p><b>Oxfam Curriculum</b> (Values &amp; Attitudes)</p> <p><u>Concern for the Environment and Commitment to Sustainable Development</u> - Concern about the local environment and willingness to care for it. - Commitment to taking action to protect and improve the environment (locally and globally).</p>		<p><b>Oxfam Curriculum</b> (Values &amp; Attitudes)</p> <p><u>Sense of Identity &amp; Self-Esteem</u> - Value what contributes to own identity. - Positivity about the ways in which one is both similar to others and uniquely different. - Awareness of, and pride in, own individuality.</p>	

others.  
- Fairness in dealings with others.

**(Skills)**

Empathy

- Adapt behaviour to take into account the feelings of others.

Cooperation & Conflict Resolution

- Play and work cooperatively.  
- Help to ensure that everyone in our group is included.  
- Work cooperatively to solve problems or achieve goals - Use strategies to manage anger, frustration and aggressive feelings.

Ability to Manage Complexity & Uncertainty

- Use strategies to cope with challenging times.

Communication

- Listen attentively, question and respond to others.  
- Express own views and ideas on issues clearly.

Creative & Critical Thinking

- Imagine alternative possibilities and suggest new ideas to solve problems.

Self Awareness & Reflection

- Identify connections between personal decisions and issues affecting people locally and globally.

**(Skills)**

Creative & Critical Thinking

- Ask relevant questions.  
- Begin to identify bias and opinion.  
- Imagine alternative possibilities and suggest new ideas to solve problems.

Empathy

- Empathise in local and distant contexts.

Communication

- Listen attentively, question and respond to others.  
- Express own views and ideas on issues clearly, using a range of appropriate methods.

Ability to Manage Complexity & Uncertainty

- Describe feelings about changes and events in own setting and the wider world.

Respect for People & Human Rights

- Respect for the rights of others.  
- Belief that everyone has equal rights.  
- Readiness to think through consequences of words, actions and choices on others.  
- Belief that it is everyone's responsibility to challenge prejudice and discrimination.

Belief that people can bring about change

- Belief that people can make a difference, both on their own and when they work together.

Commitment to Social Justice & Equity

- Willingness to stand up and speak up for others.  
- Fairness in dealings with others.

**(Skills)**

Empathy

- Understand impacts of prejudice and discrimination.  
- Show interest in, and concern for, others outside immediate circle and in contexts different to own.

Self Awareness & Reflection

- Identify matters that are important to self and others.  
- Learn from mistakes and use feedback.

Communication

- Participate in discussions about issues that affect self, others and the wider world.  
- State opinions and start to give reasons for these.  
- Listen attentively, question and respond to others.

<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
<p><b>Geography-</b>            - Understand human and physical features            - Understand the impact of rivers on lifestyle and recognise how and why they're used            - Use maps to draw a simple key.            -Use maps with simple grid references.</p>	<p><b>Geography-</b>            -Use prediction and prior knowledge to find out about unknown places, and combine this with observation.            -Use a range of primary and secondary resources, including the internet, Google Earth and questionnaires.</p>	<p><b>Geography-</b>            -Understand that different places may have similar/different characteristics and give reasons for these.            -Suggest ways of improving the local environment.</p>	<p><b>Geography-</b>            -Understand how weather changes an environment.            -Express views and recognise how people affect the environment, summarising the issues.            -Identify the parts of a river, and land use around and how these can change peoples' lives.            -Collect statistics and present them appropriately.            -Record information on charts and graphs and tables.</p>	<p><b>Geography-</b></p>	<p><b>Geography-</b>            -Use maps to draw a simple key.            -Use maps with simple grid references.            -Work out routes on maps and plans.            -Use atlases which show physical and human features.            -Use contents and index pages of an atlas.            -Begin to name and locate the countries of Europe and locate on a map.</p>
<p><b>History</b>            Concepts of society, power, settlement and invasion</p>		<p><b>History</b>            Concept of society</p>		<p><b>History</b>            Concepts of society, governance and oppression &amp; liberty</p>	
<p><b>History</b>            -Guess what objects from the past were used for, using evidence to support answers.            -Sort events or objects into groups.            -Use dates and terms accurately, using key dates when describing events.            -Understand the concept of decades</p>	<p><b>History-</b>            -Sort events or objects into groups.            -Use dates and vocabulary accurately, using key dates when describing events.            -Understand the concept of decades and centuries and use this to divide the past into periods of time.            -Use a timeline with</p>	<p><b>History</b>            -Use the internet for research.            -Use research to generate questions about the past.</p>	<p><b>History-</b>            -Use the internet for research.            -Use research to generate questions about the past.</p>	<p><b>History</b>            -Interpret the past through role play, e.g. hot seating.            -Use the internet for research.            -Use research to generate questions about the past.            -Use more complex sources of primary and secondary information.            -Understand that events from the past</p>	<p><b>History-</b></p>

<p>and centuries and use this to divide the past into periods of time.          -Use a timeline with dates, including both BC and AD.          -Use evidence to describe changes within a time period.          -Understand that events from the past are represented and interpreted in different ways and that sources can confirm or contradict.</p>	<p>dates, including both BC and AD.          -Use evidence to describe changes within a time period.</p>			<p>are represented and interpreted in different ways and that sources can confirm or contradict.          -Give reasons for main events and changes, begin to understand why some people acted as they did and give reasons.          -Understand how events from the past affect lives today.</p>	
	<p><b>Art-</b>  <b>Roman pots and mosaics</b></p> <p><u>Sculpture</u>          - Use clay and other moldable materials.          - Add materials to provide interesting detail.</p>	<p><b>Art-</b>  <b>Sonny - street art based on endangered animals</b></p> <p>-Begin to look at and emulate the work of either artists, architects or designers in history.          -Create original pieces that are influenced by studies of others.</p> <p><u>Drawing</u>          - Use different hardnesses of pencils to show line, tone.          -Use shading to show light and</p>	<p><b>Art-</b>  <b>William Morris - Printing</b></p> <p>-Create original pieces that are influenced by the studies of others.          -Begin to review and evaluate your work.</p> <p><u>Painting</u>          -Mix colours effectively.          -Use a number of brush techniques (printing) using thick and thin brushes to produce shapes, textures, patterns and lines.</p>	<p><b>Art-</b>  <b>Cave art</b></p> <p>-Begin to develop a more accurate control using a range of materials.          -Begin to experiment with a range of art, craft and design techniques.</p> <p><u>Drawing</u>          - Use different hardnesses of pencils to show line, tone.          -Use shading to show light and shadow and texture</p>	

		shadow and texture.		.-Add materials to provide interesting detail.	
<p>DT-</p> <p>Pyramids using a variety of resources</p> <ul style="list-style-type: none"> <li>- Measure and cut out in precise detail and make sure that finished products are carefully finished.</li> <li>-Make separate elements of a model before combining into the finished article.</li> </ul>	<p>DT-</p> <p>Hadirans Wall -</p> <ul style="list-style-type: none"> <li>Measure and cut out in precise detail and make sure that finished products are carefully finished.</li> <li>-Make separate elements of a model before combining into the finished article.</li> </ul>	<p>DT-</p> <p>Use recycled materials to create a new object.</p> <ul style="list-style-type: none"> <li>-Research products using the internet.</li> <li>-Measure and cut out in precise detail and make sure that finished products are carefully finished.</li> </ul>		<p>DT-</p> <p>Building biscuit henge</p> <ul style="list-style-type: none"> <li>-Research products using the internet.</li> </ul>	<p>DT-</p> <ul style="list-style-type: none"> <li>-Research products using the internet.</li> <li>-Recognise how eating different food groups creates a varied diet.</li> <li>-Follow a recipe, weighing out ingredients appropriately.</li> <li>-Test and evaluate commercial products, understanding how this information supports their own designs.</li> <li>-Evaluate a range of different sources of information such as advertising and handbooks.</li> <li>-Use their knowledge of e.g. Science and Art when designing.</li> </ul> <p>DT- Linked with</p>

					<p>Science</p> <ul style="list-style-type: none"> <li>-Produce a simple instruction manual or handbook for their product.</li> <li>-Draw scaled diagrams with increasing use of ratio.</li> </ul>
<p>Computing-</p> <p><u>Computer Science</u></p> <p><u>Google Chrome music labs</u></p> <ul style="list-style-type: none"> <li>-Design, write and debug programs to achieve a specific goals, including solving problems.</li> <li>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>-Use logical reasoning to explain how some simple algorithms work and to detect and</li> </ul>	<p>Computing-</p> <p><u>Digital Literacy</u></p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> <li>-Understand that not all information online is trustworthy e.g. SMARTcrew video by Childnet.</li> <li>-Know and understand the five SMART rules.</li> <li>-Understand what is personal information and the importance of creating a powerful password.</li> <li>-Understand the importance of showing respect online and how to achieve this</li> </ul>	<p>Computing-</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> <li>-To type quickly and correctly.</li> <li>-To type and design a printable document.</li> <li>-Cut, copy and paste between applications.</li> <li>-Use spell checker.</li> <li>-Delete, insert and replace text using mouse or arrow keys.</li> </ul>	<p>Computing-</p> <p><u>Information Technology</u></p> <p><u>Africa vs Newcastle Project on Google Slides</u></p> <ul style="list-style-type: none"> <li>-To collect and combine information and data.</li> <li>-To create design content to accomplish a specific goal.</li> <li>-Analyse and evaluate information and data.</li> </ul>	<p>Computing</p>	<p>Computing</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> <li>- Generate a survey questionnaire on google forms?</li> <li>-To type quickly and correctly.</li> <li>-To type and design a printable document.</li> <li>-Cut, copy and paste between applications.</li> <li>-Use spell checker.</li> <li>-Delete, insert and replace text using mouse or arrow keys</li> <li>-Analyse and evaluate information and data.</li> </ul>



<p>correct errors in algorithms.</p> <p><u>Computer Science (Theory/Programming)</u></p> <ul style="list-style-type: none"> <li>-Identify computing components e.g. router, processor, inside an iPad</li> <li>-Explain what computer programming is and how algorithms work.</li> <li>-Control an object to move along a route.</li> <li>-Follow a code sequence e.g. using Scratch cards.</li> </ul>	<p><u>Information Technology</u></p> <p><u>Year 1 Guide on E-Safety</u></p> <ul style="list-style-type: none"> <li>-To type and design a printable document.</li> <li>-Cut, copy and paste between applications.</li> <li>-Use spell checker.</li> <li>-Delete, insert and replace text using mouse or arrow keys.</li> </ul>				<p>-To collect and combine information and data.</p>
<p>PSHE-</p> <p>Living in the wider world</p> <ul style="list-style-type: none"> <li>- Introduction to Peace and Conflict</li> <li>- Choices - Thumbs up, thumbs down lesson - to know that our actions will have consequences.</li> </ul> <p>-To know why and how rules and</p>	<p>PSHE-</p> <p>Young Leaders Award</p> <ul style="list-style-type: none"> <li>- Kindness</li> <li>- Teamwork</li> <li>- Perseverance</li> <li>- Action</li> </ul> <p>PSHE</p>	<p>PSHE-</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>-To know what positively and negatively affects their physical, mental and emotional health (including the media).</li> <li>-How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a</li> </ul>			

<p>laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>-To realise the consequences of anti-social and aggressive behaviours such as bullying. (Living in the wider world).</p> <p>-To be aware that their actions affect themselves and others. (SEAL).</p> <p style="text-align: center;">Anti Bullying</p>		<p><b>Relationships</b></p> <p>-To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. (SEAL)</p> <p>-To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. (SEAL)</p> <p>-To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. (SEAL)</p> <p>-To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. (SEAL)</p>		<p>'balanced lifestyle'. (SEAL)</p> <p>-To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p> <p style="text-align: center;"><b>Living in the Wider World</b></p> <p>-To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>-To think about the lives of people living in other places, and people with different values and customs.</p>	
<p><b>Maths -</b> <u>Number/ place value</u></p> <p>Identify, represent and estimate numbers using different representations. 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).</p>	<p><b>Maths -</b> <u>Number addition and subtraction</u></p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><u>Number-multiplication and division</u></p> <p>Recall and use multiplication and</p>	<p><b>Maths -</b> <u>Number - Multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Solve problems including missing number problems involving multiplication and division, including problems using a scale.</p>	<p><b>Maths -</b> <u>Measurement</u></p> <p>Measure, compare, add and subtract length (mm,cm,m).</p> <p>Solve problems including missing number problems using number facts, place value and more complex addition and subtraction.</p> <p>Measure the perimeter of simple 2d shapes.</p>	<p><b>Maths -</b> <u>Fractions</u></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p>	<p><b>Maths -</b> <u>Measurement</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Continue to measure using the</p>

<p>Compare and order numbers up to 1000.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 50 and 100.</p> <p><b><u>Number addition and subtraction</u></b></p> <p>Add and subtract numbers mentally; including: a three digit number and ones; a three digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p>	<p>division facts for the 3, 4 and 8 multiplication tables.</p> <p>Calculate mathematical statements for multiplication and division within the 3,4,8 x tables and write them correctly.</p> <p>Solve problems involving multiplication and division using material, arrays, repeated addition, mental methods and multiplication and division facts including problems in contexts.</p> <p>Show that multiplication of 2 numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digits numbers times one digit numbers using mental and progressing to formal written methods.</p> <p><b><u>Measurement</u></b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b><u>Statistics</u></b></p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one step and two step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.</p>	<p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.</p> <p><b><u>Fractions</u></b></p> <p>Recognise and use fraction as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Count up and down in tenths.</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p>	<p>Solve problems that involve all of the above.</p> <p><b><u>Measurement</u></b></p> <p>Tell and write the time from an analogue clock, including using Roman numerals and 12 and 24 hour clock.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example to calculate the time taken by particular events or tasks).</p>	<p>appropriate tools and units, progressing to using wider range of measures, including comparing and using mixed units (for example, 1kg and 200 g) and simple equivalents of mixed units (for example, 5m =500cm).</p> <p><b><u>Geometry-properties of shape</u></b></p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half- turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p>
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					Recognise 3-D shapes in different orientations and describe them.
<p>Science -</p> <p style="text-align: center;"><u>Light and Shadow</u></p> <p>Recognise that they need light to see things, and that darkness is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p><u>STEM WEEK</u></p>	<p>Science -</p> <p style="text-align: center;"><u>Forces and magnets</u></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials but not others</p> <p>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.</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other</p>	<p>Science -</p> <p style="text-align: center;"><u>Plants</u></p> <p>Explore the requirements for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Identify and describe the functions of flowering plants; roots, stem/trunks, leaves and flowers.</p> <p>Investigate the way in which water is transported in plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>* <u>Science Week</u> Sustainable energy</p>	<p>Science -</p> <p style="text-align: center;"><u>Rocks and Soils</u></p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within the rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Compare and group together different types of rocks on the basis of their appearance and simple physical properties,</p>	<p>Science -</p> <p style="text-align: center;"><u>Animals including humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	

**Working Scientifically**

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

R.E. Christianity	R.E. Islam	R.E. Christianity	R.E. Islam	R.E. Christianity	R.E. Islam
To learn about Old Testament stories which Christians believe reveal aspects of God.	To understand aspects of Eid-ul-Fitr	To think about their own beliefs and practices.	To understand aspects of Muslim lifestyle and what makes Muslim lifestyle distinctive.	To understand that Christians believe that Jesus is the Son of God and is referred to as Christ.	To understand the importance of Muslim scripture, especially the Qur'an.
To learn about the story of creation.	To understand Salum (fasting) and the reasons why people fast.	To understand that everyone is unique and special.	To understand the importance of the Mosque for Muslims.	To understand that God also calls His people children of God.	To introduce the Hadith and explore how it clarifies expectations.
To examine ways in which Christians thank God through worship, caring for others and the environment.	To explore the traditions surrounding Eid and the clothes, presents and cards given.	To understand that the bible teaches that God created everyone individually.	To explore the layout and rituals associated with the Mosque.	To understand that the bible teaches about inheritance in heaven.	To explore the creation story according to Islam.
To learn about Moses and the Exodus and discuss its meaning.	To explore Muslim artefacts and their purpose.	To explore how Christian teaching affects personal and social matters.	<b>Christianity</b>	To explore the names for Jesus and develop an understanding of the word 'Christ'	To explore how a Muslim day of rest compares to days of rest of others.
To understand how people have had to make great sacrifices	To understand the differences between Halal and Haram food	<b>Islam</b>	To explore the relevance of the symbol of the cross.	To understand how	To explore the story of Mohammed and the Spider.
		To explore aspects of Eid-ul-Adha.	To understand why Easter eggs are used		

<p>because of their faith.</p> <p>To understand the meaning of the word parable and how Jesus used them to teach a lesson.</p> <p>To learn what the bible teaches about forgiveness -The Unforgiving Servant</p> <p>To understand the story of The Rich Fool and Jesus teaching on doing the impossible.</p> <p>To understand how God feels about his people - The Prodigal Son</p>	<p><b>Christianity</b></p> <p>To understand the significance of Advent</p> <p>To understand the significance of Jesus birth</p> <p>To understand Jesus as 'Light of the world'</p> <p>To explore the journey of Mary and Joseph, comparing and contrasting it to the birth of Princess Charlotte</p>	<p>To understand the story of Ibrahim's sacrifice.</p> <p>To discuss difficult choices and the consequences of our decisions.</p> <p>To understand the traditions and practices surrounding Eid-ul-Adha.</p> <p>To plan a set of instructions on preparing for Eid-ul-Adha.</p>	<p>to celebrate Easter.</p> <p>To understand the tradition of rolling eggs at Easter.</p> <p>To understand that Jesus death had been foretold hundreds of years before.</p> <p>To explore Jesus journey from the cross to the empty tomb.</p> <p>To understand why the empty tomb was so shocking.</p>	<p>Jesus helped people.</p> <p>To examine the story of Jesus healing the bleeding woman.</p> <p>To explore the story of the raising of Lazarus</p> <p><b>Islam</b></p> <p>To examine the ways in which the Qur'an shapes Muslim lifestyles.</p> <p>To explore the significance of the Qur'an.</p>	<p><b>Christianity</b></p> <p>To explore some common characteristics of Christian practice which identifies groups as Christians.</p>
<p><b>PE -</b> <u><b>Gymnastics</b></u></p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</p> <p>Move across the room indifferent ways with an awareness of space.</p> <p>Make increasingly clear and fluid movements.</p>	<p><b>PE -</b> <u><b>Gymnastics</b></u></p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</p> <p>Move across the room indifferent ways with an awareness of space.</p> <p>Make increasingly clear and fluid movements.</p>	<p><b>PE -</b> <u><b>Swimming</b></u></p> <p>Swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Control their breathing and are comfortable on the surface and underwater swimming fluently and with control when using back crawl, front crawl and breaststroke.</p>	<p><b>PE -</b> <u><b>Games</b></u></p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <p>Travel successfully to and from objects and locations on the ground</p>	<p><b>PE -</b> <u><b>Games</b></u></p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <p>Travel successfully to and from objects and locations on the ground.</p>	<p><b>PE -</b> <u><b>Games</b></u></p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</p> <p>Travel successfully to and from objects and locations on the ground.</p>

<p>Understand the different uses of tense, relax, stretch, curl in movement.</p> <p>Improvise with ideas and movements.</p> <p>Copy, remember, repeat, and explore simple actions and movements with control and coordination.</p> <p>Begin to sequence moves and link actions.</p> <p>Begin to choose movement to show ideas.</p> <p style="text-align: center;"><u>Games</u></p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending Travel successfully to and from objects</p>	<p>Understand the different uses of tense, relax, stretch, curl in movement.</p> <p>Improvise with ideas and movements.</p> <p>Copy, remember, repeat, and explore simple actions and movements with control and coordination.</p> <p>Begin to sequence moves and link actions.</p> <p>Begin to choose movement to show ideas.</p> <p style="text-align: center;"><u>Dance</u></p> <p>Move across the room indifferent ways with an awareness of space.</p> <p>Make increasingly clear and fluid movements.</p> <p>Understand the different uses of tense, relax, stretch, curl in movement.</p>	<p>Swim on their front and back using arm and leg actions with smooth coordination.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</p> <p>Move across the room indifferent ways with an awareness of space.</p> <p>Make increasingly clear and fluid movements.</p> <p>Understand the different uses of tense, relax, stretch, curl in movement.</p>	<p>Choose simple approaches to problem solving and work cooperatively with others on tasks</p> <p>Show an awareness of how to keep safe</p> <p>Move a ball with control and accuracy</p> <p>Show increasing confidence when rolling, hitting or kicking a ball.</p> <p>Understand the importance of rules and fairness</p> <p>Follow rules in games</p> <p>Understand the concept of both team and opponent.</p> <p>Develop and use simple tactics in team games.</p> <p style="text-align: center;"><u>Swimming</u></p> <p>Swim competently, confidently and proficiently over a distance of at least 25m.</p>	<p>Choose simple approaches to problem solving and work cooperatively with others on tasks.</p> <p>Show an awareness of how to keep safe.</p> <p>Move a ball with control and accuracy.</p> <p>Show increasing confidence when rolling, hitting or kicking a ball.</p> <p>Understand the importance of rules and fairness.</p> <p>Follow rules in games.</p> <p>Understand the concept of both team and opponent.</p> <p>Develop and use simple tactics in team games.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Choose simple approaches to problem solving and work cooperatively with others on tasks.</p> <p>Show an awareness of how to keep safe.</p> <p>Move a ball with control and accuracy.</p> <p>Show increasing confidence when rolling, hitting or kicking a ball.</p> <p>Understand the importance of rules and fairness.</p> <p>Follow rules in games.</p> <p>Understand the concept of both team and opponent.</p> <p>Develop and use simple tactics in team games.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>
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<p>and locations on the ground</p> <p>Choose simple approaches to problem solving and work cooperatively with others on tasks</p> <p>Show an awareness of how to keep safe</p> <p>Move a ball with control and accuracy</p> <p>Show increasing confidence when rolling, hitting or kicking a ball.</p> <p>Understand the importance of rules and fairness</p> <p>Follow rules in games</p> <p>Understand the concept of both team and opponent.</p> <p>Develop and use simple tactics in team games.</p>	<p>Improvise with ideas and movements.</p> <p>Copy, remember, repeat, and explore simple actions and movements with control and coordination.</p> <p>Begin to sequence moves and link actions.</p> <p>Begin to choose movement to show ideas.</p>		<p>Control their breathing and are comfortable on the surface and underwater swimming fluently and with control when using back crawl, front crawl and breaststroke.</p> <p>Swim on their front and back using arm and leg actions with smooth coordination.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>Throw a javelin from standing position.</p> <p>Practise varied throwing techniques including push throw.</p> <p>Co-ordinate jumps to take off and land from either one or two feet.</p> <p>Develop posture for running.</p> <p>Recognise differences in long distance and short distance running.</p>	<p>Throw a javelin from standing position.</p> <p>Practise varied throwing techniques including push throw.</p> <p>Co-ordinate jumps to take off and land from either one or two feet.</p> <p>Develop posture for running.</p> <p>Recognise differences in long distance and short distance running.</p>
<p style="text-align: center;"><b>Music - Specialist music provision (violin)</b></p> <p style="text-align: center;">Play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression</p> <p style="text-align: center;">Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>					



Listen with attention to detail and recall sounds with increasing aural memory  
Use and understand staff and other musical notations

**MFL - French**

- Listen to simple phrases with growing understanding.
- Use basic key vocabulary and build on this through listening, practice, trial, and error.
- Make lists and memorise information.
- Use sounds to help to read written words.

**MFL - French**

- Name and label articles.
- Label key vocabulary within text.
- Acquire simple vocabulary for some verbs, not always in tense.
- Recall simple phrases.
- Respond to simple topic related questions with a simple answer.
- Read aloud a familiar sentence.
- Understand simple classroom instructions.

**MFL - French**

- Work as a small group to perform a short spoken text.
- Use increasingly accurate pronunciation.
- Write a short sentence about a topic using class resources.
- Identify basic grammatical rules such as feminine and masculine words.

Hancock Museum

Vindolanda

Visit from sustainable energy/environmental agency

Whitehouse farm

Castle trip - Bamburgh

Visit from Bridget Stratford -

Talk about working with Refugees