|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| YEAR 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Getting to know youStone Age to Iron Age - What is under our feet?**ALL RED=F15**Beach- find a rockSpeech to an audienceVisit a museum- Rotunda – geology/rocksHALF DAY BEACH SCHOOL | The UKWhat do we know about the countries that make up the British Isles?Theatre tripHALF DAY BEACH SCHOOL | Extreme EarthHow do natural disasters shape our world?Speak to an audienceBeach visit- build a volcanoHALF DAY BEACH SCHOOL | Extreme Earth in Art and DT – How have natural disasters influenced the art, artists produce? Plant it, grow it, eat itHALF DAY BEACH SCHOOL | The Ancient EgyptiansHow do we know so much about the Ancient Egyptians? Museum Trip/visitor/virtual tour<https://www.britishmuseum.org/>**collection/galleries/early-egypt**HALF DAY BEACH SCH | How can I compare the UK with Eastern Europe?Meet an animalWrite a letter and stamp and post itHALF DAY BEACH SCHOOL |
| WOW Question/Stimulus /Visits | Why is it important to get to know each other well?Digging up our history- What is under our feet?Mini archaeological dig- Visit to Rotunda- virtual visit to Starr Carr, Class- group- presentation- oral presentation | What are the four countries that make up the United Kingdom?What are their capital cities? | How do natural disasters happen?How do natural disasters shape our world?Paired presentation- display/ demonstration - linked to work on explanations | How has art been used to document natural disasters? | Who was Howard Carter?What does the term archaeologist mean?Are the Ancient Egyptians similar to any other civilisations from history children have studied? E.g., Ancient Maya | How do the countries of eastern Europe compare?Visit to Danby to meet animals (mini beast hunt) and classify them (Science link)Write a letter to Janet Jefferson with thoughts about Scarborough and ideas for improvement, |
| English taught writing | Stories with a familiar setting (3 weeks - linked with Reading – Stone Age BoyNarrative Recount – Diaries (3 weeks – linked to Stone Age)Poetry with a structure – Haiku (1 week – linked to Stone Age) | Non-chronological report (3 weeks – on Eastern Europe)Narrative – A Journey Tale (3 weeks – link to topic)Poetry with a structure – Cinquain (1 week) | Myths/Legends (3 weeks – linked to UK)Persuasive Letter (3 weeks – linked to extreme earth topic??) | Narrative – A Warning Tale (3 weeks – linked to Natural Disasters topic)Explanation (3 weeks – linked to natural disasters topic) | Adventure Story (3 weeks – linked to Ancient Egyptians)Instructions (3 weeks- link to theme – Ancient Egypt) | Narrative – A Meeting Tale (3 weeks – linked to topic)Formal Letter (3 weeks) |
| English taught reading | Stone Age Boy (3 weeks - linked to Writing – stories with a familiar setting) Poetry (2 weeks) Science text (links to rocks 2 weeks) | The Magic Finger (2 weeks) The Stinky Cheese man 2 weeks)Science Text (2 weeks) | Short stories (2 weeks)Myths (2 weeks)Narrative Poetry (Maggie Dooley- Chocolate cake- 2 weeks) | Geography text (2 weeks)Flotsam- (poetry 2 weeks)Bill’s New Frock (2 weeks) | The Ancient Egypt Sleepover (2 weeks)Please Mrs Butler (1 weeks)Ancient Egyptians – Non-Fiction (2 weeks) | Butterfly Lion (2 weeks)Black dog (2 weeks)Information text linked to theme (2 weeks) |
| Class story | Peter Pan  How to Skin a Bear | The Cat in the Hat  The Magic Finger  | Journey to the centre of the earth  | Jumanji  | Revolting Rhymes  The Egyptian Sleepover  | Beast Quest: Ferno the Fire Dragon  |
| English links to theme | Video clip linked to stone age (The Croods)Stone Age Boy story used in theme/reading | All writing linked to theme  | 2 weeks reading linked to theme and writing (Myths – link to topic) | All Writing linked to Natural Disasters theme.2 week reading linked to theme | All writing linked to Ancient Egyptians  | All writing links to theme2 weeks reading text linked to theme. |
| Maths taught | White Rose Maths sow |  |  |  |  |  |
| Maths links to theme |  |  |  | Stats/data/graphs link to science |  | Stats/data/graphs link to geography |
| PSHEJIGSAW – new SOW? 2022 Ages 8-9 | **Being Me In My World**Being part of a class teamBeing a school citizenRights, responsibilities anddemocracy (school council)Rewards and consequencesGroup decision-makingHaving a voiceWhat motivates behaviourI know how good it feels to be included in a group and understand how it feels to be excludedI try to make people feel welcome and valuedI can take on a role in a group and contribute to the overall outcomeI can recognise my contribution to making a Learning Charter for the whole schoolI understand how rewards and consequences motivate people’s behaviourI can take on a role in a group and contribute to the overall outcomeI understand why our school community benefits from a Learning Charter and can help others to follow it | **Celebrating Difference**Challenging assumptionsJudging by appearanceAccepting self and othersUnderstanding influencesUnderstanding bullyingProblem-solvingIdentifying how special and unique everyone isFirst impressionsI try to accept people for who they areI can question why I think what I do about other peopleI know how it might feel to be a witness to and a target of bullyingI can problem-solve a bullying situation with othersI like and respect the unique features of my physical appearanceI can explain why it is good to accept people for who they are | **Dreams and Goals**Hopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResiliencePositive attitudesI know how it feels to have hopes and dreamsI know how disappointment feels and can identify when I have felt that wayI know how to cope with disappointment and how to help others cope with theirsI know what it means to be resilient and to have a positive attitudeI can enjoy being part of a group challengeI know how to share in the success ofa group and how to store this success experience in my internal treasure chest | **Healthy Me**Healthier friendshipsGroup dynamicsSmoking AlcoholAssertivenessPeer pressureCelebrating inner strengthI can identify the feelings I have about my friends and my different friendship groupsI am aware of how different people and groups impact on me and can recognise the people I most want to be friends withI can recognise negative feelings inpeer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and othersI can recognise negative feelings inpeer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and othersI can identify feelings of anxiety and fear associated with peer pressureI can tap into my inner strength and know how to be assertive | **Relationships**JealousyLove and lossMemories of loved onesGetting on and Falling OutGirlfriends and boyfriendsShowing appreciation to people and animalsI can identify feelings associated with jealousy and suggest strategies to problem-solve when this happensI know how most people feel when they lose someone or something they loveI understand that we can remember people even if we no longer see themI know how to stand up for myself and how to negotiate and compromiseI understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriendI can love and be loved | **Changing Me**Being uniqueHaving a babyGirls and pubertyConfidence in changeAccepting changePreparing for transitionEnvironmental changeI appreciate that I am a truly unique human beingI understand that having a baby is a personal choice and can express how I feel about having children when I am an adultI have strategies to help me cope with the physical and emotional changes I will experience during pubertyI am confident enough to try to make changes when I think they will benefit meI can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positivelyI can reflect on the changes I would like to make next year and can describe how to go about this |
| Science | **Rocks**Pupils should be taught to:1.compare and group together different kinds of rocks on the basis of their appearance and simple physical properties2.describe in simple terms how fossils are formed when things that have lived are trapped within rock3.recognise that soils are made from rocks and organic matter**SC1**Pupils should be taught to:•ask relevant questions and use different types of scientific enquiries to answer them•set up simple practical enquiries, comparative and fair tests•gather, record, classify and present data in a variety of ways to help in answering questions•identify differences, similarities or changes related to simple scientific ideas and processes•use straightforward scientific evidence to answer questions or to support their findingsF15 – visit rotunda re geology exhibitionsF15 – beach visit to find a rock | **Animals including Humans**Pupils should be taught to:1.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 eat2.identify that humans and some other animals have skeletons and muscles for support, protection and movement**SC1**Pupils should be taught to:•ask relevant questions and use different types of scientific enquiries to answer them•record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables•gather, record, classify and present data in a variety of ways to help in answering questions•report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions•use results to draw simple conclusionsF15 - VISIT BY BIRDS OF PREY OR OTHER ANIMAL EDUCATIONAL FACICILTY |  | **Plants**Pupils should be taught to:1.identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers2.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 plant3.investigate the way in which water is transported within plants4.explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal**SC1**Pupils should be taught to:•ask relevant questions and use different types of scientific enquiries to answer them•set up simple practical enquiries, comparative and fair tests•make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, •record findings using tables•gather, record, classify and present data in a variety of ways to help in answering questions•identify differences, similarities or changes related to simple scientific ideas and processes•report on findings from enquiries•use straightforward scientific evidence to answer questions or to support their findings•use results to draw simple conclusions, makepredictions for new values, suggest improvements and raise further questions•.report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions•use straightforward scientific evidence to answer questions or to support their findings•use results to draw simple conclusionsF15 – plant/grow own food | **Forces and Magnets**Pupils should be taught to:1.compare how things move on different surfacesnotice that some forces need contact between two objects, but magnetic forces can act at a distance2.observe how magnets attract or repel each other and attract some materials and not others3.compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials4.describe magnets as having two poles5.predict whether two magnets will attract or repeleach other, depending on which poles are facing**SC1**Pupils should be taught to:•ask relevant questions and use different types of scientific enquiries to answer them•set up simple practical enquiries, comparative and fair tests•make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, •record findings using tables•gather, record, classify and present data in a variety of ways to help in answering questions•identify differences, similarities or changes related to simple scientific ideas and processes•report on findings from enquiries•use straightforward scientific evidence to answer questions or to support their findings•use results to draw simple conclusions, makepredictions for new values, suggest improvements and raise further questions | **Light**Pupils should be taught to:1.recognise that they need light in order to see things and that the dark is the absence of light2.notice that light is reflected from surfacesrecognise that light from the sun can be dangerous and that there are ways to protect their eyes3.recognise that shadows are formed when the light from a light source is blocked by a solid object4.Find patterns in the way that the size of shadows changes**SC1**Pupils should be taught to:•ask relevant questions and use different types of scientific enquiries to answer them•set up simple practical enquiries, comparative and fair tests•make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, •record findings using tables•gather, record, classify and present data in a variety of ways to help in answering questions•identify differences, similarities or changes related to simple scientific ideas and processes•report on findings from enquiries•use straightforward scientific evidence to answer questions or to support their findings•use results to draw simple conclusions, makepredictions for new values, suggest improvements and raise further questions |
| Computing taughtNC:Pupils should be taught to:•design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts•use sequence, selection and repetition in programs•use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsPupils should be taught to:•recognise common uses of information technology beyond schoolPupils should be taught to:•Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact**.**use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital contentPupils should be taught to:•select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | E-SAFETYWhat Is Cyberbullying?Use technology safely, respectfully and responsibly; recogniseacceptable and unacceptable behaviour; identify a range ofways to report concerns about content and contact in thecontext of recognising cyberbullying.• To know what cyberbullying is and how to address it.COMPUTING**Computing systems and networks – Connecting computers**To explain how digital devices functionTo identify input and output devicesTo recognise how digital devices can change the way we workTo explain how a computer network can be used to share informationTo explore how digital devices can be connectedTo recognise the physical components of a network"- I can explain that digital devices accept inputs | E-SAFETYTo Buy or Not to Buy?Understand computer networks including the internet; howthey can provide multiple services, such as the world wideweb; and the opportunities they offer for communication andcollaboration.Use search technologies effectively, appreciate how resultsare selected and ranked, and be discerning in evaluating digitalcontent in the context of identifying advertisements online.• To understand how websites use advertisements topromote products.COMPUTING**Creating media – Animation**To explain that animation is a sequence of drawings or photographsTo relate animated movement with a sequence of imagesTo plan an animationTo identify the need to work consistently and carefullyTo review and improve an animationTo evaluate the impact of adding other media to an animationIF RESOURCES AVAILABLE | E-SAFETYKeep It to Yourself!Use technology safely, respectfully and responsibly; recogniseacceptable/unacceptable behaviour; identify a range of waysto report concerns about content and contact in the context ofcreating passwords and using privacy settings.• To create strong passwords and understand privacy settings.COMPUTING**Programming A – Sequence in music**To explore a new programming environmentTo identify that commands have an outcomeTo explain that a program has a startTo recognise that a sequence of commands can have an orderTo change the appearance of my projectTo create a project from a task descriptionIF RESOURCES AVAILABLE | E-SAFETYEmailingUnderstand computer networks including the internet; howthey can provide multiple services, such as the world wideweb; and the opportunities they offer for communication andcollaboration.Use technology safely, respectfully and responsibly; recogniseacceptable/unacceptable behaviour; identify a range of waysto report concerns about content and contact in the context ofsending and receiving emails safely.• To safely send and receive emails.COMPUTING**Data and information – Branching databases**To create questions with yes/no answersTo identify the object attributes needed to collect relevant dataTo create a branching databaseTo explain why it is helpful for a database to be well structuredTo identify objects using a branching databaseTo compare the information shown in a pictogram with a branching database | E-SAFETYOnline CommunicationUnderstand computer networks including the internet; howthey can provide multiple services, such as the world wide web; and the opportunities they offer for communication andcollaboration.Use technology safely, respectfully and Responsibly; recogniseacceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online.• To explore different ways children can communicateonline.COMPUTING**Creating media – Desktop publishing**To recognise how text and images convey informationTo recognise that text and layout can be editedTo choose appropriate page settingsTo add content to a desktop publishing publicationTo consider how different layouts can suit different purposesTo consider the benefits of desktop publishing | E-SAFETYParty PlannersUnderstand computer networks including the internet; howthey can provide multiple services, such as the world wideweb; and the opportunities they offer for communication andcollaboration in the context of planning a party online.• To use knowledge about online safety to plan a partyonline.COMPUTING**Programming B – Events and actions**To explain how a sprite moves in an existing projectTo create a program to move a sprite in four directionsTo adapt a program to a new contextTo develop my program by adding featuresTo identify and fix bugs in a programTo design and create a maze-based challenge |
| GeographyPupils should be taught to:-locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)Pupils should be taught to:-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (central America) Pupils should be taught to:-describe and understand key aspects of:-physical geography, including: climate zones, biomes and vegetation belts YR4, rivers, mountains YR5, volcanoes and earthquakes YR3, and the water cycle YR4-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterPupils should be taught to:•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied•use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world•use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |  | THE UK1. Countries and Cities• I can name and locate the countries and cities of the UK.• I can use the eight compass points to describe the location of the countries and cities of the UK.• Atlases2. Rivers and Seas• I can name and locate the main rivers and seas of the UK.• I can identify rivers and seas using an atlas or map.• Atlases3. Around the Counties• I can name and locate some of the counties of the UK.• I can use a map to locate some of the counties of the UK.• Tourist leaflets and books about your county/area• Access to websites about your area4. Hills and Mountains• I can name and locate areas of high ground in the UK.• I can use a map or atlas to locate areas of high ground in the UK.5. How London Grew• I can identify ways that London has changed over time.• I can explain the importance of the Prime Meridian to London’s history.6. Our Changing Nation• I can describe and understand how the UK has changed over time.GEOGRAPHICAL ASSOCIATION MAP WORKYEAR 3 OBJECTIVESADDITIONAL LEARNING FOR LESSON ONELO: To create a map of the British IslesKey Questions• How can we use maps to develop our knowledge of the British Isles?• Which countries make up the British Isles?• What are their capital cities and where are these located?• How can we describe the location of different parts of the British Isles?Key ideas• Great Britain, the United Kingdom and the British Isles cannot be used interchangeably, as they include different land masses. • The UK’s capital cities are: England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast).• England, Scotland, Wales and Northern Ireland are the countries within the United Kingdom. | EXTREME EARTH1.Under Our FeetTo describe and understand key aspects of physical geography in the context of what is under the Earth's surface.•To describe what you find underground.Resources•Modelling clay in red, yellow, orange and brown•Rolling pins•Circle shapes or stencils in a range of sizes2.VolcanoesTo describe and understand key aspects of physical geography in the context of volcanoes.•To explain how volcanoes are formed.Resources•Blue and orange card, 4-6 sheets of each colour•Washing-up liquid•Baking soda•Vinegar•Red food colouring•Plastic cup•Bottle of fizzy water3.More VolcanoesTo describe and understand key aspects of physical geography in the context of volcanoes.•To explain how volcanoes affect people's lives.Resources4.EarthquakesTo describe and understand key aspects of physical geography in the context of earthquakes.•To explain what causes earthquakes and how they are measured.Resources•Bowl of water and a pebble•Blue and orange card, 4-6 sheets of each colour5.TsunamisTo describe and understand key aspects of physical geography in the context of tsunamis.•To explain what causes tsunamis and how they affect people.Resources•Large plastic box - at least 40cm long (e.g. an under-bed storage box)•Newspaper, scrunched into balls•Mud•Model trees and houses•Water•Block of wood, slightly narrower than the width of a box (approximately 8cm tall and 5cm deep)6.TornadoesTo describe and understand key aspects of physical geography in the context of tornadoes.•To explain what causes tornadoes and the effects they have.Resources•Two empty 2 litre fizzy drinks bottles.•Metal washer - about 2.5cm in diameter with a hole about 1.25cm in diameter•Plastic electrical or duct tape•Food colouring and glitter (optional)F15 – BEACH VISIT – build a volcano | EXTREME EARTH | Maps Linked to Ancient Egyptians - where in the world were they? | COMPARING UK TO EASTERN EUROPE1. Continents, Countries and Cities• I can identify the capital city of a country.• Atlases2. Comparing Landscapes• I can compare features of eastern European landscapes with my own area.• Atlases• Suitable topic books and/or Internet access for independent research3. Comparing Climates• I can compare the climate of eastern European regionswith that of my own area.• Internet access for independent research4. Comparing Places• I can compare the human geography of eastern European regions with that of my own area.• Internet access for independent research5. Planning a Trip• I can present information about one area of eastern Europe. |
| HISTORYNC statements KS2Pupils should be taught about:•changes in Britain from the Stone Age to the Iron Age•the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China•Ancient Greece – a study of Greek life and achievements and their influence on the western world•the Roman Empire and its impact on Britain•Britain’s settlement by Anglo-Saxons and Scots•the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor•a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066•a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300•a local history study-Develop increasingly secure chronological knowledge and understanding of history, local, British and world-Put events, people, places and artefacts on a time- line-Use correct terminology to describe events in the past-Develop use of appropriate subject terminology, such as: empire, civilisation, monarch-Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance-Suggest where we might find answers to questions considering a range of sources-Understand that knowledge about the past is con- structed from a variety of sources-Construct and organise responses by selecting relevant historical data-Be aware that different versions of the past may exist and begin to suggest reasons for this | STONE AGE TO IRON AGE1. Surviving the Stone AgeConstruct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.• I can understand what humans needed for survival in the Stone Age.2. Skara BraeRegularly address and sometimes devise historically valid questions about change, cause, similarity and difference,and significance by learning about Skara Brae andunderstanding its significance in knowing more about the Stone Age.• I can understand what was found at Skara Brae andwhy it is important.3. Becoming a Copper ChildContinue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.• I can understand what copper mining meant to thepeople of the Bronze Age.4. StonehengeUnderstand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.• I can understand how evidence about Stonehengecan give us different answers about the past.5. HillfortsNote connections, contrasts and trends over time anddevelop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.• I can understand how and why hillforts were developed in the Iron Age.6. The DruidsUnderstand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.• I can understand how evidence about Druids cangive us different answers about the past.F15 – educational visit to enhance learning (Ryedale etc) | LINK to GEOGRAPHY topic – THE UKHow has the UK changed over time? |  |  | ANCIENT EGYPTIANS1.Who Were the Ancient Egyptians?Continue to develop a chronologically secure knowledge and understanding of world history, establishing clearnarratives within and across the periods they study by learning about where and when the ancient Egyptians lived.• I can find out about ancient Egyptian life by looking at artefacts.2. What Was Life Like in Ancient Egypt?Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference,and significance by learning about the daily lives of many ancient Egyptian people.• I can understand what was important to peopleduring ancient Egyptian times.3. MummiesConstruct informed responses that involve thoughtful selection and organisation of relevant historical informationby learning the about the mummification process used by the ancient Egyptians.• I can understand and explain the ancient Egyptian ritual of mummification.4. TutankhamunUnderstand how our knowledge of the past is constructed from a range of sources and that different versions of pastevents may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.• I can understand how evidence can give us different answers about the past.5. Write Like an EgyptianNote connections, contrasts and trends over time and develop the appropriate use of historical terms byexploring ancient Egyptian writing systems.• I can compare and contrast the Egyptian writing with my own.6. Egyptian GodsConstruct informed responses that involve thoughtful selection and organisation of relevant historical informationby distinguishing information about the different gods.• I can compare and contrast the powers of different Egyptian gods. |  |
| ArtKS2Pupils should be taught to:• create sketch books to record their observations and use them to review and revisit ideas• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)Pupils should be taught:about great artists, architects and designers in history | STONE AGE TO IRON AGESCULPTURELO: To increase knowledge and understanding of prehistoric art and design from the Stone Age to the Iron Age.Children make and design Stone Age pots | THE UKSTEVEN WILTSHIRE<https://www.youtube.com/>watch?v=FyPqQIHkasI To draw a city/town scape in pencilUsing the artists work as inspiration and his amazing story children will create their own work from looking at examples of his |  | EXTREME EARTH ART1.VOLCANIC ERUPTIONSTo respond to a volcano artwork by UK artist Nick Rowland.To make an artwork of a volcano using techniques explored in Nick Rowland’s work.I can identify materials and techniques used in an artwork.I can use materials and techniques with paint such as splattering, flicking, dripping, blowing etc to capture the explosive nature of a volcano inspired by Nick Rowland artwork.I can describe the process, materials & techniques used in my own volcano artwork2. GREAT ARTISTSTo explore and recreateHokusai’s ‘The GreatWave’.The children will analyse The Great Wave byHokusai, looking at the colours, features andmaterials used to create the famous picture.They will use their analysis to inspire their own3D recreation of The Great Wave using paperand layering colours.3. TORNADOES To use colour, line andshading to create artistictornadoes.Children focus on lines and shading to create a 3D effect when colouring their tornado-inspired artwork. Using curved lines and changing between concave and convex lines the children can create a rounded effect in their drawings. |  |  |
| Design and Tech.Pupils should be taught to:• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 4 5• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 4 5Pupils should be taught to:• select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately 5• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 5Pupils should be taught to:• investigate and analyse a range of existing products 5• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 4 5• understand how key events and individuals in design and technology have helped shape the world 5Pupils should be taught to:• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 4 5• understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]• apply their understanding of computing to program, monitor and control their productsPupils should be taught to:• understand and apply the principles of a healthy and varied diet 5• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 5 |  |  | VOLCANO ON THE BEACHThings You’ll Need For Volcano Experiment For Kids:100 ml of warm water10 ml of dish soap400 ml of white vinegarEmpty 2-litre soda bottle2 drops of red food coloringBaking soda slurry ( ½ cup baking soda and ½ cup water)LO: to make a realistic volcano eruptStep 1: Mix the dish soap, water, white vinegar, and food coloring and pour it into the empty soda bottle.Step 2: Make a baking soda slurry with ½ cup baking soda and ½ cup water. Mix it thoroughly with a spoon, until it’s completely dissolved.Step 3: Now, it’s eruption time! Quickly but carefully pour this slurry into the bottle and step back. Now, watch the volcano erupt and spill out red lava! | EXTREME EARTH DT4/5/6. INFO BOXESTo be able to design, make and evaluate interactive info-boxes.Children consolidate their knowledge of natural disasters by creating an information box which presents information in aninteractive and aesthetically pleasing way. They have the opportunity to use electricalcircuits to have their box light up in a certain way or use spinners, shapes and springs to present the information in different ways.OR:Children to make a Volcano – could link back to forces topic and create a volcano that erupts (bicarb and vinegar) | ANCIENT EGYPTIANSPREPARING WHAT THE EGYPTIANS ATELO: to understand what the Egyptian diet would have been likeKnow that food ingredients can be fresh, pre-cooked and processedKnow that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the ‘eat well’ plateKnow that to be active and healthy, food is needed to provide energy for the bodyMeasure using grams Follow a recipe**Children make a healthy meal** |  |
| RE - NYCCIn general terms, the following guidance points apply to teaching about any religion:1. Respect. Speak with respect about the faith: any religion with tens of millions of followers studied in RE is a major human community. The people within the faith deserve our respect.2. Diversity. Talk about ‘some / many /most’ believers, but not about ‘All believers’. Diversity is part of every religion.3. Neutrality. Leave ‘insider language’ to insiders. A Sikh visitor can say ‘We believe...’ but teachers will do best to say ‘many Sikhs believe...’ or ‘many Christians believe...’4. General words. Use the general language of religious study to describe things: the Qur’an is not the ‘Muslim Bible’ – it is the Muslim sacred text. Divali is not the ‘Hindu Christmas’ – it is a Hindu festival.5. Learning about religion, not ‘comparative religion’. Don’t make simplistic comparisons between different religions. Look for similarities, but notice differences too.6. Living religion. Focus on the ‘here and now’ of local expressions of religion in your area or in the UK: RE is not merely History.7. Content light, concept deep. It is better to deal with a small piece of religious understanding in depth than to skate over the surface of vast areas of content, never grasping any of it in depth.8. A gift to the child: the idea of learning from religion is that anyone can take a gift from a faith. You don’t have to become Jewish to learn from Judaism. Look for the gift your pupils may gain from their study. | L2.7 What does it mean to be a Christian in Britain today?-Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings -Describe some ways in which Christian express their faith through hymns and modern worship songs -Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes -Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others | Opening up Christmas | L2.5 Why are festivals important to religious communities?-Make connections between stories, symbols and beliefs with what happens in at least two festivals -Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) -Identify similarities and differences in the way festivals are celebrated within and between religions -Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives  | Opening up EasterL2.1 What do different people believe about God? (Christian focus and either Hindu/Muslim)-Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).-Ask questions and suggest some of their own responses to ideas about God (C1).-Suggest why having a faith or belief in something can be hard (B2).-Identify how and say why it makes a difference in people’s lives to believe in God (B1). | L2.4 Why do people pray?-Describe the practice of prayer in the religions studied -Make connections between what people believe about prayer and what they do when they pray -Describe ways in which prayer can comfort and challenge believers -Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray  | L2.2 Why is the bible so important for Christians today?-Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation -Give examples of how and suggest reasons why Christians use the Bible today -Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression -Discuss their own and others’ ideas about why humans do bad things and how people try to put things right  |
| MusicPupils should be taught to:• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionPupils should be taught to:• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• use and understand staff and other musical notationPupils should be taught to:• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memoryPupils should be taught to:• improvise and compose music for a range of purposes using the inter-related dimension of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notationsPupils should be taught to:• appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians | LISTEN AND APPRAISETo confidently identify and move to the pulse.● To think about what the words of a song mean.● To take it in turn to discuss how the song makes them feel.● Listen carefully and respectfully to other people’s thoughts about themusic.MUSICAL GAMESUsing the Warm up Games tracks provided, complete the Bronze, Silver andGold Challenges. Children will complete the following in relation to the mainsong, using two notes:1. Find the Pulse2. Rhythm Copy Back:a. Bronze: Clap and say back rhythmsb. Silver: Create your own simple rhythm patternsc. Gold: Perhaps lead the class using their simple rhythms3. Pitch Copy Back Using 2 Notesa. Bronze: Copy back – ‘Listen and sing back’ (no notation)b. Silver: Copy back with instruments, without then with notationc. Gold: Copy back with instruments, without and then withnotation4. Pitch Copy Back and Vocal Warm-ups | SINGINGTo sing in unison and in simple two-parts.● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being ‘in tune’.● To have an awareness of the pulse internally when singing. | MUSICAL INSTRUMENTSTo treat instruments carefully and with respect.● Play any one, or all of four, differentiated parts on a tuned instrument –a one-note, simple or medium part or the melody of the song) frommemory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader. | PLAYING INSTRUMENTS - IMPROVISATIONImprovise using instruments in the context of the song they are learning toperform. Using the improvisation tracks provided, children will complete theBronze, Silver or Gold Challenges:● Bronze Challenge:○ Copy Back – Listen and sing back○ Play and Improvise – Using instruments, listen and play yourown answer using one note.○ Improvise! – Take it in turns to improvise using one note.● Silver Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, using two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using one or two notes.○ Improvise! – Take it in turns to improvise using one or twonotes.● Gold Challenge:○ Sing, Play and Copy Back – Listen and copy back usinginstruments, two different notes.○ Play and Improvise – Using your instruments, listen and playyour own answer using two different notes.○ Improvise! – Take it in turns to improvise using three differentNotes | PLAYING INSTRUMENTS - COMPOSITIONHelp create at least one simple melody using one, three or fivedifferent notes.● Plan and create a section of music that can be performed within thecontext of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and makemusical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that recognises theconnection between sound and symbol (e.g. graphic/pictorialnotation). | PLAYING INSTRUMENTS - PERFORMANCETo choose what to perform and create a programme.● To communicate the meaning of the words and clearly articulate them.● To talk about the best place to be when performing and how to standor sit.● To record the performance and say how they were feeling, what theywere pleased with what they would change and why. |
| PEPupils should be taught to:• use running, jumping, throwing and catching in isolation and in combination• 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• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• perform dances using a range of movement patterns• take part in outdoor and adventurous activity challenges both individually and within a team• compare their performance with previous ones and demonstrate improvement to achieve their personal best | AthleticsKey Success CriteriaPupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique. Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination. | NetballKey Success CriteriaPupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team. Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents. Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination. | GymnasticsKey Success Criteria Pupils will execute ‘excellent’ balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances togetherPupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary. Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others. Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard. | DanceKey Success Criteria Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.Pupils will understand what makes an ‘excellent dance’. Pupils will apply creativity as they try a range of movement options. Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison. Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve. | RoundersKey Success CriteriaPupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters. Pupils will develop life skills such as respect and cooperation as they collaborate effectively with others including their opponents. Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination. | AthleticsKey Success CriteriaPupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique. Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important. Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques. Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination. |
| FrenchPupils should be taught to:• listen attentively to spoken language and show understanding by joining in and responding• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*• speak in sentences, using familiar vocabulary, phrases and basic language structures• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*• present ideas and information orally to a range of audiences\*• read carefully and show understanding of words, phrases and simple writing• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally\* and in writing | 1. MoiBonjour/salutau revoir/bonsoirComment ça va?Ça va/bien/malEt toi? MerciC’est… NuméroComment tu t’appelles?Je m’appelle... | 2. Les couleursC’est (de) quelle couleur? C’est…Addition vocabQuelle est ta couleur préférée?J’aime/je n’aime pas le + colourSequencing languageImperatives | 3. La jungleQu’est-ce que c’est? C’est…Je suis + un/une + animalpetit/grandIntroduction to gender + adjectival agreementAccentsIndefinite article un/une | 4. Tutti fruttiC’est un/uneJ’aime le/la/lesJ’adore...Je n’aime pas....Je déteste ....Quel est ton fruit préféré?(In)definite articlesSingular/plural nounsmon/ton | 5. Vive le sportDays of the weekQu’est-ce que tu fais le + day?Quel est ton sport préféré? jouer au + sport  faire du/de la + sportPresent tense (je/tu)Using jouer and faire | 6. La météoWeatherQuel temps fait-il? Il fait…Revise daysà + French townsPresent tense of faire il fait + weather |
| BUDGET |  | KS2 Discover & Learn: Geography - United Kingdom Study Book: ideal for catching up at home (CGP KS2 Geography)Class set of books x 2(30 x £2.75 each = £82.50) | KS2 Discover & Learn: Geography - Volcanoes and Earthquakes Study BookClass set of books x 2(30 x £2.75 each = £82.50) |  | Visit by Widget Workshops re Ancient EgyptCost unknown as yet | KS2 Discover & Learn: Geography - Europe Study BookClass set of books x 2(30 x £2.75 each = £82.50) |