

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Three	Term: Autumn	Whole Class Text (s):	Theme:
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English: See English Long-Term Plan	Maths: Follow Power Maths
RE Autumn 1 2.7 - What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each. Describe how one hymn or song shows specific Christian beliefs or teaching. Describe two things that might be hard or a challenge about being a Christian. Give reasons why Christians and others help other people. Note similarities and differences between the reasons that religious people and on religious people give for helping people. Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Stone Age What was life in Britain like in the Stone Age? How did it impact life?	Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.	<ul style="list-style-type: none"> Discuss the scale of history. Understanding of how a timeline works <ul style="list-style-type: none"> Use dates and terms related to the time period and passing of time Understanding historical periods through time Prehistory—everything before civilisation occurred (less developed and no source of writing) - evidence— archaeology. Use a variety of sources when researching <ul style="list-style-type: none"> Understand what we can learn from archaeology Use research skills to find answers to specific historical questions (secure understanding of what life was like for people during these periods) <ul style="list-style-type: none"> Tools Homes Food (introducing agriculture) Subject related vocabulary as well as century, decade, BC and AD, settlement. 	<ul style="list-style-type: none"> Use a timeline within a specific period of history to set out the order that things may have happened Present work in chosen format relating to the enquiry questions.
Geography	Locational Knowledge	<ul style="list-style-type: none"> Focus Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, 	<ul style="list-style-type: none"> Locate features on a world map / globe climate zones 	Label major European countries on a map

		<ul style="list-style-type: none"> • Arctic and Antarctic Circle. • Europe. 		
Art	Drawing and painting - still life inspired by Joseph Banks, Keith Haring	<p>Use a sketchbook (Arts Log) for different purposes, including recording observations, planning work and developing ideas.</p> <p>To know about and describe the work of some artists, craftspeople, architects and designers.</p> <p>To be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Including drawings inspired by cave art (eg cave art of Altamira)</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks, forms and shapes</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Work on a range of scales using correct tools e.g. thin brush on small pictures, thicker brush for less detailed work and washes.</p> <p>Mix colours independently and know which primary colours make secondary colours.</p> <p>Mix and use tints and shades using poster paint.</p> <p>Experiment with different painting effects and textures including blocking in colour (Keith Haring), watercolour washes (Turner).</p>	<p>Recognise common features of cave art (subject, style, line drawings, handprints etc)</p> <p>Drawings inspired by cave art.</p> <p>Still life drawing exploring ways to ‘explain’ surfaces and beginning to attempt to show shadow and form.</p> <p>Small scale watercolours of plants based on J Banks using watercolour</p> <p>Larger scale poster paint work with big brushes based on Keith Haring.</p> <p>Comparisons of the two styles.</p>
DT	Food sandwiches	<ul style="list-style-type: none"> • Awareness of food available – seasonality , production methods. • Developing knowledge and ability to use kitchen equipment independently • Understanding of sweet and savoury • Secure understanding of instructions and how to follow 	<ul style="list-style-type: none"> • To follow a step-by-step plan choosing the right equipment and materials • To select the most appropriate tools and techniques for a given task • Describe how different food and ingredients come together 	<p>Children will design and make a sandwich</p> <p>How and why do the available ingredients differ?</p> <p>Pupils should show understanding of nutrition, cooking methods and availability of ingredients.</p>
Computing	Get started with code 2 (continues all year)	<ul style="list-style-type: none"> • Understand algorithms as a set of instructions • Identify algorithms in everyday life • Solving coding puzzles using algorithms • Debugging • Looking for loops 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 	Innovation pitch for their app

	<p>Online safety (Be Internet Legends)</p> <p>Everyone can create music</p>	<ul style="list-style-type: none"> • Composition and decomposition • Thinking in sets – abstraction • Forming functions • Conditional statements • While loops and nested loops • Variables, input and output • Design user interface <p>Recording your voice</p> <ul style="list-style-type: none"> • Record their voices using the Audio Recorder. 	<ul style="list-style-type: none"> • Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs. • 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. • Add vocal effects and musical loops to create a mood. 	<p>Adjust the volume, length, and placement of recorded tracks.</p> <p>Share their completed project. Records a short narrative using voice and sound effects or background music from Apple Loops to add meaning or mood to the story. Mixes the tracks to set proper volume levels.</p>
<p>Science</p>	<p>Animals including humans</p> <p>Forces and magnets</p>	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • <i>Compare how things move on different surfaces.</i> • <i>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</i> • <i>Observe how magnets attract or repel each other and attract some materials and not others.</i> • <i>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.</i> • <i>Describe magnets as having 2 poles.</i> • <i>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</i> 	<ul style="list-style-type: none"> • 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. • Identifying differences, similarities or changes related to simple scientific ideas and processes. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <ul style="list-style-type: none"> • Create a food menu outlining healthy and nutritional food choices • Design own investigation on magnets. <p>Child led investigation, ask own question. Design experiment and perform, record results and evaluate.</p>

			<ul style="list-style-type: none"> Using straightforward scientific evidence to answer questions or to support their findings. 	
Music	<i>Singing</i>	<ul style="list-style-type: none"> <u>Music Curriculum: Computing</u> Use voice, sounds, technology and instruments in creative ways. Create simple rhythmic patterns, melodies and accompaniments. <u>Music lessons</u> Suggest, follow and lead simple performance directions. Listen to the recommended musical pieces from the Y 3 MMC, in order to begin to understand the history of music - western classical, popular and traditional. Use musical terms to describe pieces of music 	<p>See Computing</p> <p>Sing within a suitable vocal range with diction, increasingly accurate tuning, control of breathing and tone.</p> <p>Maintain an independent part in a small group when playing or singing.</p> <p>Begin to sing a simple round, understanding the need to listen carefully in order to maintain a part</p>	<ul style="list-style-type: none"> Establish pulse by singing a range of songs, moving and playing along in time. (Use Sing Up!) Sing London's Burning as a round Begin to internalise pulse by counting silently and counting rests. Lead performances, devise start and stop signals and follow these.
PE		Gymnastics	<ul style="list-style-type: none"> Select and use skills and ideas with co-ordination and control Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner Pupils show that they understand tactics and composition by starting to vary how they respond Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a 	<p>put together sequences involving a variety of body shapes and other gymnastic movement such as jumping.</p>
dance				

		Dance	<p>gymnastic sequence, showing a clear beginning, middle and end</p> <ul style="list-style-type: none"> • adapt a sequence to include different levels, speeds or directions • work well on their own and contribute to pair sequences 	<p>choreograph their own sequences and routines or from the dance teacher, performing individually and with a partner.</p>
		Swimming	<ul style="list-style-type: none"> • Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different. • stimuli through their use of language and choice of movement • Incorporate different qualities and dynamics into their movements • explore and develop new actions while working with a partner or a small group • Pupils show that they understand tactics and composition by starting to vary how they respond • Apply basic compositional ideas to create dance which convey feelings and emotions • link actions to make dance phrases, working with a partner and in a small group • perform short dances with expression, showing an awareness of others when moving • describe what makes a good dance phrase <ul style="list-style-type: none"> • 25-30 metres in water unaided, co-ordination with arms and legs, use different strokes, describe how to move arms and legs together. • Use their arms and legs in the correct manner for the chosen stroke. 	<p>Children are working towards achieving their next distance or skills award depending on their stage of swimming.</p>

Year: Three	Term: Spring	Whole Class Text (s):	Theme:
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English: See English Long Term Plan	Maths: Follow White Rose Maths Planning
<p>RE Spring 1 2.1 - What do different people believe about God?</p> <ul style="list-style-type: none"> Describe some things we cannot see but do believe in. Give simple reasons for their own ideas and metaphors about God. Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? Give simple reasons for their own views and ideas about God. Think of reasons why some people believe in God and some do not. Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah Describe the Shahadah, the Muslim statement of faith in one God Describe the symbolism of Hindu murtis / statues of the gods and goddesses. Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. Know some of the artefacts religious people might use when they talk to God or pray. Understand that prayer is a way religious believers believe they can communicate with God. Consider questions such as 'Why is it hard to talk about God?' Describe, with examples, the influence believing in God has on the lives of believers. 	<p>Spring 2 2.5 - Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> Make links between beliefs about Jesus and the celebration of Easter. Make links between the symbols used by churches and Christians in holy week and the celebration of Easter. Make links between the symbols on a seder plate and their meaning. Make links between the story of Lakshmi and practices at Divali. Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach. Identify similarities and differences between the way two Christian denominations celebrate Easter. Identify similarities and differences between the celebration of two festivals. Identify some of the celebrations that form a part of my own life. Make links between things that are important in our community and celebrations that are held or could be held.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Bronze - iron age</p> <p>How did life in Britain change from the Stone age to the Iron age?</p> <p>(Why is metal a big step</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</p>	<ul style="list-style-type: none"> Understanding of how a timeline works Use a variety of sources when researching To research in order to find similarities and differences between periods of history <ul style="list-style-type: none"> Tools / Homes / Food (introducing agriculture) Know that the Bronze Age lasted around 1700 years Know that the Bronze age was called the Bronze Age because humans started making tools from bronze (an alloy made from copper and tin) Know that bronze was used for tools, weapons and armour 	<ul style="list-style-type: none"> Use a timeline within a specific period of history to set out the order that things may have happened Work to show a secure understanding of what makes the stone age, bronze age and iron age unique

	<p>forward?)</p> <p>How did it impact life?</p>		<p>as well as building materials like tiles.</p> <ul style="list-style-type: none"> • Know that daggers, blades, spearheads, chisels, axes and anything that used to be made from stone or flint was then made from stronger and more durable bronze • Know that the Bronze Age saw another change in climate (wetter weather forced people to move from the hills, which were easier to defend, and into the valleys where it was easier to grow food and find shelter) • Know that the people living in Britain during the Iron Age were called Celts • Know that iron was a stronger, harder metal than the bronze previously used. It was worked into shape by hammering it against an anvil – a process known as smithing – and was used to make objects such as ploughs, armour and coins • Know that during the Iron Age, Britain consisted almost entirely of settled farming communities. This meant that nearly everyone would have lived on a farm. The people worked together in small communities, tending their livestock and growing crops • Know that the roundhouse was the typical Iron Age home. Some of these were very large and would have housed many people. The frame of the house was constructed out of large timbers and the walls were made out of wattle and daub. In the centre of the roundhouse would have been a fire for cooking and providing light and warmth. Beds may have had hay or feather mattresses and placed on top of a wooden frame and animal skins or woollen blankets would be used to keep the people warm. • Know why Iron Age people developed hillforts • Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire. 	<ul style="list-style-type: none"> • Record similarities and differences between people, objects and events over time. • Write a set of instructions for how bronze is made • Write a non-chronological report on Celt life.
<p>Geography</p>	<p>Volcanoes and Earthquakes</p> <p>Geography strand MAIN: Physical Themes</p> <p><u>Briefly:</u></p>	<ul style="list-style-type: none"> • To describe how volcanoes are formed • To name and locate some of the world's most famous volcanoes • To describe using detail the devastation and destruction of Pompeii • To describe how earthquakes are created • Secure understanding of how earthquakes can push water from the bottom of the sea to create tsunamis 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes • To be able to describe the events which can lead to occur • To research in order to find out factual information about the world famous volcano eruption Pompeii • To be able to describe the scientific process of magma working through the earth's mantle 	<p>Explanation text about how volcanoes are formed</p> <p>Comic strip description of Pompeii and devastating effects</p>

	<p>-The world and continents</p> <p>-Understanding places and connections</p>	<ul style="list-style-type: none"> To understand that magma from the earth's mantle works its way to the surface Secure understanding of how volcanoes often form in the areas where tectonic plates make contact 	<ul style="list-style-type: none"> To use research skills to find answers to specific and relevant geographical questions 	
Art	<p>Textiles - inspired by Iron Age weaving</p> <p>3D - inspired by Bronze age pots</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures – stone age and bronze age.</p> <p>Gather and review information, references and resources related to their own ideas and intentions - such as use ipads to research as well as gather their own classroom resources.</p> <p>Annotate work in sketchbooks.</p>	<p>Use a variety of techniques, e.g. dyeing, weaving and stitching to create different textural effects. Explore the way fabric was created in the Iron Age using natural dyed wools. Match the tool to the material, in order to complete a weaving.</p> <p>Join clay adequately, extend and model other shapes - making coil pots.</p> <p>Create surface patterns and textures in a malleable material - decorate pots.</p>	<p>Weaving with wool on card looms.</p> <p>Make coil pots.</p> <p>Use tools to carve decorations.</p>
DT	<p>Moving books</p> <p>Design</p> <p>Make</p> <p>Technical Knowledge</p>	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context</i></p> <ul style="list-style-type: none"> Different materials have different properties Products with the same use can have different designs Different tools are necessary for different jobs 	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</i></p> <ul style="list-style-type: none"> Compare different designs of same objects and evaluate. Annotate different products and their design features and evaluate Select from a range of tools for different tasks Select and give reasons for choice of materials and components. How to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (gears pulleys, cams, levers and linkages) 	<p>Design, make and evaluate a moving book</p>
Computing	<p>Continue coding</p>	<p>Landscapes</p>	<ul style="list-style-type: none"> 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, 	

	<p>Everyone can create – drawing</p> <p>Online safety (Be Internet Legends)</p>	<ul style="list-style-type: none"> • Sketch from different points of view • Add depth through perspective • Use the smudge tool to blur <p>Portraits</p> <ul style="list-style-type: none"> • Map the face to understand proportion • Use tracing to improve accuracy • Create realistic, cartoon and abstract portraits 	<p>including collecting analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Work with various forms of input and output. • Use technology safely, respectfully and responsibly. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	<p>Create a favourite landscape</p> <p>Create a portrait</p>
Science	<p>Light</p> <p>Rocks and soil</p>	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • 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. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>Shadows investigation using chalk outside and times of day (picture evidence)</p> <p>Children can sort rocks by their properties and offer explanations for how different rocks might be used based on their properties.</p>
Music	Listening and appraising	<p>Listen to the recommended musical pieces from the Y 3 MMC, in order to begin to understand the history of music - western classical, popular and traditional.</p> <p>Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms.</p>	<p>Listen to Holst's Planets - Mars and Vila-Lobos - Train from Caipirha. Discuss context and history using BBC Ten Pieces.</p> <p>Discuss imagery and respond though artwork to classical music.</p> <p>Produce artwork inspired by music</p>	<p>Listen to Holst's Planets - Mars and Vila-Lobos - Train from Caipirha. Discuss context and history using BBC Ten Pieces.</p> <p>Discuss imagery and respond though artwork to classical music.</p>

		<p>Offer comments about own and others' work, giving simple justifications of reasons for responses.</p> <p>Recognise the main instruments of the orchestra and their families.</p> <p>Organise pictures of the instruments of the orchestra and relate their size to pitch.</p>	<p>Describe features of pieces of music using terms pitch, rhythm, tempo (adagio, allegro), dynamics (piano/forte).</p>	<p>Recognise the main instruments of the orchestra and their families. Describe features of classical pieces using terms pitch, rhythm, tempo, dynamics (loud/soft).</p> <p>Produce artwork inspired by music Use musical terms to describe pieces of music Organise pictures of the instruments of the orchestra and relate their size to pitch.</p>
PE		<p>Invasion Games</p> <p>Striking and Fielding</p> <p>Dance</p>	<p>know some of the basic principles of invasion games;</p> <ul style="list-style-type: none"> • recognise and begin to apply basic attacking skills such as dodging, with some success; • recognise and begin to apply basic defending skills such as marking and intercepting, with some success; • pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; • identify and use tactics to help themselves and their team keep possession of the ball; • use space well to pass and receive a ball. <ul style="list-style-type: none"> • The children will learn how to catch and throw across different distances with accuracy. • They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points. • Children will develop tactical skills, understanding effective ways to 'run the points'. Children will have the opportunity to design and play a range of mini team games to help them identify and improve their skills. 	<p>take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.</p> <p>. They will have the opportunity to design and play a range of mini team games to help them identify and improve their skills.</p>

			Dance will be repeated as children have it for a half term every term as part of their carousel activities. (See objectives that are above)	Children will learn a dance sequence with their dance teacher.
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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Three	Term: Summer	Whole Class Text (s):	Theme:
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English: See English Long Term Plan	Maths: Follow White Rose Maths Planning
<p>RE</p> <p>Summer 1 -</p> <p>2.4 - Why do people pray?</p> <ul style="list-style-type: none"> Describe and outline some ways Christians pray, including using the Lord’s Prayer. Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur’an. Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra. Make connections between what Christians, Muslims and Hindus 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. 	<p>Summer 2-</p> <p>2.2 - Why is the bible so important for Christians today?</p> <ul style="list-style-type: none"> Describe what Christians and/or people from other religions believe makes their book sacred or holy. Describe how the bible is divided into books, chapters and verses, and arranged in two ‘Testaments.’ Describe some things that Christians find helpful about reading their Bible? Look for similarities and differences between their own ideas about God and some Christian ideas. Find out more about the ways Christians think of God and see the world. Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. Describe Jesus’ teaching about forgiveness.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Earliest civilisations - Ancient Egypt</p> <p>What did the earliest civilisations have in common?</p> <p>What were some of the Egyptians’ achievements and what did they allow them to accomplish?</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> An overview of all four earliest civilisations and compare timelines. <ul style="list-style-type: none"> When? Where in the world? Understand the kingdoms of Ancient Egypt Understanding of how a timeline works <ul style="list-style-type: none"> Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD. Investigate the role of the Pharaoh in Ancient Egypt. Investigate the role of the River Nile <ul style="list-style-type: none"> Settlement (stable weather conditions—equator and tropics)—farming/ travel / transport. Use sources to find out about agricultural developments—a key achievement to enable Egyptians to be successful <ul style="list-style-type: none"> Look at the development of tools over time / irrigation / make links with food and trade. Find out about the role of the scribe (involved in everything). <ul style="list-style-type: none"> Rosetta stone (how we know about the Egyptians)/ 	<ul style="list-style-type: none"> Create a timeline within a specific period of history to set out the order that things have happened. Annotated map. Without the River Nile, lives would have been different because... Work to show an children’s understanding of the Egyptian achievements.

			<p>hieroglyphics.</p> <ul style="list-style-type: none"> • Investigate Egyptian beliefs about the afterlife. <ul style="list-style-type: none"> • Burials and mummification • Book of the dead (scribes) • Pyramids and tombs • Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire. 	
Geography	Comparison – London and Mumbai	<p>Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a developing country.</p>	<ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	Make a group presentation that compares and contrasts life of a child in a UK city to one living in Mumbai.
Art	Printing and collage - inspired by the work of Andy Warhol	<p>Take time to reflect upon what they like and dislike about their work in order to improve it.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p>In sketchbooks, use collage as a means of collecting ideas and information and building a visual vocabulary. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Create a collage portrait.</p> <p>Create printing blocks using a relief or impressed (polyprint) method. Create repeating patterns using inks and rollers to print. Print with two colour overlays.</p>	<p>Teach ch how to use collage in sketchbooksto make a visual record. Andy-Warhol inspired collage portraits using coloured paper and drawing over them.</p> <p>Repeated portrait images made in polyprint exploring a range of colours.</p>

DT	Stuffed toys	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context</i></p> <ul style="list-style-type: none"> • Different materials have different properties • Products with the same use can have different designs • Different tools are necessary for different jobs 	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</i></p> <ul style="list-style-type: none"> • Compare different designs of same objects and evaluate. • Annotate different products and their design features and evaluate • Select from a range of tools for different tasks • Select and give reasons for choice of materials and components. 	Design, make and evaluate a stuffed toy (using running stitch)
Computing	<p>Continue coding Everyone can create – photo</p> <p>Everyone can create – video</p> <p>Online safety (Be Internet Legends)</p>	<p>Action photos</p> <ul style="list-style-type: none"> • Take and select photos with burst mode • Apply long exposure effect • Animate photos <p>My First Movie</p> <ul style="list-style-type: none"> • Trim and arrange clips • Add posters, stickers, emojis and photos • Use filters and music to enhance mood 	<ul style="list-style-type: none"> • 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. • Work with various forms of input and output. • Use technology safely, respectfully and responsibly. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	<p>Create a moment in motion</p> <p>Create your own introduction</p>
Science	Plants	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • 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. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>Create an informative flower poster about the functions of different parts of flowering plant</p> <p>Record the changes overtime of plants grown in different environments,</p>

			<ul style="list-style-type: none"> • <i>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> • <i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i> • <i>Identifying differences, similarities or changes related to simple scientific ideas and processes.</i> • <i>Using straightforward scientific evidence to answer questions or to support their findings.</i> 	record and evaluate findings.
Music	Singing and playing - pitch	<p>Listen to the recommended musical pieces from the Y 3 MMC, in order to begin to understand the history of music - western classical, popular and traditional.</p> <p>Sing a range of suitable unison songs as a whole class, including the dynamics forte and piano (loud and soft).</p> <p>Sing within a suitable vocal range with diction, increasingly accurate tuning, control of breathing and tone.</p> <p>Maintain an independent part in a small group when playing or singing.</p> <p>Recognise a stave, lines and spaces and a treble clef. Understand that dots show higher and lower pitch.</p> <p>Know that pitch is given letter names CDEFGABC and play a simple given melody on chime bars.</p>	<p>Accompany songs with classroom percussion and correct drone notes played on chime bars. (A Sailor went to sea CC)</p> <p>Sing a round (London's Burning, Hot Cross Buns)</p> <p>Play a simple tune on a tuned instrument (chime bars, Garageband piano) such as Twinkle Twinkle Little Star. Begin to relate tune to sheet music.</p> <p>Follow and sing along to a piece of sheet music using hands to show pitch (Hot Cross Buns).</p> <p>Apply word chants to rhythms, understanding how to link syllables and musical notes (crotchet, quavers, rest).</p> <p>Use a drone to accompany a song.</p> <p>Begin to play given musical notes using chime bars.</p> <p>Play instruments at correct times following musical cues such as counting in, rests and finishing together.</p> <p>Record and evaluate performances.</p> <p>Count time in 2s, 3s and 4s.</p>	<p>Sing a range of suitable unison songs as a whole class, including the dynamics forte and piano (loud and soft).</p> <p>Perform action songs. (Herring's Head, A sailor went to sea, London's Burning, Skye Boat Song)</p> <p>Perform drones on C on chime bars. (A sailor went to sea)</p> <p>Name pitched musical notes using chime bars.</p> <p>Accompany songs with classroom percussion and correct drone notes played on chime bars.</p> <p>Begin to sing a simple round, understanding the need to listen carefully in order to maintain a part.</p>

PE		<p>Athletics</p> <p>Net/wall games</p> <p>Swimming Dance</p> <p>Outdoor adventurous beach activities</p>	<ul style="list-style-type: none"> • Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups • Choose and use throw to reach target, choose which role to play within group situation. <ul style="list-style-type: none"> • Pupils show that they understand tactics and composition by starting to vary how they respond • In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others • choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents <p>See objectives from above. See objectives from above.</p> <p>These will be completed at the beach doing the '70 things to do at the beach' following the Year 3 targets.</p> <div data-bbox="1131 1141 1809 1431" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Put your face in a rock pool Play beach football Make a beach pizza Investigate how sea defences work Metal detecting Jump over waves Balance stones Create a beach collage using PicCollage Can you build a sea defence? Eat crab</p> </div>	<p>Children will participate in a variety of throwing, jumping and running activities.</p> <p>Pupils will play a selection of mini games based around nets and walls e.g. playing tennis and volleyball.</p> <p>Working towards the next stage or distance for swimming. Performing a dance sequence that the dance teacher has taught them.</p> <p>Children to complete the 10 things for Y3 to complete at the beach.</p>
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