

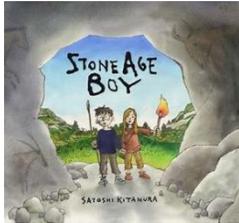
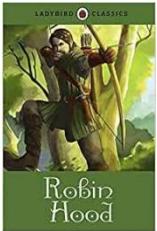
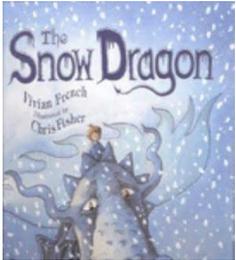
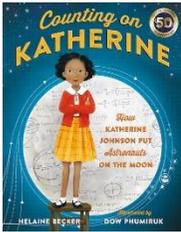
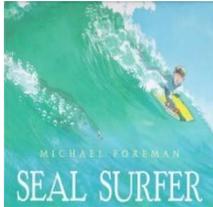


Guilden Sutton Church of England Primary School

*Love and Justice for All*

## Year 3 Curriculum Progression Map

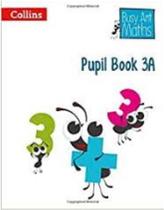
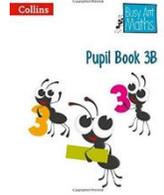
**Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<b>Stone Age Boy</b> Satoshi Kitamura  	<b>Robin Hood</b>  	<b>The Snow Dragon</b> Vivian French  	<b>World Book Day</b> <b>Counting on Katherine</b> Helaine Becker  	<b>Seal Surfer</b> Michael Foreman  	<b>The Silence Seeker</b> Ben Morley  
Focus Genre	<ul style="list-style-type: none"> <li>• Narrative – story ending</li> <li>• Diary-narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Adverts-persuasive writing</li> <li>• Letter</li> <li>• Poetry-repeating poems</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Newspaper report</li> <li>• Poetry-acrostics</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Diary-recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative-letter</li> <li>• Poetry-shape poems</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Speech writing-persuasion</li> <li>• Narrative-story from a different perspective</li> </ul>
Other Genre	<ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Instructions (science)</li> <li>• Non-chronological report (history)</li> </ul>	<ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> </ul>	<ul style="list-style-type: none"> <li>• Character descriptions</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Biography</li> <li>• News report</li> <li>• Letter/postcard (geography)</li> </ul>	<ul style="list-style-type: none"> <li>• Diary</li> <li>• Setting description</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report (history)</li> <li>• Instructions (history)</li> <li>• Setting description</li> </ul>
SPaG	<ul style="list-style-type: none"> <li>• Identification and use of verbs (synonyms)</li> <li>• Identification and use of adverbs and adverbial phrases</li> </ul>		<ul style="list-style-type: none"> <li>• Apostrophes for omission and possession</li> <li>• Formation of nouns using a range of prefixes</li> <li>• Use of a or an for nouns</li> </ul>		<ul style="list-style-type: none"> <li>• Present perfect form of verbs</li> <li>• Subordinate clauses</li> </ul>	

	<ul style="list-style-type: none"> <li>• Past tense verb endings</li> <li>• Use of commas in a list</li> <li>• Noun phrases</li> <li>• Prepositions</li> <li>• Questions and statements punctuation</li> <li>• Noun phrases</li> <li>• Conjunctions-because, but, however</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions to express time, place and cause</li> <li>• Use of inverted commas to punctuate speech</li> <li>• Revision and application of learned punctuation</li> <li>• Verbs and adverbs</li> <li>• Expanded noun phrases</li> <li>• Writing in first and third person</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas to demarcate clauses and adverbials</li> <li>• Use of paragraphs to group related material</li> <li>• Conjunctions to express time, place and cause</li> <li>• Fronted adverbials</li> <li>• Past/present progressive forms of verbs</li> <li>• Conjunctions-while, as</li> </ul>
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<b>Spellings</b>	<b>Pathways to Spell</b>					
	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2)</li> <li>• Adding -ing, -ed to a root word ending in y (Y2)</li> <li>• Adding -ing, -ed to words ending in e (Y2)</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• The suffix -ly (added straight on to most root</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Adding -es to nouns and verbs ending in -y</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• More prefixes: dis-, mis-, in-, re-</li> <li>• More prefixes: sub-, inter-, super-</li> <li>• More prefixes: anti-, auto-</li> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Contractions (Y2)</li> <li>• The /ʌ/ spelt ou</li> <li>• Word families based on common words</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)</li> <li>• Endings which sound like /zən/, spelt as -sion</li> <li>• The possessive apostrophe (singular nouns) (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Word list – years 3 and 4</li> <li>• The /ɪ/ sound spelt y elsewhere than at the end of words</li> <li>• Word families based on common words</li> <li>• Contractions (Y2)</li> <li>• Homophones and near-homophones</li> <li>• Personal spelling log</li> </ul>

	words and root word ending in -y with a consonant letter before it) <ul style="list-style-type: none"> <li>The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)</li> </ul>					
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<b>Maths</b>   	<b>Busy Ant Maths</b>	<b>Busy Ant Maths</b> 	<b>Busy Ant Maths</b> 
	<b>Unit 1</b> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <b>Unit 2</b> <ul style="list-style-type: none"> <li>Multiplication and Division, Number and Place Value</li> <li>Fractions</li> <li>Measurement (mass)</li> </ul> <b>Unit 3</b> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <b>Unit 4</b> <ul style="list-style-type: none"> <li>Multiplication and Division-4x</li> <li>Multiplication and Division-8x</li> <li>Measurement (time)</li> </ul>	<b>Unit 5</b> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction (money)</li> </ul> <b>Unit 6</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (length and perimeter)</li> </ul> <b>Unit 7</b> <ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Addition and Subtraction (money)</li> <li>Statistics</li> </ul> <b>Unit 8</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (perimeter)</li> </ul>	<b>Unit 9</b> <ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Properties of Shape</li> </ul> <b>Unit 10</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement (volume and capacity)</li> </ul> <b>Unit 11</b> <ul style="list-style-type: none"> <li>Addition and Subtraction (including measurement – money)</li> <li>Addition and Subtraction</li> <li>Measurement (time)</li> </ul> <b>Unit 12</b> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Multiplication and Division</li> <li>Statistics</li> </ul>

**Key Vocabulary**  
**Number and place value:** ascending, descending, 10 or 100 more, 10 or 100 less, hundreds  
**Addition and subtraction:** column addition, column subtraction, exchange, estimate  
**Multiplication and division:** exchange, mathematical statements, missing number problems, integer scaling problems, correspondence problems, derived facts  
**Fractions, decimals and percentages:** tenths

**Measurement:** millimetre (mm), perimeter, analogue clock, roman numerals, 12-hour clock, 24-hour clock, a.m./p.m., noon, midnight, leap year, digital  
**Geometry:** right-angle triangle, heptagon, octagon, polygon, properties, prism, orientations, angles, acute angle, obtuse angle, turn, right angles, half turn, three quarters of a turn, greater than right angle, less than right angle, horizontal lines, vertical lines, perpendicular lines, parallel lines  
**Statistics:** table, bar chart, one-step problem, two-step problem

[Busy Ant Maths Year 3 Medium-Term Plans](#)

<b>Cross-curricular Mathematics</b>	<b>Compass points (Helsby Hill), time and measurement (shadow investigation)</b>				<b>Measuring-mass (baking), compass points,</b>	
<b>Science</b>	<p><b>Light and Shadow</b> </p> <p><i>Line of scientific enquiry:</i>  <i>Fair testing</i>  <i>Pattern seeking</i>  <i>Observation over time</i></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul>	<p><b>Rocks, Fossils and Soils</b></p> <p><i>Line of scientific enquiry:</i>  <i>Fair testing</i>  <i>Pattern seeking</i>  <i>Identifying and classifying</i>  <i>Research</i></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Forces and Magnets</b></p> <p><i>Line of scientific enquiry:</i>  <i>Research</i>  <i>Identifying and classifying</i>  <i>Pattern seeking</i></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	<p><b>Forces and Magnets</b></p> <p><i>Line of scientific enquiry:</i>  <i>Research</i>  <i>Fair testing</i>  <i>Research</i></p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>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</li> </ul> <p><b>Michael Faraday-English scientist</b></p>	<p><b>Animals Including Humans</b> </p> <p><i>Line of scientific enquiry:</i>  <i>Research</i>  <i>Identifying and classifying</i></p> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Plants</b> </p> <p><i>Line of scientific enquiry:</i>  <i>Research</i>  <i>Identifying and classifying</i>  <i>Observation over time</i></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers</li> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>Investigate the ways in which water is transported within plants</li> <li>Explore the role of flowers in the life cycle of flowering plants (pollination, seed formation and seed dispersal)</li> </ul> <p><b>Charles Darwin (discoveries of plants)</b></p>

	<ul style="list-style-type: none"> <li>Find patterns in the way that the sizes of shadows change</li> </ul> <p><b>Thomas Edison- American inventor and scientist (electric light, telephony, telegraphy)</b></p>	<p><b>Mary Anning-English fossil hunter (Jurassic fossil finds including the first plesiosaur)</b></p>		<p><b>(magnetism and electricity)</b></p>	<p><b>Gerty T Cori (American biochemist-first woman to be awarded Nobel Prize in medicine)</b></p> <p><b>All previous Year groups</b></p>	<p><b>and diagrams/sketches of new species)</b></p> <p><b>COP∞ - Climate change</b></p> <p><b>Year 1/Year 2-Plants</b></p>
<p><b>Key Vocabulary</b></p> <p><b>Light and Shadow</b> – light, light source, dark, reflection, reflect, reflective, ray, pupil, retina, shadow, opaque, translucent, transparent, absence of light, surface, sunlight, dangerous, ultra violet</p> <p><b>Rocks Fossils and Soils</b> – rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay), igneous, sedimentary, metamorphic, magma, lava, sediment, permeable, impermeable, fossilisation, palaeontology, erosion</p> <p><b>Forces and Magnets</b> - force, friction, surface, push, pull, twist, contact force, non-contact force, magnetic field, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p> <p><b>Plants</b> – photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport</p> <p><b>Animals including Humans</b> – nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine, tendon, vertebrate, invertebrate, healthy, energy, saturated fats, unsaturated fats</p>						
<p><b>Working Scientifically</b></p>	<ul style="list-style-type: none"> <li>Plan different types of scientific enquires, to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, clarification keys, tables, scatter graph, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present findings from enquires, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or prove false ideas or arguments</li> </ul>					
<p><b>Geography</b></p>	<p><b>Helsby Hill-History and geography links</b></p> <ul style="list-style-type: none"> <li>Fieldwork-compass work, maps, observation sketches</li> <li>Identification of physical and human features</li> <li>Understanding of how features and land use how changed over time</li> </ul> 	<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>Oceans and continents</li> <li>Counties and capital cities</li> <li>Human and physical features</li> <li>Compass directions</li> <li>Key and map skills including using an atlas.</li> <li>Changes over time</li> </ul>	<p><b>Geography Links</b></p> <ul style="list-style-type: none"> <li>Map work-location of ancient civilisations</li> <li>Landscape/climate/geographical features of Egypt</li> </ul> <p><b>Year 1 – Weather and the seasons (equator)</b></p>			

		<ul style="list-style-type: none"> <li>• Coasts, rivers mountains</li> <li>• Compare to Attica (a region in Greece)</li> </ul> <p><b>Year 2-The UK</b> <b>COP∞ - Pollution and climate change</b></p>				
	<p><b>Key Vocabulary</b> The UK- ocean, map, continents, Edinburgh, Cardiff, London, Belfast, United Kingdom, counties, human feature, physical feature, North pole, South pole, compass directions (North, South, East, West), grid references, hill, mountain, coast, river, atlas, index.</p>					
<b>History</b>	<p><b>Changes in Britain: Stone Age, Bronze Age and Iron Age</b></p> <ul style="list-style-type: none"> <li>• Prehistoric Britain-hunters and gatherers</li> <li>• Bronze Age-Amesbury Archer, Stonehenge</li> <li>• Iron Age-Celtic life, developments of tools and farming</li> <li>• Order artefacts chronologically</li> <li>• Evaluate and use historical knowledge to identify historical artefacts, explain their use and what they tell us about life in the past</li> <li>• Use historical timelines</li> </ul>	<p><b>Continued links to 'Changes in Britain'</b></p> <ul style="list-style-type: none"> <li>• How land use has changed over time</li> <li>• Identification of historical cities and landmarks</li> <li>• Histories and culture of the UK countries.</li> </ul>	<p><b>Ancient Civilizations: Focus on Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Overview and comparison of ancient civilizations and their achievements (Ancient Egypt, Shang Dynasty, Ancient Sumer, Indus Valley)</li> <li>• In depth focus on Ancient Egypt</li> <li>• Focus on the achievements of the ancient Egyptians</li> <li>• Daily life, culture and experiences of Ancient Egypt</li> <li>• Comparisons of Ancient Egyptian life and concurrent British history</li> <li>• Use historical sources to gather and present information</li> </ul> <p><b>Liverpool World Museum</b></p>			
	<p><b>Key Vocabulary</b> <b>Specific</b>-Stone Age, Palaeolithic, Mesolithic, Neolithic, Ice Age, flint, hunter gatherer, prehistory, settlement, hill fort, roundhouse, Stonehenge, agriculture, ancient, civilisation, irrigation, pyramids, pharaoh, emperor, dynasty, jade, gods and goddesses, hieroglyphs, ziggurat, seal. <b>General</b>-chronological order, era/period, BCE, CE, AD, millennium, centuries, archaeologist, archaeology, sources, artefacts, legacy, invention, significance, impact, change, comparisons, concurrent, global history, British history.</p>					
<b>Religious Education</b>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Explore how Muslim's describe God and the names they use</li> <li>• Investigate the ways that Allah is</li> </ul>	<p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>• Compare different versions of the Christmas story and think about why the Story of Jesus' birth might differ</li> </ul>	<p><b>Discipleship</b></p> <ul style="list-style-type: none"> <li>• Explore how the Bible teaches Christians to live their life (Proverbs 15:4; Revelation 3:20; Deuteronomy 5:1-2; Isaiah 6:1-13; 8:1-14)</li> </ul>	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>• Look at the story of the 10 lepers-think about why Christians believe Jesus rescued people</li> <li>• Think about how Christians believe</li> </ul>	<p><b>Holy Spirit</b></p> <ul style="list-style-type: none"> <li>• Investigate what Christians believe about the Holy Trinity</li> <li>• Explore how Christian art teach people</li> </ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Explain how Sikhs believe in all pathways leading to God</li> <li>• Explore the meaning of Guru Nanak, Gurdwara, Guru Granth Sahib and</li> </ul>

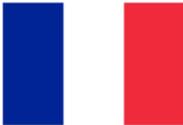
	<p>represented by Muslims</p> <ul style="list-style-type: none"> <li>Learn why Muhammed is so important to Muslims</li> <li>Understand how the Qu’ran is used in worship and why it is so important to Muslims</li> </ul> <p><b>Year 1-Islam</b></p>	<ul style="list-style-type: none"> <li>Explore why Advent is so important in the Christian calendar</li> <li>Discuss our own Advent and Christmas traditions</li> </ul> <p>Advent books</p> <p>All previous year groups</p>	<ul style="list-style-type: none"> <li>Think about how Bible verses might be interpreted differently by different Christians</li> <li>Explore the impact well known Christians have had on Britain</li> </ul> <p>Reverend Carty visit</p> <p>Interfaith Week</p> <p><b>Year 2-Discipleship</b></p>	<p>Jesus might rescue people today</p> <ul style="list-style-type: none"> <li>Discuss and explore the reasons that Christians call the day Jesus died ‘Good Friday’</li> </ul> <p>St John’s Church (Easter story)</p> <p><b>Year 1-Salvation</b></p>	<p>about the Trinity?</p> <ul style="list-style-type: none"> <li>Look at different art that represents the Trinity-compare and contrast different art through history</li> </ul>	<p>what this means to Sikhs</p>
<p><b>Key Vocabulary</b></p> <p><b>Islam</b> – Mosque, Ummah, Iman, Dhikr, Qur’an, Night of Power, Islam, 99 names of Allah, Angel Jibril, Khahijah, Cave Hira, Prophet, Wudu, Revelation, 5 pillars, Misbaha.</p> <p><b>Incarnation</b> – Incarnation, nativity, advent, advent candles, advent wreaths, hope, peace, love, joy.</p> <p><b>Discipleship</b> – Rules, commandments, discipleship, love, covenant, bible parable, bible verse.</p> <p><b>Salvation</b> – Rescue, repentance, salvation, sacrifice, last supper, Maundy Thursday, Good Friday.</p> <p><b>Holy Spirit</b> – Trefoil, Celtic cross, Trinity, baptism, Holy Spirit, symbolism.</p> <p><b>Sikhism</b> – Sikhism, Sikh, Guru Granth Sahib, Guru, Gurdwara, Punjabi, Guru Nanak, 5Ks, Waheguru, Khanda.</p>						
<p><a href="#">Year 3 RE Medium Term Plans</a></p>						
<p><b>Physical Education</b></p> 	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Plan sequences using varied apparatus</li> <li>Good control on balances</li> <li>Transfer weight under control</li> </ul> <p><b>Dance</b></p> <p>Country Dancing</p> <ul style="list-style-type: none"> <li>Square Dancing</li> <li>Do-Si-Do</li> <li>Promenade</li> </ul> <p>Rock ‘n’ Roll</p> <ul style="list-style-type: none"> <li>Chasse and Rock</li> <li>Toe Heel Swivel</li> </ul>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Isolated skills</li> <li>Throw, catch and control</li> <li>Special awareness</li> <li>Understanding rules</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively</li> <li>Perform safe self-rescue in different water-based situations</li> </ul> <p><i>Aims and objectives for the end of KS2</i></p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Javelin throw</li> <li>Passing the baton on the move</li> <li>Sprint technique to improve speed</li> <li>Running with agility</li> </ul> <p><b>Striking and fielding games</b></p> <ul style="list-style-type: none"> <li>Accurate throw</li> <li>Using a long barrier to stop a ball</li> <li>Bat control</li> </ul>			

	<ul style="list-style-type: none"> <li>Partners</li> </ul>	<p><b>Net games</b></p> <ul style="list-style-type: none"> <li>Understanding the ready position</li> <li>Using a forehand stroke to return the ball</li> </ul>	
<p><b>Key Vocabulary</b> Underarm, jump, land, pass, catch, roll, balance, run, jog, teams, attack, defend, space, coordination, long barrier, chest pass, bounce pass, spatial awareness, lead/follow in partner work, anatomy (muscles)</p>			
<p><b>Art</b></p>	<p><b>Focus Artist: Van Gogh</b> <b>Focus Skill: Drawing</b></p> <ul style="list-style-type: none"> <li>Use shading to add texture to the drawing</li> <li>Use line, tone, shape and colour to create mood and feeling</li> <li>Draw from observation and imagination</li> <li>Experiment with various pencils</li> <li>Use a sketchbook to document and develop ideas</li> <li>Begin to draw with accuracy</li> <li>Have an awareness of how pattern can be used to create texture</li> <li>Start to annotate sketchbooks to show thought process, as well as information about focus artists</li> <li>Use colour to create own version of Starry Night</li> </ul> <p>Prehistoric art-cave paintings</p>	<p><b>Focus Artist: L.S. Lowry</b> <b>Focus Skill: Sculpture/ 3D</b></p>  <ul style="list-style-type: none"> <li>Know that paper can be used in a range of different ways to create sculptures</li> <li>Show an awareness of how texture, form and shape can be transferred from 2D to 3D</li> <li>Work collaboratively to create a 3D layered scene</li> <li>Plan, shape, mould and make constructions from different materials</li> <li>Understand the different adhesives and methods used in construction</li> <li>Consider and discuss aesthetics</li> <li>Create a 3D scene inspired by L.S. Lowry</li> </ul>	<p><b>Focus Artist: Georgia O’Keeffe</b> <b>Focus Skill: Digital Art / Painting</b></p> <ul style="list-style-type: none"> <li>Make tints of one colour by adding white</li> <li>Darken / Lighten colours without using black / white</li> <li>Mix / create colour for use on a large scale. (wash)</li> <li>Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)</li> <li>Demonstrate increasing control of the types of marks made to create certain effects</li> <li>Create flowers in the style of Georgia O’Keeffe - American Modernism</li> <li>Use a more advanced graphics package or app to explore digital image creation</li> <li>Manipulate an image using various digital tools</li> <li>Use a digital camera to take a specific image portrait/landscape</li> <li>Use printed images taken digitally and combine them with other media to produce artwork</li> <li>Replicate Georgia O’Keeffe flowers digitally paying close attention to detail and colour</li> </ul>
<p><b>Key Vocabulary</b> <b>Drawing</b> - shading, texture, line, tone, shape, colour, observation, imagination, pattern <b>Sculpture</b> - roll, loop, fringe, tabs, cone, curls, spiral, fold, slotted, 3D <b>Digital Art</b> - graphics, manipulate, digital, edit <b>Painting</b> - tint, tone, wash, American Modernism, close-up</p>			

<b>Design Technology</b>	<b>Stone Age Spears – Structure</b> <ul style="list-style-type: none"> <li>• Can I use historical information and research to design a SA spear?</li> <li>• Can I use sketches, diagrams and labels to present my designs?</li> <li>• Can I use different methods of construction to build and attach parts of my model?</li> <li>• Can I select appropriate materials to construct my spear?</li> <li>• Can I test my designs to see if I need to change anything?</li> <li>• Can I evaluate my spear and think of ways to improve it?</li> </ul>		<b>Dragon model – Mechanisms</b> <ul style="list-style-type: none"> <li>• Can I research reptile patterns and skill for my model?</li> <li>• Can I use sketches, diagrams and labels to present my designs?</li> <li>• Can I use different methods and techniques to attach parts of my model?</li> <li>• Can I select appropriate materials to construct and decorate my model?</li> <li>• Can I create a prototype for my dragon wings?</li> <li>• Can I evaluate my dragon model against the design criteria and think of ways to improve it?</li> </ul>		<b>Ancient Egyptian Bread – Food</b> <ul style="list-style-type: none"> <li>• Can I conduct research to decide on flavours for my bread?</li> <li>• Can I use sketches, diagrams and labels to present my design?</li> <li>• Can I develop a recipe for my bread?</li> <li>• Can I use techniques to mould and shape my bread?</li> <li>• Can I evaluate my bread and think of ways to improve it?</li> </ul>		
	<b>Designer: Isambard Kingdom Brunel</b>		<b>Designer: Henry Ford</b>		<b>Chef: Paul Hollywood</b>		
<b>Key Vocabulary</b> Design, evaluate, research, prototype, material, construct, structure, joining, technique, recipe, spear, Stone Age, size, realistic, sturdy, strength, quantities, flavours, knead, rise,							
<b>Music</b> 	<b>Charanga</b> <ul style="list-style-type: none"> <li>• <b>Let Your Spirit Fly</b></li> <li>• RnB</li> <li>• RnB and other styles</li> </ul>	<b>Charanga</b> <ul style="list-style-type: none"> <li>• <b>Glockenspiel Stage 1</b></li> <li>• Exploring and developing playing skills</li> </ul>	<b>Charanga</b> <ul style="list-style-type: none"> <li>• <b>Three Little Birds</b></li> <li>• Reggae</li> <li>• Reggae and animals</li> </ul>	<b>Charanga</b> <ul style="list-style-type: none"> <li>• <b>The Dragon Song</b></li> <li>• A pop song that tells a story</li> <li>• Music from around the world, celebrating our differences and being kind to one another</li> </ul>	<b>Charanga</b> <ul style="list-style-type: none"> <li>• <b>Bring Us Together</b></li> <li>• Disco</li> <li>• Disco, friendship, hope and unity</li> </ul>	<b>Charanga</b> <ul style="list-style-type: none"> <li>• <b>Reflect, Rewind and Replay</b></li> <li>• Classical</li> <li>• The history of music, look back and consolidate your learning, learn some of the language of music</li> </ul>	
<b>Key vocabulary:</b> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody		<b>Key vocabulary:</b> Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody		<b>Key vocabulary:</b> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae		<b>Key vocabulary:</b> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	
<b>Key vocabulary:</b> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody		<b>Key vocabulary:</b> Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody		<b>Key vocabulary:</b> Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody		<b>Key vocabulary:</b> Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	

**Music Year 3 – Knowledge and Skills**

<p><b>Computing</b></p> 	<p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>To know that not everything on the internet is true: people share facts, beliefs and opinions online.</li> <li>To understand that the internet can affect your moods and feelings.</li> <li>To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.</li> <li>To know what social media is and that age restrictions apply.</li> </ul> <p><b>Computer systems and networks – Networks and the internet</b></p> <ul style="list-style-type: none"> <li>To know what a tablet is and how it is different from a laptop/desktop computer.</li> <li>To understand what a network is and how a school network might be organised.</li> <li>To know how the internet uses networks to share files.</li> </ul>		<p><b>Computer systems and networks – Journey inside a computer</b></p> <ul style="list-style-type: none"> <li>To know what a packet is and why it is important for website data transfer.</li> <li>To know the roles that inputs and outputs play on computers.</li> <li>To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.</li> </ul> <p><b>Creating media – Video trailers</b></p> <ul style="list-style-type: none"> <li>To know that different types of camera shots can make my photos or videos look more effective.</li> <li>To know that I can edit photos and videos using film editing software.</li> <li>To understand that I can add transitions and text to my video.</li> </ul> <p><b>Safer Internet Day</b></p>	<p><b>Programming – Programming Scratch</b></p> <ul style="list-style-type: none"> <li>To know that Scratch is a programming language and some of its basic functions.</li> <li>To understand how to use loops to improve programming.</li> <li>To understand how decomposition is used in programming.</li> <li>To understand that you can remix and adapt existing code.</li> </ul>		
<p><b>Key Vocabulary</b></p> <p><b>Online safety</b> - age restricted, autocomplete, beliefs, block, fact, fake news, opinion, privacy settings, report, requests, security questions, social media platforms, social networking, wellbeing</p> <p><b>Computer systems and networks – Networks and the internet</b> - corrupted, DSL (digital subscriber line), fibre, network, network map, network switch, packets, radio waves, router, server, submarine cables, text map, The Cloud, web server, website, website trackers, WiFi, Wireless Access Points, World Wide Web</p> <p><b>Computer systems and networks – Journey inside a computer</b> - assemble, CPU (central processing unit), disassemble, GPU (graphics processing unit), hard drive, HDD (hard disk drive), memory, microphone, QR code, RAM (random access memory), ROM (read only memory), storage, touchscreen, touchpad</p> <p><b>Creating media – Video trailers</b> - clip, film editing software, graphics, sound effects, time code, trailer, transition, voiceover</p> <p><b>Programming – Programming Scratch</b> - application, coding application, interface, Scratch</p>						
<p><b>French</b></p>	<p><b>Class rules in French Lessons.</b></p>	<p><b>Culture: Halloween</b> /All saints /Toussaint</p>	<p><b>Happy new year/ Bonne année</b></p>	<p><b>[Culture: Mardi gras</b> (Shrove Tuesday, Carnival, Crêpes)]</p>	<p><b>[Recall Culture/ 1</b> Mai: Fête du travail. Recall voc.]</p>	<p><b>Recall Culture/ 19 june:</b> <b>Fête des pères</b> (Father’s Day)</p>

	<p><b>Etoile du jour (Star of the day)</b></p> <p><b>Revisions:</b>  <b>Greetings</b>  <b>Warm up</b>  <b>Class instructions</b>  (+ Gramm: Explain tu/vous in French. Formal and unformal way of talking to someone.)  <b>+ End of day instructions.</b></p> <p><b>Le cahier de français:</b>  Prénom, nom de famille, le drapeau français</p> <p><b>Alphabet+ song/ Pick a letter.</b>  <b>How to spell your name?</b> by pairs  + Comment t'appelles tu/comment ca va?  Questionnaire...</p> <p><b>Pronouns/Verb/present tense: s'appeler</b>  (to be called/named)</p> <p><b>Date/ Day report.</b>  Quel est le jour de la semaine, le mois etc...? on board+ translation.  (Est ce que C'est.../ oui/non)</p>	<p>Recall <b>body parts</b> in writing (Squelette) and songs.</p> <p><b>Describe the monsters/ les monstres</b>  Recall BBC bitesize: sentence building: il/ elle a ... il/elle est rouge, petit...)  + draw the monsters: tete/epaules/etc... &amp; Describe.</p> <p><b>Pronouns/Verbs/present tense: avoir</b> (to have), <b>etre</b> (to be) + <b>new songs.</b></p> <p>Recall body parts + <b>new</b>  Paper work  <b>Description:</b>  Introduce Hair/eyes colour...  (+ Je suis une fille/un garçon.)</p> <p><b>Birthday/ Anniversaire /</b>  (J'ai ... ans paper work)</p> <p><b>Culture: 11 Nov/ Le jour du souvenir.</b>  Warm up: Soldats!  Paper sheet: un casque, un soldat, un manteau...  Recall Clothes</p>	<p><b>Culture/ 6 Jan: l'Épiphanie</b> Recall previous activities.  (+ The wise men coloring/Reading).</p> <p><b>Numbers 1-50</b>  <b>New song</b></p> <p><b>Toys / les jouets</b>  (voc in writing: la console, le nounours, la poupee, le velo, les peluches, un ballon...)  (Gram: Masc/fem+ Adjective agreement: Grand/petit.  + plural)</p> <p>Recall Bonhomme de neige</p> <p><b>[Recall Culture/ 2 Feb: la chandeur</b>  (Candlemas)  Crêpes/pancakes: a la confiture au chocolat au citron ...  (+ Instructions: Ecrivez, Dessinez, Coloriez)</p> <p><b>Express likes and dislikes:</b>  Recall fruits/vegetables...</p> <p>Sentence building:  Pronouns <b>/Verbs/</b> present tense: <b>aimer</b> (to love)</p>	<p><b>Recall Culture/Fête des mères</b> (Mother day/ different date in France: 29th May)/ Meet my <b>family</b> paper work.</p> <p><b>Weather</b>  Quel temps fait-il aujourd'hui?  Paper disk + felt calendar.  <b>+ new song</b></p> <p><b>Arc en ciel</b>  (Writing/ reading: Colours) <b>Song/video:</b>  La chanson des couleurs.  Gram: Review determiners and learn <b>of</b> (de, de la, du, des ....)</p> <p><b>Culture/mid April: Joyeuses Paques</b>  Recall Easter vocabulary (in writing/paper work) &amp; Song: Frère Jacques</p>	<p><b>Parts of the day/le matin, l'après midi/ le soir/ la nuit...</b>  <b>+ more greetings:</b>  bonne soiree, bonne nuit...bonsoir...</p> <p><b>Habitats</b>  (voc: la mer, la montagne, la ville, la campagne, la foret, la jungle...)  Sentence building:  - Recall animals  Eg: l'oiseau est dans la foret, le poisson est dans la mer...  - Recall Weather  Eg: Aujourd'hui a la montagne il fait beau temps....)</p> <p><b>Numbers 1-60</b></p>	<p>Recall family members &amp; possessive.  (Sentence Building: Ma mere s'appelle..)</p> <p><b>Recall Culture/ 21 Juin: Fête de la musique</b>  recall all songs &amp; instruments.</p> <p><b>Holidays/Vacances/</b>  Drawing of summer hols/ brainstorming.  Recall last year voc.</p> <p><b>Transport/Les transports</b>  <b>+ verbe Aller</b> (to go)</p> <p><b>Recall Culture/ Bastille day - 14 Juillet</b></p>
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	<p><b>Aujourd'hui c'est...</b> (today is...)</p> <p><b>Days of the week/</b> les jours de la semaine (paper work/writing) Stick previous work and recap</p> <p><b>Months /les mois</b> Recall songs Recall <b>seasons</b> + symbols.</p> <p><b>Simple weather</b></p> <p><b>Numbers 1-40</b> (slide/ reading)</p> <p><b>Colours</b></p> <p><b>Vocabulary</b> <b>Grammar points</b> (+ how to recognise fem/masc words? / Diff colours)</p> <p><b>Locate France, Paris...</b> paper work/ la Seine. Countries around France in French /Eng.</p> <p><b>Songs (le livre des chansons francaises + individual booklet)</b></p>	<p><b>Introduction to key phonic sounds</b></p> <p><b>Recall Christmas voc</b> (in writing) + Recall song: Petit Papa Noel</p> <p><b>New Song/Chanson:</b> L'as-tu vu ce petit bonhomme?</p> <p><b>Merry Christmas/Joyeux Noël</b></p>	<p>Eg: Je n'aime pas les crepes au broccoli ;-) (Gram:+ recall negative form verb.) + Pronouns /Verbs/ present tense: <b>manger</b> (to eat) Eg: je mange des crepes au chocolat, je mange une petite crepe.</p>			
<p><b>Happy birthday</b> /Joyeux anniversaire anniversaire? Mon anniversaire est le</p> <p><b>Happy holidays</b> / Bonnes vacances</p> <p><b>Classroom instructions:</b> Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il te/vous plait, Chantez, Comptez, Rangez , Répétez...</p> <p>+ <b>New:</b> Ouvrez, Fermez, Decoupez, Pliez, Coller , coloriez, ecrivez, dessinez, collez, rangez, Distribuez , Croisez les bras Excusez moi, Pardon...</p>		<p><b>Song/Chanson:</b> Quel âge as-tu? J'ai.... Ans</p>		<p><b>When is your birthday?</b> Quand est ton</p>		

**+ End of day instructions:** Rangez les tables, Prenez: votre sac, votre boite repas, vos vetements, votre bouteille d'eau, votre livre, Priez...  
**Date:** Day, Number, Month, Seasons.  
**Various Grammar points:** Gender nouns: Masculine/feminine, Simple Plural, Adjectives: colour and size and words order, Definite (le,la,l',les) & Indefinite (un,une,des) articles, Formal and unformal (tu/vous), possessive determiners, present tense of some familiar verb and pronouns: Etre, Avoir, s'appeler, Aimer, Aller, Manger...Negative form of a verb.  
**Introduction to French Phonics/Graphemes :** ou/oi/on/en/et/eu etc... , Silent letters at the end of words s,t... Accents in French, La cédille ç...  
**New: Sentence building:** Present tense simple verbs and simple pronouns: Etre, Avoir, Aimer, Aller, Manger...

**PSHE/Sex and Relationships/ Safeguarding**



**My Special Pet**

- Explain some of the feelings someone might have when they lose something important to them
- Understand that these feelings are normal and a way of dealing with the situation

**Health Week**

**Looking after our special people**

- Identify people who they have a special relationship with
- Suggest strategies for maintaining a positive relationship with their special people

**Friends are special**

- Identify qualities of friendship
- Suggest reasons why friends sometimes fall out
- Rehearse and use, now or in the future, skills for making up again

**Family and friends**

- Recognise that there are many different types of family
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'

**Comic Relief/Sport Relief, World Book Day, Easter egg competition, baking**

**Let's celebrate our differences**

- Recognise the factors that make people similar to and different from each other
- Recognise that repeated name calling is a form of bullying
- Suggest strategies for dealing with name calling (including talking to a trusted adult)

**Zeb**

- Understand and explain some of the reasons why different people are bullied
- Explore why people have prejudiced views and understand what this is

**Key Vocabulary**

**Me and My Relationships** – friendship, falling out, making up, compromise, strategies, point of view, calm, apologise, listen, responsibility, care, loss, feelings.

**Valuing Difference** – family, adoption, fostering, same-sex couple, blended family, similarities, difference, name calling, bullying, prejudice, disability, gender, race, colour, sexuality.

**Keeping Myself Safe** – trust, safe, unsafe, danger, risk, feelings, strategies, consequence, medicines, drugs, harmful, helpful, instructions.

**Rights and Responsibilities** – fact, opinion, view point, income, saving, spending, responsibility, environment, waste, volunteer, wellbeing.

**Being My Best** – balanced diet proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy, goals, ambitions, improve, achieve, talents.

**Growing and Changing** – personal space, body space, invade, uncomfortable, stop, respect, touch, relationships, positive, healthy, trust, caring, secret, surprise, feelings, angry, upset, jealous, worried, excited, scared, talk.