

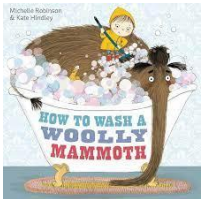
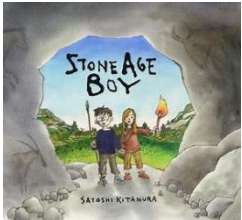
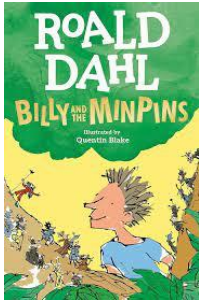
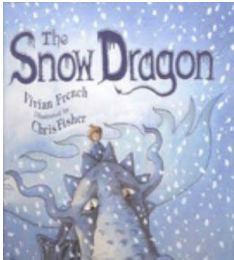
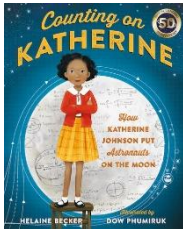
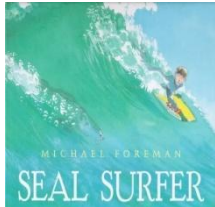
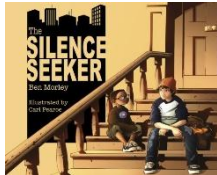


Guilden Sutton Church of England Primary School



Love and Justice for All

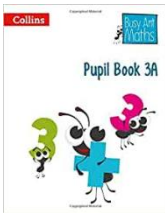
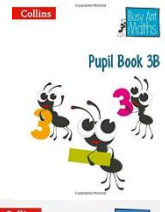




Year 3 Curriculum Progression Map

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

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<p>How to Wash a Woolly Mammoth Michelle Robinson</p>  <p>Stone Age Boy Satoshi Kitamura</p> 	<p>Billy and The Minpins Roald Dahl</p> 	<p>The Snow Dragon Vivian French</p> 	<p>Counting on Katherine Helaine Becker</p> 	<p>Seal Surfer Michael Foreman</p> 	<p>The Silence Seeker Ben Morley</p> 
Focus Genre	<ul style="list-style-type: none"> • Narrative – Diary Writing • Non-fiction - Non – chronological report Instructions 	<ul style="list-style-type: none"> • Narrative - Setting description 5-part story • Poetry- Rap 	<ul style="list-style-type: none"> • Narrative - Character description 5-part story • Poetry – shape poetry 	<ul style="list-style-type: none"> • Narrative – diary • Non-fiction - Fact file, including a short biography 	<ul style="list-style-type: none"> • Narrative - letter • Non-fiction - Non-chronological report • Poetry- senses 	<ul style="list-style-type: none"> • Narrative-5 – part story using 3rd person and dialogue


SPaG	<ul style="list-style-type: none">• Use past/present tense consistently.• Use a wider variety of conjunctions to join clauses (coordination – and, or, but, so, yet, for)• Use expanded noun phrases to add description and detail with appropriate punctuation.• Begin to use adverbs to sequence ideas.• Write a full sequence of events.• Use a full range of punctuation.• In non-narrative, group related ideas in paragraphs.• In narrative, write an opening paragraph and further paragraphs for each stage• Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.• Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary.						<ul style="list-style-type: none">• Use past/present tense consistently (including progressive tense).• Use a wider variety of conjunctions to join clauses (subordination – since, if, although, as, while, until, when, because)• Use expanded noun phrases to add description and detail with appropriate punctuation.• Use adverbs to sequence ideas and begin to use prepositions to sequence ideas.• Write a full sequence of events.• In non-narrative, group related ideas in paragraphs.• In narrative, write an opening paragraph and further paragraphs for each stage• Use a full range of punctuation and use of inverted commas to punctuate direct speech.• Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.• Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary.• Use the possessive apostrophe with plural nouns.						<ul style="list-style-type: none">• Use past/present tense consistently (including progressive tense) and begin to use present perfect form.• Use a wider variety of conjunctions to join clauses (subordination and coordination)• Use expanded noun phrases to add description and detail with appropriate punctuation.• Begin to use adverbs and prepositions to sequence ideas.• Write a full sequence of events.• In non-narrative, group related ideas in paragraphs.• In narrative, write an opening paragraph and further paragraphs for each stage.• Use a full range of punctuation and some use of inverted commas to punctuate direct speech.• Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.• Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary.• Use the possessive apostrophe with plural nouns.					
Spellings	Pathways to Spell																	
	<ul style="list-style-type: none">• Word list – years 3 and 4• Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2)• Adding -ing, -ed to a root word ending in y		<ul style="list-style-type: none">• Word list – years 3 and 4• Adding -es to nouns and verbs ending in -y• Words with the /eɪ/ sound spelt ei, eigh, or ey		<ul style="list-style-type: none">• Word list – years 3 and 4• More prefixes: dis-• More prefixes: dis-, mis-, in-, re-• More prefixes: sub-, inter-, super-• More prefixes: anti-, auto-		<ul style="list-style-type: none">• Word list – years 3 and 4• Contractions (Y2)• The /ʌ/ spelt ou• Word families based on common words• Homophones and near-homophones		<ul style="list-style-type: none">• Word list – years 3 and 4• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)• Endings which sound like /ʒən/, spelt as -		<ul style="list-style-type: none">• Word list – years 3 and 4• The /ɪ/ sound spelt y elsewhere than at the end of words• Word families based on common words• Contractions (Y2)• Homophones and near-homophones							


	<ul style="list-style-type: none">• (Y2)• Adding -ing, -ed to words ending in e (Y2)• Adding suffixes beginning with vowel letters to words of more than one syllable• Adding suffixes beginning with vowel letters to words of more than one syllable• The suffix -ly (added straight on to most root words and root word ending in -y with a consonant letter before it)• The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)	<ul style="list-style-type: none">• Words with the /ei/ sound spelt ei, eigh, or ey• Homophones and near-homophones• Personal spelling log• 	<ul style="list-style-type: none">• Use the forms a or an according to whether the next word begins with a consonant or a vowel	<ul style="list-style-type: none">• Personal spelling log	<ul style="list-style-type: none">• sion• The possessive apostrophe (singular nouns) (Y2)	<ul style="list-style-type: none">• Personal spelling log•
	<div><div>Busy Ant Maths</div><div><div>Unit 1</div><ul style="list-style-type: none">• Number and Place Value• Addition and Subtraction• Properties of Shape<div>Unit 2</div></div></div>	<div><div>Busy Ant Maths</div><div><div>Unit 5</div><ul style="list-style-type: none">• Number and Place Value• Addition and Subtraction (money)<div>Unit 6</div><ul style="list-style-type: none">• Multiplication and Division• Fractions</div></div> <div></div>	<div><div>Busy Ant Maths</div><div><div>Unit 9</div><ul style="list-style-type: none">• Number and Place Value• Addition and Subtraction• Properties of Shape<div>Unit 10</div><ul style="list-style-type: none">• Multiplication and Division</div></div> <div></div>			



Maths   	<ul style="list-style-type: none">• Multiplication and Division, Number and Place Value• Fractions• Measurement (mass) Unit 3 <ul style="list-style-type: none">• Addition and Subtraction• Addition and Subtraction• Properties of Shape Unit 4 <ul style="list-style-type: none">• Multiplication and Division-4x• Multiplication and Division-8x• Measurement (time)	<ul style="list-style-type: none">• Measurement (length and perimeter) Unit 7 <ul style="list-style-type: none">• Addition and Subtraction• Addition and Subtraction (money)• Statistics Unit 8 <ul style="list-style-type: none">• Multiplication and Division• Fractions• Measurement (perimeter)	<ul style="list-style-type: none">• Fractions• Measurement (volume and capacity) Unit 11 <ul style="list-style-type: none">• Addition and Subtraction (including measurement – money)• Addition and Subtraction• Measurement (time) Unit 12 <ul style="list-style-type: none">• Multiplication and Division• Multiplication and Division• Statistics		
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					
<u>Busy Ant Maths Year 3 Medium Term Plans</u>					
Cross-curricular Mathematics	Compass points (Helsby Hill), time and measurement (shadow investigation)		Measuring-mass (baking), compass points,		
Science	Light  <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I investigate how the position of the sun affects the length of a shadow?	Rocks <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I find out whether some rock types are more permeable than others?	Forces and Magnets <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I find out which surface allows a toy car to travel furthest? Can I find out whether a magnet’s force is strong enough to attract a paperclip through different materials?	Animals Including Humans  <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> Can I find out whether people with longer leg bones run faster?	Plants  <i>Line of scientific enquiry examples:</i> <i>Fair testing:</i> How does the length of a celery stick affect how long it takes for the food colouring


	<p>Identify and classify: Can I identify natural and artificial sources of light?</p> <p>Can I use a Venn diagram to sort opaque, transparent and translucent materials?</p> <p>Observation over time: Can I track the sun across the sky during the day?</p> <p>Pattern seeking: Can I find out how a shadow changes throughout the day?</p> <p>Research: Can I use a biography to find out about Thomas Edison's contribution to modern lights? Can I create a poster about sun safety?</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 	<p>Identifying and classifying: Can I identify and describe different rock types?</p> <p>Observation over time: Can I show how soil layers build up over time?</p> <p>Research: Can I find out why Mary Anning's discovery was so important?</p> <ul style="list-style-type: none"> 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 <p>Mary Anning-English fossil hunter (Jurassic fossil finds including the first plesiosaur)</p>	<p>Identifying and classifying: Can I identify magnetic materials?</p> <p>Pattern seeking: Can I find patterns in how magnets work?</p> <p>Research: Can I use a website to find out how Michael Faraday's discoveries improved inventions in the home?</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials <p>Michael Faraday-English scientist (magnetism and electricity)</p>	<p>Identifying and classifying: Can I classify food into their correct groups?</p> <p>Observation over time: Can I describe the effects of exercise on our bodies?</p> <p>Pattern seeking: Can I find out whether people with longer leg bones run faster?</p> <p>Research: Can I identify food as very healthy, healthy or unhealthy based on its nutritional value?</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 animals have skeletons and muscles for support, 	<p>to dye the leaves?</p> <p>Observation over time: Can I order and explain the lifecycle of a flowering plant?</p> <p>Pattern seeking: Can I observe which plants prefer shady conditions to grow?</p> <p>Research: Can I find out the role of each part of a flowering plant?</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers Explore the requirements of plants for life and growth and how they vary from plant to plant Investigate the ways in which water is transported within plants Explore the role of flowers in the life cycle of flowering plants (pollination, seed formation and seed dispersal) <p>Charles Darwin (discoveries of plants)</p>
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	<ul style="list-style-type: none"> 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 sizes of shadows change <p>Thomas Edison- American inventor and scientist (electric light, telephony, telegraphy)</p> <p>Y1 – Seasonal changes</p>	<p>Helsby Hill Trip: identifying sedimentary rocks</p> <p>Y2 -Materials Y1 - Animals Including Humans</p>		<p>protection and movement</p> <p>Gerty T Cori (American biochemist-first woman to be awarded Nobel Prize in medicine)</p> <p>World Museum Trip Opportunity to consolidate rock types and see dinosaur fossils.</p> <p>All previous Year groups</p>	<p>and diagrams/sketches of new species)</p> <p>COP∞ - Climate change</p> <p>Y2 - Plants</p>
<p>Key Vocabulary</p> <p>Light and Shadow – light, light source, dark, reflection, reflect, reflective, ray, pupil, retina, shadow, opaque, translucent, transparent, absence of light, surface, sunlight, dangerous, ultra violet</p> <p>Rocks Fossils and Soils – 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>Forces and Magnets - 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>Plants – 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>Animals including Humans – 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>					


Working Scientifically	<ul style="list-style-type: none"> Plan different types of scientific enquires, to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, clarification keys, tables, scatter graph, bar and line graphs Use test results to make predictions to set up further comparative and fair tests 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 Identify scientific evidence that has been used to support or prove false ideas or arguments 		
Geography	<p>Helsby Hill-History and geography links during Stone Age history unit.</p> <ul style="list-style-type: none"> Fieldwork-compass work, maps, observation sketches Identification of physical and human features Understanding of how features and land use have changed over time 	<p>The UK </p> <ul style="list-style-type: none"> Locate and recall the 5 oceans and 7 continents Use maps to identify counties and capital cities Human and physical features of the 4 capital cities of the UK Compass directions (NSEW) Key and OS map symbols of the local area including using an atlas. Changes over time to human and physical features Read and use 4 figure grid references to locate places on a map Use atlases and maps to locate coasts, rivers and mountains Compare the region of the north west of England to Attica (a region in Greece) <p>Year 2-The UK</p>	<p>Geography Links during Ancient Civilisations history unit.</p> <ul style="list-style-type: none"> Map work-location of ancient civilisations and the rivers they settled on Landscape/climate/geographical features of Egypt <p>Year 1 – Weather and the seasons (equator)</p>
	<p><u>Key Vocabulary</u> The UK- ocean, map, continents, Edinburgh, Cardiff, London, Belfast, United Kingdom, Attica, Athens, Greece, regions, counties, human feature, physical feature, North pole, South pole, compass directions (North, South, East, West), grid references, hill, mountain, coast, river, atlas, index.</p>		
History	<p>Changes in Britain: Stone Age, Bronze Age and Iron Age</p> <ul style="list-style-type: none"> Understand Prehistoric Britain-hunters and gatherers and their roles in daily life Analyse the artefact Bronze Age-Amesbury Archer and comparing his way of life to early Stone Age people 	<p>Continued links to ‘Changes in Britain’</p> <ul style="list-style-type: none"> How land use has changed over time Identification of historical cities and landmarks Histories and culture of the UK countries. 	<p>Ancient Civilizations: Focus on Ancient Egypt</p> <ul style="list-style-type: none"> Overview and comparison of ancient civilizations and their achievements (Ancient Egypt, Shang Dynasty, Ancient Sumer, Indus Valley) Understand trends through time of civilisations settling near bodies of water


	<ul style="list-style-type: none">• Discuss the relevance of Stonehenge and ask questions about it• Compare Iron Age-Celtic life, developments of tools and farming to Stone Age life• Order artefacts chronologically• Evaluate and use historical knowledge to identify historical artefacts• explain the use of artefacts and sources and what they tell us about life in the past• Use historical timelines• explain which of the Ages they would prefer to live in and why <p>Year 2-Significant places in locality</p> <p>Helsby Hill visit to understand settlements and forts within the local area.</p> 		<ul style="list-style-type: none">• In depth focus on Ancient Egypt• Focus on the achievements of the ancient Egyptians• Daily life, culture and experiences of Ancient Egypt• Comparisons of Ancient Egyptian life and concurrent British history• Use historical sources and artefacts to gather and present information <p>Liverpool World Museum to look at artefacts and sources, explore their uses and to further improve their knowledge of Ancient Egypt</p>			
<p>Key Vocabulary</p> <p>Specific-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.</p> <p>General-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>						
Religious Education	<p>Which rules should we follow?</p> <ul style="list-style-type: none">• Understand that the Ten Commandments are rules and advice from the Bible.• Know that Moses received the Ten Commandments from God.	<p>Why is Jesus described as ‘light of the world’?</p> <ul style="list-style-type: none">• Understand why Jesus is known as the Light of the World.• Explore how Christians bring light into people’s lives.	<p>How & why do Jews worship?</p> <ul style="list-style-type: none">• Know what happens at a Synagogue.• Explore how Jewish people worship.• Learn the story of Moses and that he is important for Jewish people, Christians and Muslims.• Find out what happens at Pesach.	<p>Is the cross a symbol of sadness or joy?</p> <ul style="list-style-type: none">• Explore how the events of Palm Sunday, Holy Week and Easter are a combination of joy and sadness.• Learn the variety of ways that the church	<p>How Muslims worship?</p> <ul style="list-style-type: none">• Know that Muslims believe all the prophets (including Jesus) taught the same message and that Muhammad (Pbuh) is called the ‘Messenger of God’ and is	<p>Are all churches the same? Global Church Are all places of worship the same? Gurdwara, mosque, church, synagogue</p> <ul style="list-style-type: none">• Know that Christianity is a world-wide multi-cultural faith.• Understand that although not all church buildings are the same, they have

	<ul style="list-style-type: none">Explore the meaning of the parable of the Good Samaritan and how it reflects the Ten Commandments.Make links between The Ten Commandments and British Values.	<ul style="list-style-type: none">Learn of the tradition of Christingle.Understand that Christians believe Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us.Know that Christians believe God is with them through his Son, Jesus, and the Holy Spirit.Learn what is Hanukkah and make links with using light as a symbol of hope.	<ul style="list-style-type: none">Discover what Sukkot is.	<p>remembers and marks the events of Holy Week.</p> <ul style="list-style-type: none">Understand that the events of Holy Week reveal what Jesus came to earth to do – God's salvation plan.	<p>the last and final prophet.</p> <ul style="list-style-type: none">Learn the key events from The Night of Power.Explore how Muslims worship and understand the reasons behind rituals such as Wudu and the call to prayer.	<p>similar features according to the Christian denomination.</p> <ul style="list-style-type: none">Explore the concept of ‘the church’ not necessarily needing to be a building - Peter and the disciples ‘built’ the church.Know that the Bible gives guidance to the church about behaviour and attitudes.Learn that world faiths have different places of worship, know the names of those buildings, compare their key features.
<p><u>Key Vocabulary</u></p> <p>Rules - commandment, covenant, parable, Moses, Samaritan</p> <p>Light of the World – Christingle, metaphor, symbol/ism/ise, incarnation, Emmanuel, Holy Trinity</p> <p>Judaism – synagogue, rabbi, Torah, ark, Bimah, shabbat, covenant, orthodox, conservative, plagues, Yahweh, Pesach, Passover, seder, Sukkot</p> <p>The Cross – rescue, resurrection, salvation, sacrifice, Last Supper, Maundy Thursday, Good Friday</p> <p>Islam – mosque, Imam, Qur’an, Night of Power, Angel Jibril, Cave Hira, prophet, revelation, Wudu, minaret</p> <p>Global Church – church, chapel, cathedral, Anglican, Methodist, Catholic, font, lectern, pulpit, altar, Gurdwara, Mandir, Synagogue, Mosque</p>						
<p>Physical Education</p> <p>CEPD</p> <p><i>Community & Educational Physical Development</i></p>	<p>Gymnastics</p> <ul style="list-style-type: none">Plan sequences using varied apparatusContinue to develop control with specific balancesTransfer weight under control	<p>Invasion Games</p> <ul style="list-style-type: none">Specific sports skillsThrow, catch and controlUnderstand what spatial awareness isUnderstanding rules needed for the sporting activities		<p>Athletics</p> <ul style="list-style-type: none">Javelin throwPassing the baton on the moveSprint technique to improve speedRunning with agility		


	<p>Dance</p> <p>Country Dancing</p> <ul style="list-style-type: none"> • Square Dancing – spatial awareness, finding place in the square • Do-Si-Do – steps broken down, improved and continued • Promenade – steps broken down, improved and continued <p>Rock 'n' Roll</p> <ul style="list-style-type: none"> • Chasse and Rock – steps broken down, improved and continued • Toe Heel Swivel – steps broken down, improved and continued • Partners – spatial awareness and work in collaboration <p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations <p><i>Aims and objectives for the end of KS2</i></p> <p>Net games</p> <ul style="list-style-type: none"> • Understanding the ready position • Using a forehand stroke to return the ball <p>Striking and fielding games</p> <ul style="list-style-type: none"> • Improve overarm throw accuracy and distance • Using a long barrier to stop a ball • Bat control – how to hold and stand with the bat 	
	<p>Key Vocabulary</p> <p>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>	
Art	<p>Focus Artist: Van Gogh Focus Skill: Drawing</p> <ul style="list-style-type: none"> • Use shading to add texture to the drawing • Use line, tone, shape and colour to create mood and feeling • Draw from observation and imagination • Experiment with various pencils • Use a sketchbook to document and develop ideas • Begin to draw with accuracy • Have an awareness of how pattern can be used to create texture • Start to annotate sketchbooks to show thought process, as well as information about focus artists • Use colour to create own version of Starry Night <p>Prehistoric art-cave paintings</p>	<p>Focus Artist: L.S. Lowry Focus Skill: Sculpture/ 3D</p>  <ul style="list-style-type: none"> • Know that paper can be used in a range of different ways to create sculptures • Show an awareness of how texture, form and shape can be transferred from 2D to 3D • Work collaboratively to create a 3D layered scene • Plan, shape, mould and make constructions from different materials • Understand the different adhesives and methods used in construction • Consider and discuss aesthetics • Create a 3D scene inspired by L.S. Lowry <p>Focus Artist: Georgia O'Keefe Focus Skill: Digital Art / Painting</p> <ul style="list-style-type: none"> • Make tints of one colour by adding white • Darken / Lighten colours without using black / white • Mix / create colour for use on a large scale. (wash) • Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) • Demonstrate increasing control of the types of marks made to create certain effects • Create flowers in the style of Georgia O'Keefe - American Modernism • Use a more advanced graphics package or app to explore digital image creation • Manipulate an image using various digital tools • Use a digital camera to take a specific image portrait/landscape

			<ul style="list-style-type: none">Use printed images taken digitally and combine them with other media to produce artworkReplicate Georgia O’Keeffe flowers digitally paying close attention to detail and colour			
Key Vocabulary Drawing - shading, texture, line, tone, shape, colour, observation, imagination, pattern Sculpture - roll, loop, fringe, tabs, cone, curls, spiral, fold, slotted, 3D Digital Art - graphics, manipulate, digital, edit Painting - tint, tone, wash, American Modernism, close-up						
Design Technology	Stone Age Spears – Structure <ul style="list-style-type: none">Can I use historical information and research to design a SA spear?Can I use sketches, diagrams and labels to present my designs?Can I use different methods of construction to build and attach parts of my model?Can I select appropriate materials to construct my spear?Can I test my designs to see if I need to change anything?Can I evaluate my spear and think of ways to improve it? Designer: Isambard Kingdom Brunel		Moon Buggy– Mechanisms <ul style="list-style-type: none">Can I research moon buggy designs for my project?Can I use sketches, diagrams and labels to present my designs?Can I use wheel and axle mechanisms to make my buggy move?Can I use simple nets to construct the body of my moon buggy?Can I create a prototype buggy to test on different surfaces?Can I evaluate my moon buggy against the design criteria and think of ways to improve it? Designer: Henry Ford		Ancient Egyptian Bread – Food <ul style="list-style-type: none">Can I conduct research to decide on flavours for my bread?Can I use sketches, diagrams and labels to present my design?Can I develop a recipe for my bread?Can I use techniques to mould and shape my bread?Can I evaluate my bread and think of ways to improve it? Chef: Paul Hollywood	
	Key Vocabulary Design, evaluate, research, prototype, material, construct, structure, joining, technique, recipe, spear, Stone Age, size, realistic, sturdy, strength, quantities, flavours, knead, rise,					
Music 	Charanga <ul style="list-style-type: none">Let Your Spirit FlyRnBRnB and other styles Key vocabulary: Structure, introduction, verse,	Charanga <ul style="list-style-type: none">Glockenspiel Stage 1Exploring and developing playing skills Key vocabulary: Improvise, compose, pulse, rhythm, pitch,	Charanga <ul style="list-style-type: none">Three Little BirdsReggaeReggae and animals Key vocabulary: Introduction, verse, chorus, bass, drums, electric guitar,	Charanga <ul style="list-style-type: none">The Dragon SongA pop song that tells a storyMusic from around the world, celebrating our differences and	Charanga <ul style="list-style-type: none">Bring Us TogetherDiscoDisco, friendship, hope and unity Key vocabulary: Keyboard, drums, bass, imagination,	Charanga <ul style="list-style-type: none">Reflect, Rewind and ReplayClassicalThe history of music, look back and consolidate your learning, learn some of the language of music

	chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	tempo, dynamics, texture structure, melody	keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	being kind to one another Key vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	
Music Year 3 – Knowledge and Skills						
Computing 	Online safety <ul style="list-style-type: none">To know that not everything on the internet is true: people share facts, beliefs and opinions online.To understand that the internet can affect your moods and feelings.To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.To know what social media is and that age restrictions apply.	Computer systems and networks – Journey inside a computer <ul style="list-style-type: none">To know what a packet is and why it is important for website data transfer.To know the roles that inputs and outputs play on computers.To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. Creating media – Video trailers <ul style="list-style-type: none">To know that different types of camera shots can make my photos or videos look more effective.To know that I can edit photos and videos using film editing software.To understand that I can add transitions and text to my video. Safer Internet Day			Programming – Programming Scratch <ul style="list-style-type: none">To know that Scratch is a programming language and some of its basic functions.To understand how to use loops to improve programming.To understand how decomposition is used in programming.To understand that you can remix and adapt existing code.	
	Key Vocabulary					

<p>Online safety - age restricted, autocomplete, beliefs, block, fact, fake news, opinion, privacy settings, report, requests, security questions, social media platforms, social networking, wellbeing</p> <p>Computer systems and networks – Networks and the internet - 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>Computer systems and networks – Journey inside a computer - 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>Creating media – Video trailers - clip, film editing software, graphics, sound effects, time code, trailer, transition, voiceover</p> <p>Programming – Programming Scratch - application, coding application, interface, Scratch</p>						
<p>French</p> 	<p>Class rules in French Lessons.</p> <p>Étoile du jour (Star of the day)</p> <p><u>Revisions:</u> Greetings Warm up Class instructions (+ Gramm: Explain tu/vous in French. Formal and informal way of talking to someone.) + End of day instructions.</p> <p>Le cahier de français: Prénom, nom de famille, le drapeau français</p> <p>Alphabet+ song/ Pick a letter. How to spell your name? by pairs + Comment t'appelles tu/comment ça va? Questionnaire...</p>	<p>Culture: Halloween /All Saints Day /Toussaint Recall body parts in writing (Squelette) and songs.</p> <p>Describe the monsters/ les monstres Recall BBC bitesize: sentence building: il/ elle a ... il/elle est rouge, petit...) + draw the monsters: tete/epaules/etc... & Describe. Pronouns/Verbs/present tense: avoir (to have), etre (to be) + new songs.</p> <p>Recall body parts + new Paper work Description: Introduce Hair/eyes colour... (+ Je suis une fille/un garçon.)</p>	<p>Happy New Year/ Bonne année</p> <p>Culture/ 6 Jan: l'Épiphanie Recall previous activities. (+ The wise men colouring/Reading).</p> <p>Numbers 1-50 New song</p> <p>Toys / les jouets (vocab 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>[Recall Culture/ 2 Feb: la Chandeleur (Candlemas) Crêpes/pancakes: à la confiture au chocolat</p>	<p>[Culture: Mardi Gras (Shrove Tuesday, Carnival, Crêpes)]</p> <p>Recall Culture/Fête des Mères (Mothers Day/ different date in France: 29th May)/ Meet my family paper work.</p> <p>Weather Quel temps fait-il aujourd'hui? Paper disk + felt calendar. + new song</p> <p>Arc en ciel (Writing/ reading: Colours) Song/video: La chanson des couleurs. Gram: Review determiners and learn of (de, de la, du, des)</p> <p>Culture/mid April: Joyeuses Pâques</p>	<p>[Recall Culture/ 1 Mai: Fête du Travail. Recall vocab.]</p> <p>Parts of the day/le matin, l'après midi/ le soir/ la nuit... + more greetings: bonne soiree, bonne nuit...bonsoir...</p> <p>Habitats (vocab: la mer, la montagne, la ville, la campagne, la forêt, la jungle...) Sentence building: - Recall animals Eg: l'oiseau est dans la forêt, le poisson est dans la mer... - Recall Weather Eg: Aujourd'hui à la montagne il fait beau temps....)</p> <p>Numbers 1-60</p>	<p>Recall Culture/ 19 June: Fête des pères (Father's Day) Recall family members & possessive. (Sentence Building: Ma mere s'appelle..)</p> <p>Recall Culture/ 21 juin: Fête de la Musique recall all songs & instruments.</p> <p>Holidays/Vacances/ Drawing of summer hols/ brainstorming. Recall last year vocab.</p> <p>Transport/Les transports + verbe Aller (to go)</p> <p>Recall Culture/ La Fête Nationale - 14 juillet</p>

	<p>Pronouns/Verb/present tense: s'appeler (to be called/named)</p> <p>Date/ Day report. Quel est le jour de la semaine, le mois etc...? on board+ translation. (Est ce que C'est..../ oui/non) Aujourd'hui c'est... (today is...) Days of the week/ les jours de la semaine (paper work/writing) Stick previous work and recap Months /les mois Recall songs Recall seasons + symbols. Simple weather</p> <p>Numbers 1-40 (slide/ reading)</p> <p>Colours</p> <p>Vocabulary Grammar points (+ how to recognise fem/masc words? / Diff colours)</p> <p>Locate France, Paris... paper work/ la Seine.</p>	<p>Birthday/ Anniversaire / (J'ai ... ans paper work)</p> <p>Culture: 11 Nov/ Le jour du souvenir. Warm up: Soldats! Paper sheet: un casque, un soldat, un manteau... Recall Clothes</p> <p>Introduction to key phonic sounds</p> <p>Recall Christmas vocab (in writing) + Recall song: Petit Papa Noël New Song/Chanson: L'as-tu vu ce petit bonhomme?</p> <p>Merry Christmas/Joyeux Noël</p>	<p>au citron ... (+ Instructions: Ecrivez, Dessinez, Colouriez)</p> <p>Express likes and dislikes: Recall fruits/vegetables...</p> <p>Sentence building: Pronouns /Verbs/ present tense: aimer (to love) Eg: Je n'aime pas les Crêpes au brocoli ;-) (Gram:+ recall negative form verb.) + Pronouns /Verbs/ present tense: manger (to eat) Eg: je mange des Crêpes au chocolat, je mange une petite crepe.</p>	<p>Recall Easter vocabulary (in writing/paper work) & Song: Frère Jacques</p>		
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	<p>Countries around France in French /Eng.</p> <p>Songs (le livre des chansons francaises + individual booklet)</p>					
	<p>Happy birthday /Joyeux anniversaire anniversaire? Mon anniversaire est le</p> <p>Happy holidays / Bonnes vacances</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut, Taisez-vous, Regardez, Ecoutez, Oui, Non, S'il te/vous plaît, Chantez, Comptez, Rangez , Répétez...</p> <p>+ New: Ouvrez, Fermez, Découpez, Pliez, Coller , colouriez, ecrivez, dessinez, collez, rangez, Distribuez , Croisez les bras Excusez moi, Pardon...</p> <p>+ End of day instructions: Rangez les tables, Prenez: votre sac, votre boîte repas, vos vetements, votre bouteille d'eau, votre livre, Priez...</p> <p>Date: Day, Number, Month, Seasons.</p> <p>Various Grammar points: Gender nouns: Masculinee/femininee, 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.</p> <p>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...</p> <p>New: Sentence building: Present tense simple verbs and simple pronouns: Être, Avoir, Aimer, Aller, Manger...</p>					
<p>PSHE/Sex and Relationships/ Safeguarding</p> 	<p>Me and My Relationships</p> <p>My Special Pet</p> <ul style="list-style-type: none"> 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 	<p>Family and friends</p> <ul style="list-style-type: none"> Recognise that there are many different types of family Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships' <p>Let's celebrate our differences</p> <ul style="list-style-type: none"> Recognise the factors that make people similar to 	<p>Keeping Safe</p> <p>Safe or unsafe?</p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. <p>Danger or risk?</p> <ul style="list-style-type: none"> Define the words danger and risk and explain the difference between the two; 	<p>Rights and Respect</p> <p>Recount task</p> <ul style="list-style-type: none"> Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints <p>Our helpful volunteers</p> <ul style="list-style-type: none"> Identify people who are volunteers in the 	<p>Being My Best</p> <p>Derek cooks dinner!</p> <ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. <p>I am fantastic!</p>	<p>Growing and Changing</p> <p>Relationship tree</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. <p>Body space</p> <ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to

<p>Looking after our special people</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with Suggest strategies for maintaining a positive relationship with their special people <p>Friends are special</p> <ul style="list-style-type: none"> Identify qualities of friendship Suggest reasons why friends sometimes fall out 	<p>and different from each other</p> <ul style="list-style-type: none"> Recognise that repeated name calling is a form of bullying <p>Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p>Zeb</p> <ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied Explore why people have prejudiced views and understand what this is 	<ul style="list-style-type: none"> Demonstrate strategies for dealing with a risky situation. <p>Help or harm?</p> <ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<p>school community;</p> <ul style="list-style-type: none"> Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. <p>Can Harold afford it?</p> <ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; 	<ul style="list-style-type: none"> Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; <p>Top talents</p> <ul style="list-style-type: none"> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. 	<p>allow someone into their body space;</p> <ul style="list-style-type: none"> Rehearse strategies for when someone is inappropriately in their body space. <p>Secret or surprise?</p> <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
<p>Key Vocabulary</p> <p>Me and My Relationships – friendship, falling out, making up, compromise, strategies, point of view, calm, apologise, listen, responsibility, care, loss, feelings.</p> <p>Valuing Difference – family, adoption, fostering, same-sex couple, blended family, similarities, difference, name calling, bullying, prejudice, disability, gender, race, colour, sexuality.</p> <p>Keeping Safe – trust, safe, unsafe, danger, risk, feelings, strategies, consequence, medicines, drugs, harmful, helpful, instructions.</p> <p>Rights and Respect – fact, opinion, view point, income, saving, spending, responsibility, environment, waste, volunteer, wellbeing.</p> <p>Being My Best – balanced diet proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit & veg, healthy, goals, ambitions, improve, achieve, talents.</p> <p>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.</p>					