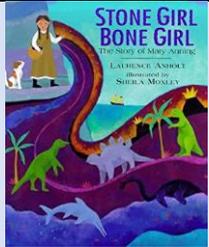
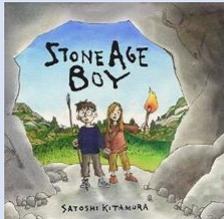
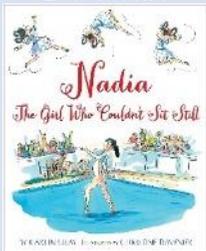
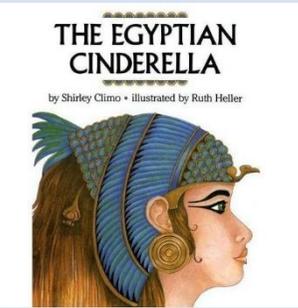
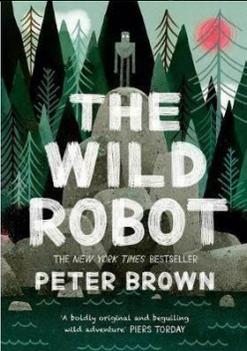
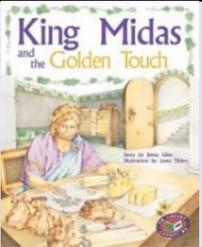
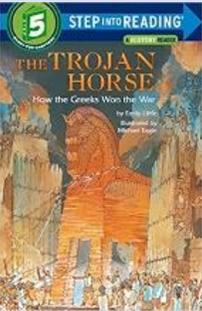
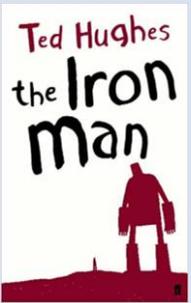


Year 3 Curriculum Plan

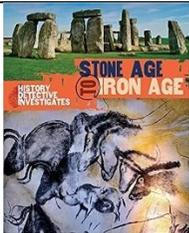
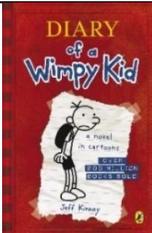
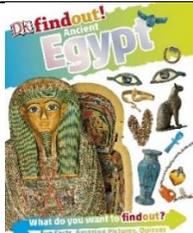


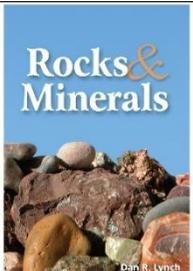
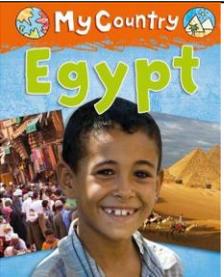
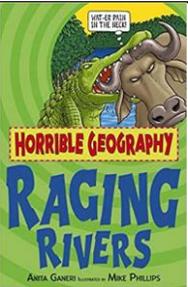
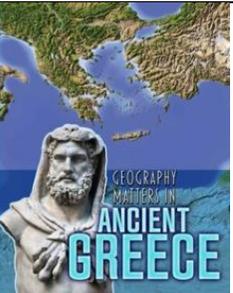
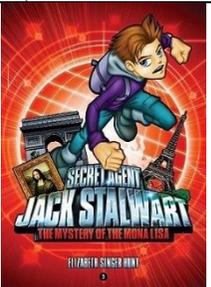
Using Reading as a vehicle to drive our curriculum.

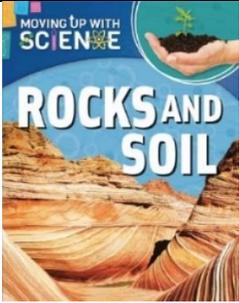
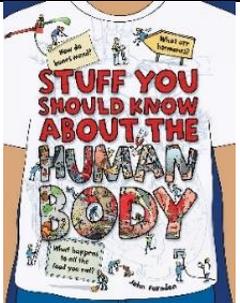
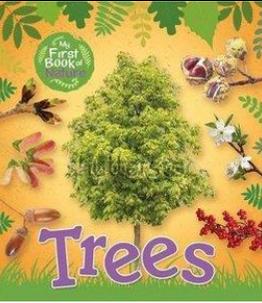
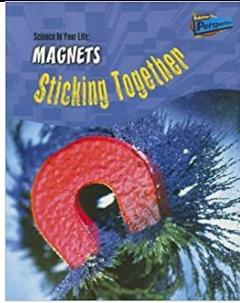
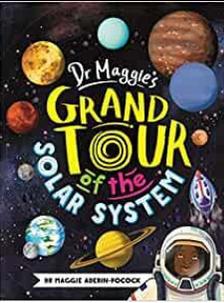
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Science: Rocks and minerals. History: Pre-historic Britain	Geography: Fieldwork - Hills, valleys, woods and features of the land	History: Ancient Egypt. Art and architecture.	Geography and Computing: Comparing nature and technology	History: Ancient Greece and its buildings and city states.	Science: Materials, specifically metals
Quality Texts:	 <p>Stone Girl Bone Girl by Laurence Anholt</p>  <p>Stone Age Boy by Satoshi Kitamura</p>	 <p>Greta and the Giants by Zoe Tucker</p>  <p>Nadia: The Girl Who Couldn't Sit Still by Karlin Gray</p>	 <p>Egyptian Cinderella by Shirley Climo</p>	 <p>The Wild Robot by Peter Brown</p>	 <p>Midas and the golden touch</p>  <p>The Trojan Horse, How The Greeks Won The War by Emily Little</p>	 <p>The Iron man by Ted Hughes</p>
English (possible writing outcomes):	Character description Fact files/information text	Setting descriptions Narratives Character descriptions Descriptive writing	Modern day myths Play scripts Poetry Recount	Persuasive letters	Developed narrative Poetry	Character descriptions Non-chronological reports Narratives

Writing:	Transcription	Composition	Handwriting	Vocabulary, Grammar and Punctuation
	<ul style="list-style-type: none"> To be able to use further prefixes and suffixes and understand how to add them To be able to spell further homophones To be able to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] To be able to use the first two or three letters of a word to check its spelling in a dictionary To be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To be able to discuss and record ideas Draft and write by: <ul style="list-style-type: none"> To be able to compose and rehearse sentences orally To be able to use appropriate vocabulary To be able to use a range of sentence structures To be able to organise paragraphs around a theme To be able to create settings, characters and plot To be able to use organisational devices [for example, headings and sub-headings] Evaluate and edit by: <ul style="list-style-type: none"> To be able to assess the effectiveness of their own and others' writing and suggest improvements To be able to propose changes to grammar and vocabulary to improve consistency To be able to use the correct pronouns within writing To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, using appropriate intonation and controlling the tone and volume 	<ul style="list-style-type: none"> To be able to use the diagonal and horizontal strokes that are needed to join letters and To be able to understand which letters, when adjacent to one another, are best left unjoined To be able to form letters the correct shape and size To be able to leave the correct spaces between letters and words 	<ul style="list-style-type: none"> To be able to use a range of sentences that include more than one clause To be able to use a range of conjunctions, including when, if, because, although To be able to use the present perfect form of verbs in contrast to the past tense To be able to select nouns or pronouns appropriately to avoid repetition To be able to use conjunctions to express time and cause To be able to use adverbs to express time and cause To be able to use prepositions to express time and cause To be able to use fronted adverbials To be able to use commas after fronted adverbials To be able to use apostrophes to show possession To be able to use direct speech To be able to punctuate direct speech
Genres of writing:	Fiction		Non-Fiction	
	<ul style="list-style-type: none"> Developed narratives using conjunctions, adverbs and prepositions and dialogue Setting descriptions – independently and applied in writing 	<ul style="list-style-type: none"> Recounts using conjunctions, adverbs and prepositions Information texts 	Poetry <ul style="list-style-type: none"> Narrative with rhyme Cinquain 	

Reading:	Word Recognition	Comprehension			Speaking and Listening	
	<ul style="list-style-type: none"> To be able to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) To be able to read aloud and to understand the meaning of new words they meet To be able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: To be able to listen to and discuss fiction, non-fiction ,poetry and plays To be able to read texts structured in different ways To be able to read texts for different purposes To be able to use dictionaries to clarify the meanings of words To be able to re tell stories orally To be able to identify themes and conventions of a text To be able to prepare poems and play scripts to read aloud and to perform, using the correct intonation, tone, volume and action To be able to discuss words and phrases that capture the reader's interest and imagination To be able to identify different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: To be able to clarify words and explain their meanings in context To be able to ask questions to improve their understanding of a text To be able to draw inferences and justify them using evidence from a text (inferring characters' feelings, thoughts and motives from their actions) To be able to predict what might happen from details stated and implied To be able to identify the main ideas drawn from more than one paragraph and summarising these To be able to identify how language, structure, and presentation contribute to meaning To be able to retrieve and record information from non-fiction To be able to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			<ul style="list-style-type: none"> To be able to listen and respond appropriately to adults and their peers To be able to ask relevant questions to extend their understanding and knowledge To be able use relevant strategies to build their vocabulary To be able to articulate and justify answers, arguments and opinions To be able to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings To be able to maintain attention and participate actively conversations To be able to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas To be able to speak audibly and fluently To be able to participate in discussions, presentations, performances, role play, improvisations and debates To be able to gain, maintain and monitor the interest of the listener(s) To be able to consider and evaluate different viewpoints, attending to and building on the contributions of others To be able to select and use appropriate registers (formal and informal) 	
History:	Iron Age and its artefacts.	Ancient British tribes such as Celts What was life like in the Iron Age?	Ancient Egypt. Art and architecture.	Ancient Egyptian rulers, beliefs, education and life.	Ancient Greece and its buildings and city states.	Ancient Greek life, legacy and myths.
	<ul style="list-style-type: none"> know where in time the Bronze age sits know how to interpret primary Bronze Age sources know how and why archaeology is important to historians know how to display important artefacts from the Bronze Age 	<ul style="list-style-type: none"> know what the Celts were and where they came from know about different types of Celt and how they lived know about Iron age houses, forts and weapons know about the life of Cartimandua 	<ul style="list-style-type: none"> know what CE and BCE mean (BC and AD) know what a civilization is know what hieroglyphics were and what they were used for know what people in ancient Egypt wore know what pyramids were for and how they were made know about the inside of tombs and about Howard Carter know about mummification know what a pharaoh is and some famous pharaohs 	<ul style="list-style-type: none"> know that in ancient times, there were city states know about everyday life in Athens and ancient Greece know how to use sources to draw historic conclusions and opinions know about ancient building in Athens know about the Parthenon know how historians use pots and other artefacts to draw conclusions about a civilization know how to interpret sculptures 		

		<ul style="list-style-type: none"> know about the life of Boudica What was life like in the Iron Age? 	<ul style="list-style-type: none"> know the Egyptian system of multiplication know how ancient Egyptians lived Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> know how to compare Sparta and Athens know the story of the Trojan horse know how and why we have marathon races know that the ancient Greeks had many gods and goddesses know that there is evidence supporting some myths Learn about the legacy of the ancient Greeks 		
History Shared Read Texts:						
Geography: Europe	Minerals. The importance of coal and other minerals to the development of settlements. <ul style="list-style-type: none"> know where minerals are harvested locally know where Zinc, aluminium and gold come from know why coal was important to some towns and cities know why coal and other materials have diminished in the UK and what we need to replace them with 	Fieldwork - Hills, valleys, woods and features of the land <ul style="list-style-type: none"> know what a hill is know what a valley is know what a meadow and a field is know what a wood is know that land is used for different purposes know physical features of the local area 	The geography of Egypt. The Nile. <ul style="list-style-type: none"> know that Egypt is in North Africa know where the Suez canal is and why it is important know where the Nile is and that it floods regularly know where the the main rivers in the UK are know what Cairo is like 	Parts of a river and its features including its flow. Letter number coordinates <ul style="list-style-type: none"> know the parts of a river know how the flow of a river can cause erosion know how to use letter/number coordinates know what a county is know the features of Derbyshire know how to use coordinates to locate features of a county 	Physical and human geography of Greece. Two figure coordinates. <ul style="list-style-type: none"> know facts about the country of Greece know the features of Mount Olympus know where and why people settled by the coast in Greece know how to describe the Geography of Greece 	The seas around Europe. Mediterranean sea, region and diet. Contrast 2 places. <ul style="list-style-type: none"> know where the Mediterranean Sea is located know the Mediterranean Sea is an important trade route know the Mediterranean is referred to as a region know the Mediterranean Sea is referred to as a diet know how to compare and

						contrast two places
Geography Shared Read Texts:						
Science:	Rocks and minerals. Types of rock and what makes up soil. Fossils.	The human body: joints, skeleton and how to care for the body. Sugars, starches and carbohydrates.	Light – how shadows are formed. Opaque, translucent, transparent. Mirrors. How light travels.	Trees and plants. The functions of leaves and roots. Parts of flowers.	The force of magnetism. What is attracted to magnets? Poles.	Know how humans have gone into space
Theme: predicting and setting up an investigation to test the prediction	<ul style="list-style-type: none"> know how to set up a scientific test know what a mineral and an ore is know the names of different types of rock know how to set up a soil experiment 	<ul style="list-style-type: none"> know how to test for starch and acid know how to test for sugar know the importance of carbohydrates in our bodies know that bone is living tissue and how to look after them know what a joint in the skeleton is know how humans and animals move 	<ul style="list-style-type: none"> understand the concept of reflection understand that light comes from different sources and travels in straight lines Know why shadows are formed know how to set up a test and make a prediction about how mirrors behave 	<ul style="list-style-type: none"> know the terms for parts of a tree know the function and purpose of roots know the importance of water for hydrating flowers and plants know the function and purpose of leaves know the function and purpose of pollen 	<ul style="list-style-type: none"> know that magnets produce a force know how to set up a magnet experiment know that magnets usually have two poles know how magnets attract magnetic metal 	<ul style="list-style-type: none"> know about space travel and facts about the moon know that the Earth and moon orbit the Sun know that humans have gone into space in rockets

Science Shared Read Texts:						
Non-fiction texts (wider curriculum)	Explanation	Recount: Diary	Report: Non-chronological report	Discussion	Instructions	Persuasion
Maths:	<p>Place Value</p> <ul style="list-style-type: none"> Recap Represent numbers to 100 Recap Tens and ones using addition Hundreds Numbers to 1,000 100s, 10s and 1s Recap Number line to 100 Number line to 1,000 Find 1, 10, 100 more or less Compare objects Compare numbers Order numbers Count in 50s <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract multiples of 100 	<p>Addition and Subtraction (continued)</p> <ul style="list-style-type: none"> Recap Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens Mixed addition and subtraction problems Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100 Add 2-digit and 3-digit numbers - crossing 10 or 100 Subtract a 2-digit number from a 3-digit numbers - 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Recap Consolidate 2, 4 and 8 times-table Comparing statements Related calculations Multiply 2-digits by 1-digit Scaling How many ways? <p>Money</p> <ul style="list-style-type: none"> Recap Count money (pence) Recap Count money (pounds) Pounds and pence Convert pounds and pence 	<p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure length Recap Measure length (m) Equivalent lengths - m & cm Equivalent lengths - mm & cm Recap Compare lengths Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter <p>Fractions</p> <ul style="list-style-type: none"> Recap Working with wholes and parts 	<p>Fractions</p> <ul style="list-style-type: none"> Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects Equivalent fractions Compare fractions Order fractions Add fractions Subtract fractions <p>Time</p> <ul style="list-style-type: none"> Recap O'clock and half past Recap Quarter past and quarter to Months and years 	<p>Properties of Shape</p> <ul style="list-style-type: none"> Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Recognise and describe 3-D shapes Make 3-D shapes <p>Mass and Capacity</p>

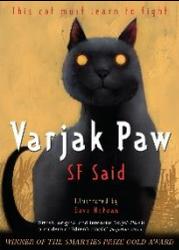
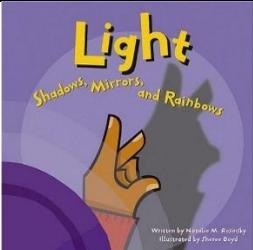
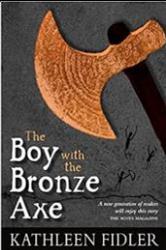
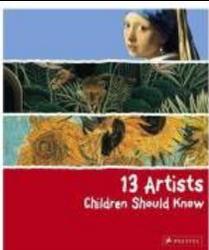
	<ul style="list-style-type: none"> Recap Add and subtracts 1s Add and subtract 3-digit and 1-digit numbers - not crossing 10 Recap Add a 2-digit and 1-digit number - crossing 10 Add 3-digit and 1-digit numbers - crossing 10 Recap Subtract a 1-digit number from 2-digits - crossing 10 Subtract a 1-digit number from a 3-digit number - crossing 10 Add and subtract 3-digit and 2-digit numbers - not crossing 100 Add 3-digit and 2-digit numbers - crossing 100 Subtract a 2-digit number from a 3-digit number - crossing 100 Add and subtract 100s Spot the pattern - making it explicit 	<p>crossing 10 or 100</p> <ul style="list-style-type: none"> Add two 3-digit numbers - not crossing 10 or 100 Add two 3-digit numbers - crossing 10 or 100 Subtract a 3-digit number from a 3-digit number - no exchange Subtract a 3-digit number from a 3-digit number - exchange Estimate answers to calculations Check answers <p>Multiplication & Division</p> <ul style="list-style-type: none"> Recap Multiplication using the symbol Recap Using arrays Recap 2 and 5 times-table Recap Make equal groups - sharing Recap Make equal groups - grouping Recap Divide by 2, 5, 10 Multiply and divide by 3 The 3 times-table Multiply and divide 	<ul style="list-style-type: none"> Add money Subtract money Give change <p>Statistics</p> <ul style="list-style-type: none"> Recap Make tally charts Recap Draw pictograms (2, 5, 10) Recap Interpret pictograms (2, 5, 10) Pictograms Bar charts Tables 	<ul style="list-style-type: none"> Recap Make equal parts Recap Recognise a half Recap Find a half Recap Recognise a quarter Recap Find a quarter Recap Recognise a third Recap Find a third Recap Unit fractions Recap Non-unit fractions Unit and non-unit fractions Recap Equivalence of a half and 2 quarters Recap Count in fractions 	<ul style="list-style-type: none"> Hours in a day Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. 24-hour clock Finding the duration Comparing durations Start and end times Measuring time in seconds Problem solving with time 	<ul style="list-style-type: none"> Recap Compare mass Measure mass Compare mass Add and subtract mass Recap Compare volume Measure capacity Compare capacity Add and subtract capacity Recap Temperature
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	<ul style="list-style-type: none"> Recap Add two 2-digit numbers - crossing 10 - add ones & add tens 	<ul style="list-style-type: none"> by 4 The 4 times-table Multiply and divide by 8 The 8 times-table 				
Arithmetic:	<ul style="list-style-type: none"> Secure fluency in addition and subtraction facts that bridge 10 Calculate complements to 100 Understand the inverse relationship between addition and subtraction Count on and back in 10,20,25 and 50's to 100 Count from zero in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number Partition 3 digit numbers standard and non-standard Add/subtract numbers mentally including: <ul style="list-style-type: none"> 3d number and ones 3d number and 10s 3d number and 100s Add and subtract numbers with up to 3 digits using formal methods Recall and use multiplication and division facts for 10, 5, 2, 3, 4 and 8 multiplication tables Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10 eg $30 \times 20 = 120$ divided by 30 =) Write and calculate mathematical statements for multiplication and division using multiplications that they know including for 2 digit number x 1 d numbers using mental and progressing to formal written methods Recognise, find and write fractions of a discrete set of objects unit fractions and non-unit fractions with small denominators Add/subtract fractions with the same denominator within 1 whole 					
PE:	Unit 1: Fitness and Healthy Lifestyles Unit 2: Object Control – Strike and Field (Cricket)	Unit 1: Stability and Locomotion – Through Gymnastics Unit 2: Object Control – Net and Wall (Tennis)	Unit 1: Fitness and Healthy Lifestyles Unit 2: Object Control – Invasion Games (Netball)	Unit 1: Outdoor and Adventurous Activities Unit 2: Locomotion and Object Control – Through Athletics	Unit 1: Fitness and Healthy Lifestyles Unit 2: Object Control – Foundations 3 Tactical Application)	Unit 1: Stability and Locomotion – Through Dance Unit 2: Object Control – Strike and Field (Rounders)
	<u>Unit 1:</u> <ul style="list-style-type: none"> Pupils can articulate the effects of 	<u>Unit 1:</u> <ul style="list-style-type: none"> Pupils begin to show consistency with 	<u>Unit 1:</u> <ul style="list-style-type: none"> Pupils can articulate the effects of 	<u>Unit 1:</u> <ul style="list-style-type: none"> Pupils can select activities and skills 	<u>Unit 1:</u> <ul style="list-style-type: none"> Pupils can articulate the effects of 	<u>Unit 1:</u> <ul style="list-style-type: none"> Pupils show consistency with

	<p>exercise on their body.</p> <ul style="list-style-type: none"> • Pupils articulate the importance of being physically active and make links to how they feel. • Pupils show increasing competence at a range of fitness activities. • Pupils can recognise and evaluate improvements made with regards to their physical health. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils are beginning to demonstrate an ability to repeat skills consistently and independently. • Pupils start to understand the tactics of the sport and respond to different situations accordingly. • Pupils begin to select and use actions 	<p>their movements and their choices.</p> <ul style="list-style-type: none"> • Pupils begin to show confidence and imagination in selecting movements to reflect the activity. • Pupils can plan and create short sequences, linking them to wider ideas. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils show they understand tactics by responding accordingly in different situations. • Pupils begin to select and use skills, actions and ideas appropriately – applying them with greater co-ordination and control. 	<p>exercise on their body.</p> <ul style="list-style-type: none"> • Pupils articulate the importance of being physically active and make links to how they feel. • Pupils show increasing competence at a range of fitness activities. • Pupils can recognise and evaluate improvements made with regards to their physical health. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils show they understand tactics by responding accordingly in different situations. • Pupils select and use skills, actions and ideas appropriately, applying them with 	<p>to solve more complex problems.</p> <ul style="list-style-type: none"> • Pupils understand the importance of teamwork and problem solving <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils select and use skills, actions and ideas appropriately, applying them with greater coordination and control. • Pupils show consistency with their movements and choices. • Pupils show confidence and imagination in selecting movements to reflect the activity 	<p>exercise on their body.</p> <ul style="list-style-type: none"> • Pupils articulate the importance of being physically active and make links to how they feel. • Pupils show increasing competence at a range of fitness activities. • Pupils can recognise and evaluate improvements made with regards to their physical health. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils show they understand tactics by responding accordingly in different situations. • Pupils select and use skills, actions and ideas appropriately, applying them with 	<p>their movements and choices.</p> <ul style="list-style-type: none"> • Pupils show confidence and imagination in selecting movements to reflect the activity. • Pupils can plan and create short sequences, understanding and link them to wider ideas. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils are beginning to demonstrate an ability to repeat skills consistently and independently. • Pupils start to understand the tactics of the sport and respond to different situations accordingly. • Pupils begin to
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	appropriately, with control and to suit the situation.		greater coordination and control.		greater coordination and control	select and use actions appropriately, with control and to suit the situation.
PSHE:	To understand what qualities, skills and habits I need to achieve my goals.	To understand that family relationships are important to everyone.	To know ways that I can prevent bullying.	Know how and why it is important to have strong friendships.	To explain to others how to stay healthy.	To understand how and why it is important to save money.
	<ul style="list-style-type: none"> Set my own personal goals. Face new challenges positively. Understand why rules are needed and how they help us to achieve our goals. Identify how people face tough challenges and overcome them. Identify challenges I might face. 	<ul style="list-style-type: none"> Understand that everybody's family is different and important to them. Understand how to resolve differences and conflicts with my family. Identify the roles and responsibilities of each member of my family. Understand that families are similar across the globe. Identify ways to help families that have less than mine. Carry out a project with my team. 	<ul style="list-style-type: none"> Know what it means to be a witness to bullying. Understand that witnesses can make a situation better or worse, depending on what they do. Recognise that some words are used in hurtful ways. Explain a time when my words affected someone's feelings, and what the consequences were. Understand that my behaviour online can affect other people's feelings. 	<ul style="list-style-type: none"> Understand why we need friends. Understand how loneliness can affect my mental health. Understand what to do when friends fall out. Identify and put into practice some of the skills of friendship. 	<ul style="list-style-type: none"> Recognise signs that my body is unwell. Recognise signs that my mind is unwell. Know that exercise can improve my mental and physical health. Know that keeping my teeth clean keeps me healthy. Know that drugs affect my mental and physical health. 	<ul style="list-style-type: none"> Know why it is important to check my change. Know where I can keep my money safe. Understand why people need to save money. Understand how to keep track of my money.
Music:	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
	<ul style="list-style-type: none"> To know the key of C major. To know the time signature of 4/4. To know crochets and their rests. 	<ul style="list-style-type: none"> To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music. 	<ul style="list-style-type: none"> Sing with attention to clear diction. Sing a solo. To know what a good singing posture is. 	<ul style="list-style-type: none"> To know what crotchets and their rests look like and what they mean. To read and respond to 	<ul style="list-style-type: none"> To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end. 	<ul style="list-style-type: none"> To create a melody that has a beginning, middle and end. To create a simple melody

		<ul style="list-style-type: none"> To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like. 		<p>crotchets and their rests.</p> <ul style="list-style-type: none"> To know what a 'stave' is. 		using crotchets and their rests.
Performing	Reflect on feelings about performing – excitement/nerves/enjoyment. Perform a well-rehearsed piece with confidence.					
Artist/ Composers	Joanna Mangona and Pete Readman George Frideric Handel Gerry Goffin and Carole King with Little Eva	Joanna Mangona and Pete Readman Earth, Wind and Fire John Williams	Joanna Mangona and Pete Readman Chris Taylor John Newton Rick Coates	Joanna Mangona and Pete Readman Modest Messorgsky Jen and Jermaine White Bull	George Gershwin Joanna Mangona and Pete Readman Joanna Mangona and Chris Taylor Benjamin Britten Rick Coates	Pyotr Ilyich Tchaikovsky Joanna Mangona and Pete Readman Igor Stravinsky
Genres	Country, Baroque, Pop	Disco, Funk, Jaz: New Orleans, Film Music, Folk: Sea Shanty	Pop, Disco, Ballad, Soul, Musicals	Pop, Romantic, Rock, Native American, Gospel	Gospel, Musicals, Jazz, 20 th Century Orchestral, Hip Hop	Gospel, Romantic, Pop, 20 th Century Orchestra, Hip Hop
Art: <u>Theme:</u> Great civilisations	Pencil: how to draw a cat and a dog. How to draw using perspective.	Paper: creating paper-mache animals and Baubles.	Painting reflections and creating silhouettes.	Ancient Greek theatre masks. Sculpture: Greek pots.	Bronze age artefacts and jewellery	Positive and negative space. Directional brush strokes. Van Gogh
	<ul style="list-style-type: none"> know that softness of pencils change the tone of the drawing know how to draw animal fur know how to draw dogs in different ways to convey meaning know how to draw a cat know how to create a picture of cats and dogs using perspective 	<ul style="list-style-type: none"> know how to make a paper-mache animal know how to make a paper-mache Christmas bauble 	<ul style="list-style-type: none"> know what a reflection looks like in art know how to depict movement in a reflection know how to create a silhouette 	<ul style="list-style-type: none"> know what an Ancient Greek mask looks like know what shape and form means in Greek sculpture know how Ancient Greek pots were made 	<ul style="list-style-type: none"> know what the Sanxing Bronzes are know how to replicate a Bronze Age hat and cone know how to replicate Bronze age jewellery 	<ul style="list-style-type: none"> Know what positive and negative space means Know how to annotate and evaluate paintings by Van Gogh Know how to use brush directions to paint/draw a picture of space

<p>Art Shared Read Texts:</p>						
<p>RE:</p>	<p>What do signs and symbols mean in religion?</p> <ul style="list-style-type: none"> To explore the meaning of signs and symbols. To find out how symbolic food can be used to remember important events. To be able to explore and interpret religious metaphors. To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. To learn about some common symbols within a place of worship. 	<p>How and why do Hindus celebrate Diwali?</p> <ul style="list-style-type: none"> To learn about the events and meanings in the story of Rama and Sita. To learn about the diya and why it is important in the Diwali story. To learn about some of the preparations for Diwali. To learn about the purpose of creating rangoli patterns. To find out about Lakshmi and how Hindus celebrate Diwali at home. 	<p>What do we know about Jesus?</p> <ul style="list-style-type: none"> To learn that representations of Jesus vary and to explore some of the reasons for this. To learn that pictures of Jesus tell us about people's personal beliefs about him. To find out what Jesus was like as a person from the Gospels. To explore other people's view of Jesus from the Bible. To explore the symbolic language used to describe Jesus in the Bible. To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him. 	<p>Jewish Celebrations</p> <ul style="list-style-type: none"> To recap facts about Judaism and Jewish beliefs. To find out about the Jewish festival of Passover. To find out about the Jewish festival of Sukkot. To find out about the festival of Purim. To find out about the festival of Hanukkah. To find out about the festival of Rosh Hashanah. 	<p>What is the Bible and why is it important to Christians?</p> <ul style="list-style-type: none"> To identify and describe ways in which the Bible is important for Christians. To find out how Christians use the Bible at home and at church. To find out about the different kinds of writing in the Bible and why each is important. To learn about what makes a book special to different people. To find out how different genres of writing in the Bible show different aspects of God. To investigate the Old and New Testaments of the Bible. 	<p>Islamic Rites of passage</p> <ul style="list-style-type: none"> To understand what Islam is and what the five pillars are. To explore Muslim birth ceremonies and naming days. To find out about the Islamic marriage ceremony. To find out about Muslim funeral ceremonies. To understand the importance of the Hajj for a Muslim person.

Design & Technology		To know how to find gold flakes	To create a bridge for a purpose	To create an upcycled product using mirrors	To create a decorated toga for a Greek figure	To create a design that uses an electromagnet	To make a rocket
		<ul style="list-style-type: none"> know how construction machines move know how sand is used in construction 	<ul style="list-style-type: none"> know how to move large things by rolling on logs know how to build a mini pyramid know how to make an annotated drawing 	<ul style="list-style-type: none"> know what a prism is and why it is strong know what a Kaleidoscope is 	<ul style="list-style-type: none"> know how to use sewing stitches know how to make a toga for a peg figure 	<ul style="list-style-type: none"> know how to use CAD software know how to use magnets to make a fridge magnet know what an electromagnet is 	<ul style="list-style-type: none"> know how rockets use thrust to propel into space know the idea of propulsion know the idea of aerodynamics know how to use cross-sectional diagrams
Theme: construction							
Designers:			<p>Isambard Kingdom Brunel – British Civil Engineer who designed many bridges</p> 	<p>David Brewster – inventor of the kaleidoscope</p> 	<p>Ancient Romans – the toga</p> 		
Computing	E-Safety	Health, well-being and lifestyle	Online Bullying	Self-image and Identity		Online Relationships	
		<ul style="list-style-type: none"> Understand the impact of technology on wellbeing 	<ul style="list-style-type: none"> Describe ways of online bullying 	<ul style="list-style-type: none"> Explain how people present themselves in different ways online 		<ul style="list-style-type: none"> Understand how to communicate safety using technology 	
	Computer Science	Digital Citizenship	Sequencing	Loops	Events	Data	Project
		<ul style="list-style-type: none"> Understand why it is easier to be mean online than in person and how to deal with online meanness when they see it 	<ul style="list-style-type: none"> Respond to algorithms defined by their peers Develop sequential algorithms to move a character through a maze 	<ul style="list-style-type: none"> Respond to algorithms to create larger and more complicated designs Use loops to navigate a maze 	<ul style="list-style-type: none"> Use events to add flexibility to a pre-written algorithm Change the visuals or rules to a game 	<ul style="list-style-type: none"> Collect data and visualise it using different graphs Introduce the concept of binary 	Apply what we have learnt this year.

			<ul style="list-style-type: none">• Stack code blocks together in a linear sequence to make them move straight and turn left and right• Identify errors in pre-written codes• Develop understanding of algorithms and debugging	<ul style="list-style-type: none">• Loop actions together to build on previous understanding of loops	<ul style="list-style-type: none">• Pupils use events to create their own animated game		
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