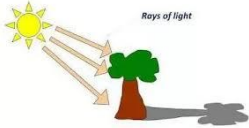
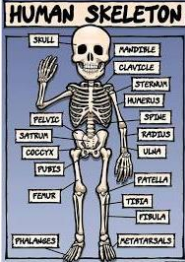














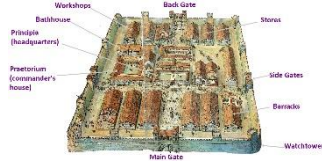









YEAR 3	AUTUMN 1 Sticks and Stones	AUTUMN 2 Travellers and Settlers	SPRING 1 Earthquakes and Volcanoes	SPRING 2 Celts and Romans	SUMMER 1 Explorers and Adventurers	SUMMER 2 Pyramids and Pharaohs
SCIENCE	<p><u>Rocks & Soils</u></p> <p>Compare and group together different kinds of rocks on the basis of 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>	<p><u>Light & Shadow</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.</p> 	<p><u>Forces & Magnets</u></p> <p>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</p>	<p><u>Animals inc humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>  <p><u>Scientific enquiry linked to previous learning</u></p>	<p><u>How does your garden grow? (Plants)</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	

			identify some magnetic materials.	
HISTORY	<p><u>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (Autumn 1)</u></p> <p><i>NC: changes in Britain from the Stone Age to the Iron Age</i> Look at the chronology of mankind, in Britain's story. The role of the archaeologist and how artefacts help us to understand pre-history Use archaeological evidence to find out the difference between the stone, bronze and iron ages and where they fit in History.</p> 	<p><u>British history 2: Why did the Romans settle in Britain? (Spring 2)</u></p> <p><i>NC: the Roman Empire and its impact on Britain</i> Investigating why the Romans invaded Britain and the reaction of the Celts Understand why the Roman army was so successful. Learn how the Romans changed life in Britain.</p> 	<p><u>What did the ancient Egyptians believe? (Summer 2)</u></p> <p><i>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</i></p> <p>Find out about Egyptian belief. Make inferences about beliefs about the afterlife using primary sources. Investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p> 	
GEOGRAPHY	<p><u>Are all settlements the same? (Autumn 2)</u></p> <p>Explore different types of settlements, land use, and the difference between urban and rural. Describe the different human and physical features in their local area. Make land use comparisons with New Delhi.</p>	<p><u>Why do people live near volcanoes? (Spring 1)</u></p> <p>Learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. Study the formation and distribution of mountains, volcanoes and earthquakes. Use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>	<p><u>Who lives in Antarctica? (Summer 1)</u></p> <p>Learn about how latitude and longitude link to climate and the physical and human features of polar regions. Study with links to the explorer, Shackleton.</p>	

						
<p>PHSE</p>	<p><u>Me and my Relationships</u></p> <p>Identify people who they have a special relationship</p>  <p>with.</p> <p>To usually accept the views of others and understand that we don't always agree with each other.</p> <p>Give lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p><u>Valuing Difference</u></p> <p>Recognise and respect diversity. Give examples of different community groups and what is good about having different groups. Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p><u>Keeping Safe</u></p> <p>Say what I could do to make a situation less risky or not risky at all. Say why medicines can be helpful or harmful.</p>  <p>Tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p><u>Being My Best</u></p> <p>Give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this. Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p><u>Growing and Changing</u></p> <p>Name a few things that make a positive relationship and some things that make a negative relationship. Tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p><u>Rights and Respect</u></p> <p>Say some ways of checking whether something is a fact or just an opinion. Say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>Managing money. *Enterprise*</p> 







<p>ART</p>	<p><u>Painting and mixed media: Prehistoric painting</u></p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p> 	<p><u>Drawing: Growing artists</u></p> <p>Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p> 	<p><u>Sculpture and 3D: Abstract shape and space</u></p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.</p> 
<p>DESIGN TECHNOLOGY</p>	<p><u>Cooking and nutrition: Eating seasonally</u></p> <p>Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p>  <p><u>Textiles: Christmas DT week - Mini cushions</u></p> 	<p><u>Structures: Constructing a Roman Fort/Electric Poster</u></p> <p>Identify and learn about the key features of a Roman fort, before designing and making a recycled-material Roman fort.</p>  <p><u>Electrical systems: Electric poster</u></p> <p>Introduction to various forms of 'Information design'</p>  <p>Develop an electric museum display based on the Romans.</p>	<p><u>Mechanical systems: pneumatic toys</u></p> <p>Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy.</p> 

<p>COMPUTING</p>	<p><u>Connecting computers</u></p> <p>Develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. Compare digital and non-digital devices.</p>	<p><u>Creating media – Animation</u></p>  <p>Use a range of techniques to create a stop frame animation using iMotion on the school iPads.</p>	<p><u>Creating media – Desktop publishing</u></p> <p>Become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages.</p>	<p><u>Branching databases</u></p> <p>Use the J2Data website and its resources to develop an understanding of what a branching database is and how to create one.</p>	<p><u>Sequence in music</u></p>  <p>Explore the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners.</p>	<p><u>Events and actions</u></p> <p>Explore the links between events and actions, while consolidating prior learning relating to sequencing. Begin by using Scratch moving a sprite in four directions (up, down, left, and right).</p>
<p>MUSIC</p>	<p><u>Musical Elements</u></p> <ul style="list-style-type: none"> * Use tuned percussion and perform melodies using a small range of C – E as a class or in small groups. * Use listening skills to order phrases using dot notation. * Introduce crotchets, quavers and crotchet rests. * Combine known rhythmic notation with letter names to 	<p><u>Recorder Stage 1</u></p> <ul style="list-style-type: none"> * Perform melodies using a small range of C – E as a class or in small groups. * Introduce the stave, bars, bar lines and treble clef. * Introduce crotchets, quavers and crotchet rests. 	<p><u>Singing Skills</u></p> <ul style="list-style-type: none"> * Sing a wider range of unison songs. * Perform actions to songs in time with the music. * Move to a steady beat. * Perform as a choir. * Develop knowledge and understanding of the stories, origins, traditions, history 	<p><u>BBC Ten Pieces – Steve Reich</u></p> <ul style="list-style-type: none"> * Perform actions to songs in time with the music. * Move to a steady beat. * Perform as a choir. * Develop knowledge and understanding of the stories, origins, traditions, history and social 	<p><u>World Music</u></p> <ul style="list-style-type: none"> * Sing a wider range of unison songs. * Become more skilled in improvising using voices, untuned and tuned percussion. * Invent short ‘on the spot’ responses using a limited note range. * Develop knowledge and understanding of the stories, origins, 	<p><u>Composing: Horrible Histories</u></p> <ul style="list-style-type: none"> * Compose song accompaniments on untuned percussion using known rhythms and note values. * Listen to a wide range of recorded performances. * Perform as a choir. * Sing a wider range of unison songs.

	create rising and falling phrases using three notes (do, re, mi).		and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music.	context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music.	traditions, history and social context of a variety of music. * Listen to music from western classical tradition, and from film, popular music and world music.	
R.E.	<p><u>How do Jews use stories to remember God's covenant? (CL2.6)</u></p> <p>Children will learn what it is like to be Jewish and explore Jewish beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how</p> 	<p><u>How does the Bible help Christians to live a good life? (FL2.12)</u></p> <p>Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit children will be encouraged to reflect on the influence of Bible stories on individuals and communities. They will also think</p>	<p><u>Moved from Year 4 How do the 5 pillars help Muslims to lead a good life? (CL2.3)</u></p> <p>The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad.</p>  <p>It expands and develops learning about the Five Pillars of Islam as a</p>	<p><u>How do creation stories help people understand the world? FL2.11)</u></p> <p>Children will explore a range of creation stories from Christianity, Judaism, Islam and Sikhism. They will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories.</p>	<p><u>How do different people express their spirituality? (CL2.2)</u></p> <p>This unit explores creative ways in which spirituality may be demonstrated. The children will have opportunities to experiment with a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance.</p> 	

	Jewish people try to live. Children will have the opportunity to explore religious artefacts and texts and will build their enquiry skills, asking and reflecting on a range of questions.	about what it means to lead a good life.	way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these affect the values and lives of believers. They will also learn and specific religious language related to Islam.			
P.E.	<p>3 APPLE</p> <p>Teacher Led PE: Tag Rugby (4 weeks)</p> <p>Children will handle a rugby ball with confidence.</p> <p>Children will evade attackers using footwork and body control.</p> <p>Children will link skills to perform as a team within the basic game principles.</p> <p>Teacher Led PE: Netball (4 weeks)</p>	<p>3 APPLE</p> <p>PPA PE: Gymnastics</p> <p>Children will modify actions using different pathways, directions and shapes.</p> <p>Children will relate strength and flexibility to actions.</p> <p>Children will begin to use basic compositional ideas; reflect and improve.</p> <p>PPA PE: Tennis</p>	<p>3 APPLE</p> <p>Teacher Led PE: OAA (3 weeks)</p> <p>Children will work with others to solve problems.</p> <p>Children will use different strategies to solve problems.</p> <p>Children will both lead others and be led.</p> <p>Children will know the difference between competitive and collaborative activities.</p>	<p>3 APPLE</p> <p>Teacher Led PE: Swimming</p> <p>3 MAPLE</p> <p>Teacher Led PE: Tag Rugby (4 weeks)</p> <p>Children will handle a rugby ball with confidence.</p> <p>Children will evade attackers using footwork and body control.</p> <p>Children will link skills to perform</p>	<p>3 APPLE</p> <p>Teacher Led PE: Swimming</p> <p>PPA PE: Athletics (3 weeks)</p> <p>Children will control movement in response to instructions.</p> <p>Children will demonstrate agility and speed.</p> <p>Children will jump for height and distance.</p> <p>Children will throw with speed and</p>	<p>3 APPLE</p> <p>Teacher Led PE: Swimming</p> <p>3 MAPLE</p> <p>PPA PE: Athletics (3 weeks)</p> <p>Children will control movement in response to instructions.</p> <p>Children will demonstrate agility and speed.</p> <p>Children will jump for height and distance.</p> <p>Children will throw with speed and power</p>

	<p>Children will perform basic netball skills such as passing and catching using recognised throws.</p> <p>Children will implement the basic rules of netball.</p> <p>3 MAPLE</p> <p>Teacher Led PE: Swimming</p> <p>Children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Children will learn to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Children will perform safe self-rescue in different</p>	<p>Children will identify and describe some rules of tennis.</p> <p>Children will learn forehand hitting, developing accuracy.</p> <p>Children will begin to “rally”, working cooperatively with a partner.</p> <p>3 MAPLE</p> <p>Teacher Led PE: Swimming</p>	<p>Teacher Led PE: Handball (3 weeks)</p> <p>Children will be able to show basic passing and catching skills. Learn basic defensive techniques. Implement the rules of handball.</p> <p>3 MAPLE</p> <p>Teacher Led PE: Swimming</p> <p>PPA PE: Gymnastics</p> <p>Children will modify actions using different pathways, directions and shapes.</p> <p>Children will relate strength and flexibility to actions.</p> <p>Children will begin to use basic compositional</p>	<p>as a team within the basic game principles.</p> <p>Teacher Led PE: Netball (4 weeks)</p> <p>Children will perform basic netball skills such as passing and catching using recognised throws. Children will implement the basic rules of netball.</p>	<p>power and apply appropriate force.</p> <p>PPA PE: Rounders (3 weeks)</p> <p>Children will be able to play simple rounders games.</p> <p>Children will apply some rules to games and develop and use simple rounders skills.</p> <p>3 MAPLE</p> <p>Teacher Led PE: OAA (3 weeks)</p> <p>Children will work with others to solve problems.</p> <p>Children will use different strategies to solve problems.</p> <p>Children will both lead others and be led.</p> <p>Children will know the difference between competitive and</p>	<p>and apply appropriate force.</p> <p>PPA PE: Rounders (3 weeks)</p> <p>Children will be able to play simple rounders games.</p> <p>Children will apply some rules to games and develop and use simple rounders skills.</p>
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	water-based situations.		ideas; reflect and improve. PPA PE: Tennis Children will identify and describe some rules of tennis. Children will learn forehand hitting, developing accuracy. Children will begin to “rally”, working cooperatively with a partner.		collaborative activities. Teacher Led PE: Handball (3 weeks) Children will be able to show basic passing and catching skills. Learn basic defensive techniques. Implement the rules of handball.	
MFL Niveau Bleu	Meet <i>Nounours</i> , Albert.  Learn greetings and classroom instructions. Learn numbers 1-3. Look at map of France and introduce children to place names in Paris. 	Practise greetings and classroom greetings. Learn numbers 0,4,5 and 6. Look at map of the UK. Introduce the  le Royaume-Uni countries and capital cities in the UK. Revise use of capital letters. Introduce concept of a bilingual dictionary.	Learn new classroom instructions Learn numbers 7-10. Look at use of capital letters for names of landmarks/monuments Learn the conjunction ‘ou’  le Sacré-Cœur	Learn the names of Paris landmarks. Sentence Building Look at the adverb ‘à’ and the verb ‘il y a’ so that children can learn how to say, read and write a simple sentence... <i>À Paris, il y a le Centre Pompidou</i> 	Learn the names of different places in a town (common and proper nouns) Learn to say how old they are. (Introduce idea that in French, we say ‘What age do you have?’ using the verb avoir). Introduce ‘circumflex’ accent above ‘â’ in âge. Learn to say where they live.	Learn names of places in London Recall vocabulary from pictures and practise reading aloud by listening to a model.  Introduce acute accent é. Give spoken and written descriptions of a place.