

**Term: Autumn 1 Year: 2025/26**

**Year Group: 3 Teacher: Mrs Sant**

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| **Week beginning**(date and additional information) | **Literacy**Unit title..Objectives..Grammar focus… | **Mathematics**Unit title…Objectives… | **Foundation**  |
| 1. **1/9/25**

*INSET DAYS 1st & 2nd Sept.**Children in Wed - Fri* | English Benchmark(Rising Stars Year 2 Summer 2 – SPaG,Reading and Spelling) First 100 HFWs assessmentAR assessment – following results – new reading books given.**Recounts:**Assess independent writing and ability to recount personal experience – Postcards Wish You Were Here Book | Maths benchmark (Rising Stars Year 2 Summer 2) **Place Value:*** Pre-learning – Place Value
* Represent numbers to 100
* *Arithmetic Friday Recapping Year 2 addition methods and Test 1 from Scheme.*
* *Times tables benchmark Test 1*
 | **PE**: Football**PSHE**: School and Classroom Rules ‘No Outsiders’ – Beegu By Alex Deacon: To be welcoming – No Outsiders banners and chanting outside.Jigsaw pieces - feel a sense of belonging and understand their place in the Juniors, hopefully bringing a renewed feeling of unity and community along with positivity about being back at school, in a new building, class and Key Stage. **Computing:** Lesson 1 E-Safety* Safety In Numbers

**Guided Reading** : Tom’s Exciting Morning Text and questions**RE** – What is Religion and Religious Education?Symbols on page with thoughts – recapping of knowledge so far. |
| **2) 8/9/25****Literacy Counts:****‘Egyptology’**  | **Immersion in Text:** Reveal: In the classroom, set up a scene of an Egyptian excavation site. You could use sand, sand-coloured cloths, hessian material, archaeology excavation tools such as trowels, brushes etc., string, stakes, paper bags, a wheelbarrow, small pickaxe, old-fashioned camera. You could also have an archaeologist’s outfit for a child to wear (or you could dress up yourself and act in role). Allow the children time to explore the scene and the objects, encouraging them to explore further through questioning. You could ask: - Who do the objects belong to? What tells you this? - Tell me more… - Where do you think this scene is set? Why? - What job might this person have? How do you know? Now place the papyrus from the Vehicle Text in with the scene. Allow the children to explore the hieroglyphs etc. Prompt the children with further questioning: - Does this give us any more clues as to where/when/who? - Has anyone seen images like this before? Tell me more… - How does this link to the objects? - Who might it belong to? - What could it be for? - What could the images be showing/representing? Now read aloud to the children the words on the front of the papyrus in the book: *‘The two lines of hieroglyphs on the left read: “Isis, Lady of Heaven, Mistress of the Gods, She grants that you live for ever and eternity.” On the right: “Osiris, the great God, foremost in the West, Lord of Busiris, who is in the Holy Mound.”’* Explore the children’s thinking with them. Do they have any questions? Does anyone have any knowledge around this that they would like to contribute? Is there anything that intrigues them? Is there anything that puzzles them? Children Write/Sentence Accuracy: Children to record any questions or predictions they might have based on the objects, papyrus and inscription from the Vehicle Text. D2:Grammar and Vocabulary in Context/Sentence Accuracy: Pre-teach the vocabulary *before* introducing the children to the Vehicle Text. This would be a great opportunity to use this vocabulary in a sentence using year group expectations (e.g. conjunctions etc) Children Write: Children can explore the meaning of unknown words by creating lists of synonyms, explanations, alternative examples etc – again refer to p.29. Hand out the new or unfamiliar words from the Vehicle Text. What do they mean? Have you heard any of them before? Discuss. What is the tune of the text? (p. 31). Examine the sentences found in the Vehicle Text and ask the children questions that will elicit responses about the effect it has on the reader. For example: * What kind of character is the narrator of the journal?
* How do you know?

**D3:**Enjoy, Explore and Respond to the Text: Share with the children the first double-page spread in the Vehicle Text (headed ‘Arrival at Cairo’). The children could have a copy of the pages in pairs or groups to enable them to study the images and words. Read the first two ‘typed’ paragraphs on the page (beginning ‘Yesterday I…’ and ending ‘…daily basis!’). Encourage the children to question what they see and read. Reread the following extract taken from the start of the Vehicle Text (headed ‘Arrival at Cairo’ – read in last episode).• What is being suggested about the aim of the trip? Which words suggest this? • How does the author provide clues about the type of character the narrator is? • How is Emily Sands feeling at this stage? • What do you think might happen next? Why? • What is unanswered? *Yesterday, I had a glimpse of the pyramids on the train to Cairo. Potent symbols of the mysterious land of Egypt, they reminded me of all I have come to discover – the dusty tombs, the ornate temples, the golden treasures and the strange unearthly mummies.* *But I have also come to find something more, for I have with me an old papyrus belonging to the Farncombe family, which some believe contains a clue to the location of the tomb of Osiris. It is my aim to find this tomb, and reveal its treasures to the whole world!* *At Patsy’s, I spoke to some archaeologists who are going out to Giza. They told me that excavations in Egypt – near the pyramids and elsewhere – continue apace, with exciting discoveries being made on an almost daily basis!*Using the extract and questions (as a guide), encourage the children to highlight words and phrases and annotate their thinking. Incidental Write: Setting Description Look again at the descriptions of the sights Emily Sands describes: *…the dusty tombs, the ornate temples, the golden treasures and the strange unearthly mummies.* Provide the children with images from the Vehicle Text such as the pyramids on the ‘Arrival at Cairo’ pages, the tombs on the ‘Beni Hasan an Amarna’ pages and any of the small ‘sketches’ of the setting. Children to write a setting description paragraph using the images and words studied so far to support. Encourage them to think about how they can portray the feeling of ‘discovery’ and the ‘unknown’ to the reader through their word choices.

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| Example Teacher Modelled Write: *The dusty,* *barren lands of the Egyptian desert lay sprawled* *as far as the eye could see. In the distance lay* *unknown treasures, glistening like beacons. They* *were calling to all those around. The low,* *murmuring wind wound its way through the* *undiscovered tombs, taking fine-powdered sand* *with it and depositing it into mounds.*  |   |

**D4:**Explicitly share the writing outcome with the children of this part of the Unit: Writing Purpose: To narrate. Writing Outcome: To write an Egyptian mystery narrative. Grammar and Vocabulary in Context: Pre-teach the vocabulary *before* introducing the children to the Example Text. Children can explore the meaning of unknown words by creating lists of synonyms, explanations, alternative examples etc – again refer to.Read the example text as a class. Confirming understanding as we read. Create some sentences together as a class to show how to use the new words.**D5:** What is the tune of the text? (p. 33). Examine the sentences found in the Example Text and ask the children questions that will elicit responses about the effect it has on the reader, for example: • How is the main character feeling? How do you know? • What atmosphere has been created? Which words tell you this? • How do they capture the reader’s interest and imagination? • What impact do these phrases have on the reader and why? • What questions do they create in our minds? • What is being suggested?  | **Place Value:** * Partition numbers to 100
* Number line to 100
* Exploring hundreds numbers
* Representing numbers to 1000
* *Arithmetic Friday Recapping Year 2 addition methods, some simple application and Test 2 from Scheme. Times Tables Assessment and practice*
 | **PE** – Football**PSHE** – No Outsiders follow up work – placards display around Beegu – how to be welcoming. Follow up work and suggestions to improve problems. **Computing:** Lesson 2 E-Safety* Safety In Numbers

**Guided Reading** : New Guided Reading Book – Swallow Journey – By Vivian French – illustrated by Karin Littlewood. – Session 1 - Questions written by Mrs S **Science** – An Introduction to Animals, including humans (skeletons) and Pre-learning**French** – All About Me – PSHE Book  **Geography** – New topic of Africa – Pre- learning for this topic.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features – Locate Africa using an Atlas, the Globe and Google Earth. (Photo for books)* Name and locate the Equator, Northern, Southern, Western and Eastern Hemispheres.
* Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the wider world – Africa.

**RE –** Explain how Christians view God, what he means to them and what they think he is like**.** **Art & Design ~** Begin work on planning out piece for exhibition. Studies on drawing using shapes and then adding in detail.  |
| 1. **15/9/25**
 | **D1:** Grammar and Vocabulary in Context: A or An Ask the children to consider the following noun phrases. Ask the children, in pairs, to put each of the noun phrases into a sentence, using either *a* or *an* to precede them. What do they notice? Can they identify the rule for using *a* or *an*? (p.34). Children Write/Sentence Accuracy: Invite the children to design a poster to demonstrate the *a* or *an* rule. **D2:** Writing Purpose: To narrate. Writing Outcome: To write an Egyptian Mystery Narrative. Familiarisation with Language Features: Annotate an enlarged copy of the Example Text to familiarise children with the structures and features to support children with writing their Egyptian Mystery Narrative. Use different coloured marker pens and a key to enable the children to familiarise themselves with these structures.  1) Egyptian Mystery Narrative Structure: The first paragraph ‘the setting’ is described and the character is searching for the lost tomb The second paragraph the search continues and a secret passage is found The third paragraph shows the character finding the secret tomb and the character is scared The fourth paragraph describes the character meeting a danger in the tomb The fifth paragraph describes the character escaping from the tomb Language Features: This Egyptian mystery narrative uses noun phrases to describe the surroundings This Egyptian mystery narrative uses prepositions and prepositional phrases to explain where objects are This Egyptian mystery narrative is written in first person (e.g. I, my) This Egyptian mystery narrative uses words and phrases to show us how dark the setting is This Egyptian mystery narrative uses phrases with ‘something’ in to make the reader imagine This Egyptian mystery narrative uses words to ‘show not tell’ the reader how the character is feeling This Egyptian mystery narrative asks the reader questions. **D3:** Grammar in Context: Show Not Tell Focusing on the Writer Knowledge: You could make the setting dark using ‘show not tell’, explore this with the children. Explain that this means we want the reader to understand that, for example, the setting is dark, without saying ‘the setting is dark’. Using the Show Not Tell resource (p. 37), the children can explore different ways to do this before writing a paragraph using this technique. Cut out the words from each set. The children need to choose a word and write down different ways they could show this without using that word. E.g. *bright – Shielding my eyes with my hands, I walked towards the pyramid.* Incidental Write: Show Not Tell Example Teacher Modelled Write:

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| *Looking through the dim light, I could barely* *make out the flight of well-worn steps that lay before me.* *With a quivering hand, I felt my way along the* *rough, ancient stone walls and shuffled my feet forwards. The* *light from my torch flickered like a flame.* *“This is what I’ve waited for,” I whispered to myself, hoping* *my words would calm my trembling body. I could**feel a bead of sweat trickle down my forehead as**I took my first tentative step down into the depths**of the mysterious, underground cavern.*  |   |

**D4:**Writing Purpose: To narrate. Writing Outcome: To write an Egyptian Mystery Narrative. Gathering Ideas: Children will be writing their Egyptian Mystery Narrative from the first person and will choose a setting and threat from the list below. NB. It is important that the children have a choice around the setting and events in their story and that these are different from the Example Text and the teacher modelled writing. Discuss the structure of an Egyptian Mystery Narrative Plan (p. 39). When planning with the children encourage them to consider the following questions: In groups and pairs, collect ideas from the children using the Gathering Ideas resource (p. 38) and encourage discussions about the possibilities they may have. Consider all the vocabulary work at the start of the unit and be selective about what words and phrases will be included in the plan. NB ensure you use the Working Wall when modelling planning to encourage the children to do the same during the planning and writing process. Modelled plan for para 1.Children to complete their plan for para 1.**D5:** Writing Purpose: To narrate. Writing Outcome: To write an Egyptian Mystery Narrative. Example Teacher Modelled Write: Now, through modelled writing, demonstrate how the class plan is being used to inform the writing of the first paragraph (1: Search for lost place and journey described). Below is a suggested shared write of a character entering an ancient Egyptian burial ground in search of a lost scroll.

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| *The words of warning still echoing in my mind,* *I proceeded forward with a mixture of* *apprehension and excitement coursing through* *me. With the daylight beginning to fade to* *darkness, I narrowed my eyes to make out the* *perilous path that lay before me. The imposing,* *ancient pillars towered above me. The light from**the torch in my trembling hand guided my steps* *towards the unknown.* Children can then write their own opening using their own completed plans (based on the choices they made from the ‘Plan’ episode of learning).  |   |

 | **Place Value:*** Partitioning numbers to 1000
* Flexible partitioning numbers to 1000
* Exploring hundreds, tens and ones
* Finding 1, 10 or 100 more or less
* *Arithmetic Friday Recapping Year 2 addition methods, some simple application and Test 3 from Scheme. Times Tables Assessment and practice.*
 | **PE** – Football**PSHE –** My Happy Mind**Computing:** Lesson 3 E-Safety* Fact or Fiction

**Guided Reading** : New Guided Reading Book – Swallow Journey – By Vivian French – illustrated by Karin Littlewood. – Session 2 Questions written by Mrs S **Science** – Animals, including humans (skeletons) **French** – All About Me**Geography** – Move on to incorporate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones – The Prime Meridian – add into description of location of Africa. Describe some of the characteristics of these geographical areas. Look at the areas of Africa and what the land is used for: Desert, rainforest, mountainous, savannah and grasslands.**History** – Introduce the topic of Africa from a historic perspective – Pre-learningLooking at the major events chronologically – Placing events on a timeline building on from previous events – adding arrows to denote.**RE –** Begin to understand how Christians describe God and how they learn from stories and art**Art & Design ~** Continue with final pieces for exhibition plan out A4 pieces of work to tell the story of the Swallow’s Journey. Using study skills – shapes and develop detail. |
| 1. **22/9/25**
 | **D1:**Punctuation in Context: Inverted Commas for Direct Speech/Sentence Accuracy Look at how the speech marks are used in the Example Text. Can the children identify the correct way to use inverted commas? Provide the children with the following modelled write, enlarged and model how to insert inverted commas. Children Write: Sentence Accuracy Children could write 2 or 3 sentences in their books using inverted commas for direct speech, using the example above as a model. This would also be an opportunity to reinforce year group sentence expectations. Think about encouraging children to write contextualised sentences that they will need when they are compelling their extended Egyptian mystery. **D2:**Feedback on para 1 – whole class feedback – introduce children to this approach.Continue with planning for final piece of Mystery Narrative – para 2.Guided planning work.Children to plan their own para 2.*Search continues - secret route found.***D3:** Guided write for para 2 - *Search continues - secret route found* – children to write their own para 2.**D4:** Whole class feedback – para 2 Continue to plan for final piece – para 3.Class plan - *Lost place found. Character is scared.*Children to plan for their own para 3.**D5:** Guided write for para 3 – *Lost place found. Character is scared*Children to write their own para 3. | **Place Value:*** Comparing numbers to 1000
* Ordering numbers to 1000
* Counting in 50s
* HOT Maths Place Value & COLD maths Addition and subtraction.
* *Arithmetic Friday Recapping Year 2 subtraction methods, some simple application and Test 4 from Scheme. Times Tables Assessment and practice*
 | **PE** – Football**PSHE –** My Happy Mind**Computing:** Lesson 4 E-SafetyFact or Fiction**Guided Reading:** Continue working on Swallow Journey for the Exhibition Session 3**Science** – Animals, including humans (skeletons) **French** – All About Me**Geography:** Research the human and physical features of the area – compare to UK knowledge – building on from Y1 & Y2 – briefly check knowledge of features and differences. Flap charts.Begin to research the River Nile in Africa and its usage over time. **History –** Complete timeline from previous session. Early human life in Africa. Begin to research this topic to discover how to uncover facts and how to present learning. Focus on Early humans being the leaders in the growth of humankind across the globe and the great settlers – developing the beginning of farming and trading of goods from the Nile and beyond. **Art & Design:** Continue with final piece – complete detail and then begin watercolour background. Once dry, add in watercolour to actual birds themselves.**D&T–** Begin to design and plan to create a swallow using milk cartons as the base and build up shapes and wings using recycled materials.  **RE** – Continue to understand how Christians describe God and how they learn from stories and art |
| 1. **29/9/25**
 | **D1:** Whole class feedback – para 3 Continue to plan for final piece – para 4.Class plan - *Something scary happens – trapped*Children to plan for their own para 4.**D2:** Guided write for para 4 – *Something scary happens – trapped*Children to write their own para 4.**D3:** Whole class feedback – para 4Continue to plan for final piece – para 5.Class plan - *Escape to safety*Children to plan for their own para 5.**D4:** Guided write for para 5 – *Escape to safety*Children to write their own para 5.**D5:** To complete any outstanding work on paragraphs so far. | **Addition & Subtraction:*** Adding and subtracting 1s
* Adding and subtracting 10s
* Adding and subtracting 100s
* Adding 1s across a 10
* *Arithmetic Friday Recapping Year 2 subtraction methods, some simple application and Test 5 from Scheme. Times Tables Assessment and practice.*
 | **PE** – Football**PSHE –** My Happy Mind**Guided Reading:** Continue working on Swallow Journey for the Exhibition – Poetry work for display**Science** – Animals, including humans (skeletons) **French** – All About Me**Geography** – Complete piece of work about the usage of the River Nile in the development of Africa.**History –** Complete work on Early Human Life in Africa.**D & T** – Begin build of swallow using pneumatics. D&T day.**RE** – Continue to understand how Christians describe God and how they learn from stories and art |
| 1. **6/10/25**
 | **D1: Publishing of final piece.****D2:** Grammar in Context/Sentence Accuracy: Prepositions Provide children with a list of prepositions (p.40) and refer back to the examples in the Example Text. Remind the children that they are used to show the position of a character or object in relation to others and a useful word class to help the reader visualise the narrative. Work on examples together as a class to incorporate prepositions using the new stimulus – such as finding Tutankhamun’s death mask. Bring in ideas and vocab already explored to help embed the idea of prepositions – ideas to be used for second narrative.Children Write: Sentences created by the children, using the class ones as inspiration.  **D3:**Second Egyptian Mystery Narrative: Provide stimuli for *an additional* Egyptian Mystery Narrative, ensuring that there is a provocation to write that motivates children. These could include: * a range of different setting images – Valley of the Kings – show images to the children to aid planning ideas for the initial scene setting.
* a range of ancient Egyptian artefacts that could be ‘lost’ - example Tutankhamun.

Begin to plan as a class for a three-paragraph piece.Paragraph 1 – Scene setting – Valley of the Kings – incorporated into the search for the lost place and the journey.Children to plan their own para 1 – second piece.**D4**: Guided write for Para 1 – Valley of the Kings - incorporated into the search for the lost place and the journey.Look over the WAGOLL – analyse with the children – highlighting great example sentences and useful vocabulary – reminder of vocabulary already explored.Children to write their own para 1 of second piece.**D5:** Whole class feedback shared for para 1.Begin to plan for para 2 of second piece – *Search continues - secret route found -* *lost place found.*Children to plan for para 2. | **Addition & Subtraction:*** Adding 10s across 100
* Subtracting 1s across a 10
* Subtracting 10s across 100
* Adding two numbers – no exchanging
* *Arithmetic Friday – Consolidating new Y3 methods and Test 6 from Scheme. Times Tables Assessment and practice.*
 | **PE** – Football**PSHE –** My Happy Mind**Science –** Animals, including humans (skeletons0 **French –** All About Me**History** – Why was Egypt so important to the development of Africa and how did it become such a powerful nation in Africa? More brief work on this – more coverage of Pharaohs being leaders and great historic figures. <https://www.google.com/search?q=why+is+Egypt+so+important+to+the+development+of+Africa+info+for+kids&safe=active&sca_esv=a623e55cf0889534&rlz=1C1GCEB_enGB990GB990&biw=1280&bih=593&tbm=vid&ei=aeAYZ9T1AbO4hbIPueqDgAs&ved=0ahUKEwiUzuqxtaSJAxUzXEEAHTn1ALAQ4dUDCA0&uact=5&oq=why+is+Egypt+so+important+to+the+development+of+Africa+info+for+kids&gs_lp=Eg1nd3Mtd2l6LXZpZGVvIkR3aHkgaXMgRWd5cHQgc28gaW1wb3J0YW50IHRvIHRoZSBkZXZlbG9wbWVudCBvZiBBZnJpY2EgaW5mbyBmb3Iga2lkczIFECEYoAEyBRAhGKABSLAVUMwDWOUTcAB4AJABAJgB4QGgAe4JqgEFMS4yLjS4AQPIAQD4AQGYAgagAqIIwgIEECEYFZgDAIgGAZIHBTEuMi4zoAeGHA&sclient=gws-wiz-video&surl=1#fpstate=ive&vld=cid:85374e27,vid:zYxC14pCaJ0,st:0> **Geography –** BIG FIVE grids - Look at protection of habitat to protect life. Using computers to present findings. Four boxes and then one focused animal.**D & T –** Complete build of animal - D&T day.**Art & Design ~** Using the book Tales From Africa – begin to create T-Shirt design using the creatures in the story. Bold animal head design, framed by African surface pattern design.  |
| 1. **14/10/24**
 | **D1:**To complete plan for para 2 if needed.Review and analyse modelled write for para 2.Highlight why this is a great example and useful vocabulary – reminder of vocabulary already explored.Children to begin writing their own para 2.**D2:**Complete para 2 if needed.Begin planning for para 3 – something scary happens. Class plan and then children to complete their own plan.**D3:**  Review and analyse modelled write for para 3.Highlight why this is a great example and useful vocabulary – reminder of vocabulary already explored.Children to begin to write para 3.**D4:** Complete para 3 – final para of second piece.*D5: Exhibition work completion session.* | * **Addition & Subtraction:**
* Subtracting two numbers – no exchange
* Adding two numbers across a 10
* Adding two numbers across 100
* Subtract two numbers across a 10
* Times Tables assessment

Addressing misconceptions | **PE** – Football**PSHE –** My Happy Mind**RE –** Why Christians use symbols and design their own**Science –** Animals, including humans (skeletons) **French –** All About Me**Geography** – Complete outstanding work and all Exhibition related work ready for display**History –** Why was Egypt so important to the development of Africa and how did it become such a powerful nation in Africa? *More brief work on this – more coverage of Pharaohs being leaders and great historic figures.* **Art & Design ~** Using the book Tales From Africa – complete T-Shirt design using the creatures in the story. Bold animal head design, framed by African surface pattern design.  |
| 1. **20/10/25**

**4 days in with children** | Complete exhibition work for Tuesday.Rising Stars - Reading Assessment Rising Stars – SPaG AssessmentRising Stars Spelling Assessment | * **Addition & Subtraction:**
* Subtract two numbers across 100

Completion of Exhibition work. | **PE** – Football**PSHE –** My Happy Mind**History –** Complete outstanding work and all Exhibition related work ready for display**Geography –** Complete outstanding work and all Exhibition related work ready for display**D & T –** Complete outstanding work and all Exhibition related work ready for display**Art & Design** - Complete outstanding work and all Exhibition related work ready for display |
| Possible school visit from Gauntlet Birds Of Prey – African birds focus - awaiting results Possible exhibition work:D&T – Making swallows using pneumatics.Artwork taken from the illustrations of Swallow Journey – watercolour piecesPoetry from Swallow’s JourneyT-shirt design and painting using Tales from Africa book – by K P Kojo |

**Wider Curriculum Objectives Covered This Half Term** – Milestones/HT/other SOW

Identify SMSC and British Values in red

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| **Mrs Riddle – see personal plans.****Science – Animals, including humans (skeletons)** ***(Food and Our Bodies)*** (Social) * Working together to complete and investigation. Respecting others’ opinions.

(Spiritual) * Listen to the opinions and ideas of others and know that we may not all agree on everything.

(Cultural) * By asking questions about the

 ways in which scientific discoveries from around the* world have affected our lives.

(Moral) * ­By considering that not all

 developments have been good because they have caused harm to theenvironment and to people.**Subject Knowledge Objective:*** Identify that animals, including humans, need the right types and amounts 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.

**Working Scientifically*** Gather, record, classify and present data in a variety of ways to help in answering questions.
* Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
* Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
 | **Computing** – ESafety(Spiritual)* By understanding the advantages and limitations of ICT.
* By using the internet as a

Gateway to big life issues.(Moral)* By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger.
* By highlighting ways to stay safe when using online services and social media
* By being prepared to work with technology to forge new relationships.
* By discussing the impact of ICT on the ways people communicate.
* The importance of e-safety – Understand taking responsibility both in person and online.
* Understand the need for privacy settings and strong passwords – Privacy and Security.
* Digital Literacy – continuous – cross-curricular
* Internet research and publishing.
* AR – Assessment and Quizzes.
 | **Religious Education**(Spiritual and cultural)(Spiritual)* Understanding the significance or belief in Jesus as Father, Son and Holy Spirit.

(Moral) * Asking questions about God

(Social)* How is God viewed in the modern world? What do you think about God? Do you believe in God?

(Cultural) * Engaging with art works about the Trinity.
* How do Christians use symbols to explain what God is like?
* What does Christian art teach about the Trinity, Father, Son and Holy Spirit?

**The children will learn:*** Christians believe God can be described in many different ways: creator, sustainer, almighty, father, and judge.
* Christians believe there is one God in three persons. (Trinity).
* How Christians identify the three parts of the Trinity.
* To talk about God using Christian symbolism.
* To talk about their own ideas about God.
* That the Holy Spirit is represented by symbols in art.
* The meaning of some symbols used in art for the Holy Spirit.

**Outcomes:*****Emerging******(Some children)*** I can use some religious words to say how Christians describe God.I can talk about some people’s beliefs about God.I can say what I think about my own ideas about God. I can suggest some meaning of Christian symbols used in art for the Holy Spirit.***Expected******(All children)***I can describe what some Christians believe about God.I can make a link between my own ideas about God and those of others.I can suggest some meanings in Christian symbols about GodI can use a metaphor to describe God. I can describe three examples where the Holy Spirit is expressed in symbolic form in art.I can describe some ideas about who the Holy Spirit is and what the Holy Spirit does. ***Exceeding******(Few children)*** I can describe the impact of believing in God on some Christian people.I can show I understand differentI can compare and contrast different opinions about God.I can compare and contrast different symbolic forms for the Holy Spirit.I can explain their importance to Christians. | **Physical Education** – Football(Spiritual) * By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative.
* By being aware of one’s own strengths and limitations

(Moral) * By discussing fair play and the value

 of teamwork.* By developing positive sporting behaviour.

(Social)* By developing a sense of belonging and self-esteem through teamwork.

**Subject knowledge and objectives:*** play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
* develop flexibility, strength, technique, control and balance.

-Warms up within the pitch to familiarise with basic skills and team work etc.-Focusing on the accurate method of passing and receiving the ball.-Applying skills to small group and full class activities – building strength and balance.-Activities to work on rules of the game.-Applying all skills, strategies and knowledge to team games.  |
| **Music** – Ongoing Skills(Social)* By discussing what would happen if musicians in a band/group didn’t cooperate.
* By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.

(Cultural)* By giving all pupils an opportunity to take part regularly in singing.

Objectives:* Play and perform in solo and ensemble contexts using voices with increasing accuracy, fluency, control and expression.
* Appreciate and understand a range of high-quality live and recorded music drawn from different traditions.
 | **Art** & Design- Great British Inventions(Spiritual)* By exploring different artists’ interpretations of a key figure or event and asking what the artist was trying to convey.

(Social)* By sharing of resources.
* Group Artwork based on inspiration of Da Vinci – a study of birds using pencil sketching techniques.
* The Iron Man – Ted Hughes.
* Collage / mixed media – exhibition

Objectives:* To create sketch books to record their observations and use them to review and revisit idea.
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
* Develop ideas from starting pointsthroughout the curriculum.
* Collect information, sketches and resources.
* Adapt and refine ideas as they progress.
* Explore ideas in a variety of ways.
* Select and arrange materials for a strikingeffect.
* Ensure work is precise.
* Use coiling, overlapping, tessellation, mosaicand montage.

Use different hardnesses of pencils to show line, tone and texture.* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber to correct mistakes).
* Use shading to show light and shadow.
 | **Design Technology** – (Social)* By exploring dilemmas that individuals may face and developing practical solutions to these problems.
* By considering cultural influences on design.
* By asking questions about functionality v aesthetics.

Objectives:* Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
* Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Children reviewing designs through exploration of Great Inventors:* Build a model using pneumatics in the style of a bird or bat as Da Vinci did to create and build his flying machine, inspired by bird and bat flight.
 | **Geography** – (Spiritual) * By making links with historywhen exploring theenvironment and speculatingon why the landscape is as itis.

(Moral) * By considering how peopletreat the environment; posingquestions such as, ‘How arewe changing our surroundings– are some things for thebetter and others for theworse?’ Who benefits andwho suffers? What should beour personal response tothese? Who should look afterour environment?

(Social)* By considering socialresponsibility e.g care for theenvironment, impact of trafficon the local area, tourism.

**Subject knowledge and objectives:*** Ask and answer geographical questions about the physical and human characteristics of a location.
* Explain own views about locations, giving reasons.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
* Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
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| **History** – Great British Inventors:(Spiritual) * By considering how thingswould be different if thecourse of events had beendifferent.

(Moral) * By going beyond the factsand asking pupils to makehypotheses and posequestions such as ‘what if…?’

(Cultural)* By exploring human achievements and creativity in relation to worldwide communications

By developing a sense of awe and wonder at human ingenuity.• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events.• Use appropriate historical vocabulary to communicate, including:     • dates     • time period     • era     • change     • chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Suggest causes and consequences of some of the main events and changes in history.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | **Modern Foreign Language –** All About Me(Social)* By learning the skill of communicating in different ways
* By exploring different social conventions e.g. forms of address.

Objectives:* Listen attentively to spoken language and show understanding by joining in and responding.
* Speak in sentences, using familiar vocabulary, phrases and basic language structures.
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
* read carefully and show understanding of words, phrases and simple writing
* Appreciate stories, songs, poems and rhymes in the language
* Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
* Describe people, places, things and actions orally\* and in writing.
 | **PSHE** - General Classroom & ‘No Outsiders’(Spiritual) * By developing awareness of

 and responding to others’ needs and wants* By exploring meaning and

 purpose for individuals and society* By developing resilience and

 inner strength(Moral) * By exploring what is right and

 wrong and to work out what we need to do in this particular community to make sure everyone thrives.(Social)* By helping pupils to engage in

 a democratic process for agreeing the rules for community life.* By creating opportunities for

 pupils to exercise leadership and responsibility; pupils might be asked ‘Why do we think this important?’ ‘What could we do about it?’(Cultural)* By providing pupils with

 opportunities to make choices about some aspects of classroom and school lifeSchool and Classroom Rules ‘No Outsiders’ – Beegu By Alex Deacon: To be welcoming. I know the behaviour that makes someone feel like an outsider and I know how to make someone feel welcome.  |  |
| **Exhibition Work Planned for Display:**Artwork based on BIG FIVE – written work to go with each illustration – describing habitat and area mostly found within - unique features – main draw for safari travellers/visitors to see wildlife in its natural surroundings (Geog).Description of early human life – Factfinding research, followed by written piece, complete with illustrations (Hist).Project – BIG FIVE inspiration for moving creatures. Design drawings – moving creature made with pneumatic (D&T)Egyptology piece – Archaeological investigation into what life was like during the Egyptian period – written piece as the archaeologist Emily Sand.Animal Life poetry – Kenning Poem Life poetry – two verses to portray life in their eyes – What is life? What does it mean to them.Life in motion sculpture – whole class work, creating three sculptures showing movement – life drawing inspiration.Work based on the Book – Swallow Journey – artwork based on the book with descriptions of the Swallow and its migration as part of its life. |