Year 3 Curriculum

From tiny seeds beautiful minds blossom and grow…

BALMORAL
LEARNING TRUST

Welcome to our Year 3 Curriculum

In this document you will find information about science and the foundation subjects that we teach in year three. English and Maths information can be found in a separate document.

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow"

Science: Plants (1)

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to name and explain the parts of a flowering plant.	Grow, seed, bulb, (tuber), leaf (petiole), root (root hairs), stem, flower (petals, sepals, stamens, ovary, pollen, eggs), fruit, germination, seedling, water, light, temperature, nutrients, reproduction, pollination (wind, insect), fertilisation, seed, dispersal	L.O. to begin to use a science model to describe.	<u>Observation over time</u> How does water travel up the stem to the flowers?
L.O. to name and explain the parts of a flowering plant.		L.O. to begin to use a science model to describe.	
L.O. to understand what conditions plants need to grow.		L.O. to describe patterns in data, charts and graphs.	
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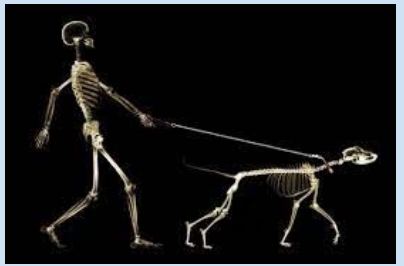
L.O to explain how water gets around plants.		L.O. to describe patterns in data, charts and graphs.	
L.O to explain how water gets around plants.		L.O. to describe patterns in data, charts and graphs.	

Science: Forces and Magnets

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. To know what a force is L.O. To be able to identify forces	Force, push, pull, contact force, distance force, gravity, force arrow, movement (associated terminology), magnetic, magnetism, poles (north, south), attract, repel, non-magnetic	To begin to use a science model to describe	<u>Pattern Seeking</u> Does the size and shape of a magnet affect how strong it is?
L.O. To find out how objects move on different surfaces.		To select suitable equipment and predict cause and effect linked to friction. To carry out an investigation	
L.O. To explain what mass and weight are and use these to measure gravity force.		To label a science model showing gravity force.	
L.O. to describe and explain how a magnet works.		To begin to use a science model to describe.	
L.O. To sort and classify materials into magnetic and non-magnetic		To predict cause and effect.	
L.O. to investigate the strength of magnets.		To construct a bar chart to display our results. To make scientific predictions.	

Science: Animals including humans

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to explain what animals need to stay healthy.	Nutrition, nutrients, diet (balanced/unbalanced), sugar, protein, fat, vitamins, minerals, water, energy, oxygen, feeding, eating, photosynthesis, circulation, blood, heart, vertebrate, invertebrate, skeleton (simple examples of bones), support, protection, movement	L.O. to begin to use a science model.	<u>Identifying, Classifying and Grouping</u> How do the skeletons of different animals compare?
L.O. to understand and explain what a balanced diet is.		L.O. to begin to use a science model.	
L.O. to understand and explain what a balanced diet is.		L.O. to begin to use a science model.	
L.O. to understand and explain why animals have skeletons.		L.O. to remember science words.	
L.O. to understand and explain why animals have skeletons.		L.O. to remember science words.	
L.O. to understand and explain how animals move.		L.O. to begin to use a science model.	

Science: Rocks

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to know that there are different types of rocks.	Rock (types), smooth, shiny, rough, crumbly, grainy, crystals, hard, soft, cold (etc), fossil (types), sediment, layers, pressure, soil, organic matter, vegetation, compost	L.O. to create groups for sorting	<u>Research using secondary sources</u> How are fossils formed?
L.O. to know rocks have lots of uses.		L.O. to combine properties required for an application.	
Science Week			
L.O. to know how fossils are formed.		L.O. to research using secondary sources. (Enquiry)	
L.O. to know how fossils are formed.		L.O. to begin to use a science model to describe.	
L.O. to know that soils are made from rocks and organic matter.		L.O. to remember science words used before	

Science: Plants (2)

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to name the parts of a flower.	Grow, seed, bulb, (tuber), leaf (petiole), root (root hairs), stem, flower (petals, sepals, stamens, ovary, pollen, eggs), fruit, germination, seedling, water, light, temperature, nutrients, reproduction, pollination (wind, insect), fertilisation, seed, dispersal	L.O. to begin to use science models to describe.	<u>Observation over time</u> How does water travel up the stem to the flowers?
L.O. to understand and explain why plants have flowers.		L.O. to begin to use science models to describe.	
L.O. to describe and explain pollination.		L.O. to remember science words	
L.O. to describe and explain pollination.		L.O. to remember science words	
L.O. to explain how plants spread their seeds.		L.O. to identify cause and effect in investigations.	
L.O. to explain how plants spread their seeds.		L.O. to identify cause and effect in investigations.	

Science: Light

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to identify sources of light. L.O. to sort light sources into natural and man-made.	Light, dark/darker/darkest, bright/brighter/brightest, dim, light source (various), eye, reflect, reflective, shiny, dull, shadow, block (transparent, opaque)	L.O. To begin to use a science model to describe.	<u>Comparative and Fair Test</u> What is the best material to block light? (Data Loggers)
L.O. to identify which materials reflect light.		L.O. to predict using cause and effect.	
L.O. to identify which materials let light through		L.O. to predict using cause and effect.	
L.O. to explain what a shadow is		L.O. to predict using cause and effect.	
L.O. Fair test - What happens to a shadow when the object moves closer to the light source?		L.O. to predict using cause and effect.	
L.O. to explain why strong light can be dangerous.		L.O. To begin to use a science model to describe.	

Geography: Our Region

Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to identify which region we live in (our counties)	Newcastle-Upon-Tyne, Gateshead, North and South Tyneside, Sunderland. County Durham, Northumberland, Teeside City, region, county, town, landmarks, population Ordnance survey Grid reference	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use four-figure grid references to build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to use aerial photographs of Sunderland, Durham, Middlesbrough and Newcastle and identify physical and human features		
L.O. introduce OS maps with attention to the symbols and introduce 4 figure grid references. L.O. to use maps to find out facts about each of the four cities		
L.O. to use maps to find out facts about each of the four cities		
L.O. to use information from maps and aerial photographs to produce fact files on four cities in our region		

Geography: The Rainforest (1)

Learning Objectives	Vocabulary	Fieldwork Skills
Geography Kickstart - Zoolab Visit	Climate, deforestation, equator, Tropic of Cancer, Tropic of Capricorn, tropical belt, humid, native tribes, species, weather, layers, canopy, emergent, understory, forest floor.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use four-figure grid references to build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to use a map to identify the Equator, the tropics and the areas of the world containing rainforests and to understand the significance of their position.		
L.O. to be able to identify different global climate zones and describe the climate in the tropics.		
L.O. to compare climates in the Rainforest and the UK		
L.O. to be able to describe key aspects of physical geography (Layers of the rainforest)		
L.O. to understand geographical similarities and differences by comparing the Amazon Rainforest with a Forest in our locality		

Geography: The Rainforest (2)

Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity (deforestation)	Climate, deforestation, equator, Tropic of Cancer, Tropic of Capricorn, tropical belt, humid, native tribes, species, weather, layers, canopy, emergent, understory, forest floor. Economic activity, settlement, land use Grid reference	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use four-figure grid references to build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity and changes over time (deforestation)		
Retrieval Lesson L.O. to use world maps to locate country, continent and city. L.O. to recall and give examples of human and physical features		
L.O. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.		
L.O. to use fieldwork to observe, measure and record the human and physical features in the local area		
L.O. to use the 8 points of a compass and four figure grid references to build knowledge of the UK and the wider world		

History: Ancient Egypt

Learning Objectives	Vocabulary	Skills
Pre Assess - What do you already know? What do you want to find out? L.O. to understanding chronological order and the terms BC and AD (map alongside Stone Age)	Use words such as: 'decades', 'centuries', 'BC', 'AD', 'ancient', 'chronological'.	Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened. Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago events happened.
L.O. to understand why the Nile was important to Ancient Egypt.		Begin to show knowledge and understanding of a period of history beyond living memory. Recognise that there are reasons why people in the past acted the way they did.
L.O. to understand the importance of the Rosetta Stone and how writing was used in Ancient Egypt.		Identify the achievements of the earliest civilisations. Begin to identify some of the ways the past is represented.
L.O. to understand social order and find out about the different jobs in Ancient Egypt.		Begin to show knowledge and understanding of a period of history beyond living memory.
L.O. to understand the role of the Pharaoh in Ancient Egyptian society and the significance of pyramids.		Identify and begin to describe historically significant people and events in situations. Suggest why certain people acted as they did in history.
L.O. to compare life in Stone Age Britain to Life in Ancient Egypt		Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened. Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago events happened.

History: The Stone Age

Learning Objectives	Vocabulary	Skills
To look at the chronology of events in the Stone Age.	Use words such as: ‘decades’, ‘centuries’, ‘BC’, ‘AD’, ‘ancient’, ‘chronological’.	Sequence several events or artefacts. Use mathematical knowledge to begin to work out how long ago events happened.
To describe changes across this time period.		Describe events from the past using dates when things happened related to the unit of study. Use a timeline within a specific period of history to set out the order that things might have happened.
To explain what Stone Age people ate and how they got their food. (Consider change from hunter gatherer to farming communities and make comparison with rainforest tribes)		Begin to identify some of the ways the past is represented. Suggest why certain people acted as they did in history.
To use retrieval to sort true and false statements based on an archaeological case study. (Use of historical source)		Use sources of information that go beyond a simple observation to answer questions about the past. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past.
To use a range of sources to gather information about Skara Brae.		

History: Stone Age to Iron Age

Learning Objectives	Vocabulary	Skills
Skara Brae To use a range of sources to gather information about Skara Brae	Use words such as: ‘decades’, ‘centuries’, ‘BC’, ‘AD’, ‘ancient’, ‘chronological’.	Use sources of information that go beyond a simple observation to answer questions about the past. Use documents, printed sources, databases, the internet, photographs, buildings, museums, visits etc to collect information about the past. Suggest why certain events happened as they did in history.
Bronze Age/Iron Age To compare and describe changes across a time period.		Describe events from the past using dates when things happened related to the unit of study. Recognise that there are reasons why people in the past acted the way they did. Identify the achievements of the earliest civilisations.
Bronze Age/Iron Age To compare and describe changes across a time period.		
L.O. to use research skills to find out about hunter gatherer life moving to farming communities		Begin to show knowledge and understanding of a period of history beyond living memory.
L.O. to use research to write a non-chronological report about hunter gatherer life moving to farming communities		

Computing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety (Project Evolve)
NCCE Curriculum focus area	Computing systems and networks	Programming	Programming	Data and information	Creating media	Creating media	• Self image and identity • Online relationships • Online reputation • Online bullying • Managing online information • Health, well-being and lifestyle • Privacy and security • Copyright and ownership
NCCE Computing Unit	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Events and actions Writing algorithms and programs that use a range of events to trigger sequences of actions. tion that tells a story.	Branching databases Building and using branching databases to group objects using yes/no questions.	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	
Software / hardware required	Unplugged (www.paintz.app lesson 3)	Scratch	Scratch	J2E https://www.j2e.com/jit5#branch ***free version available but children can't save work	Tablets, iMotion app, pivotanimator.net ***only some parts of this unit may be deliverable due to hardware/software	Adobe Spark (free for education, but requires signing up) Can adapt to use with Google Slides/Docs	

PHSRE:

Autumn	**Belonging to a community/citizenship** I understand the reasons for rules and laws in wider society. I understand the importance of abiding by the law and what might happen if rules and laws are broken. I know what human rights are and how they protect people. I can identify basic examples of human rights including the rights of children. I know that I have both rights and responsibilities. I understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.	**Safe Relationships** I understand what is appropriate to share with friends, classmates, family and wider social groups ***(including online)*** I know about what privacy and personal boundaries are ***(including online)*** ***I have basic strategies to keep myself safe online e.g. passwords, using trusted sites and adult supervision*** I know that bullying and hurtful behaviour is unacceptable in any situation and the effects and consequences of bullying for those people involved. ***I know about bullying online and the differences between this and face to face bullying.*** I know what to do and whom to tell if I experience bullying or hurtful behaviour.	**Respecting Ourselves and Others** I can recognise respectful behaviours e.g. helping others, including others, being responsible. I know how to model respectful behaviour in different situations e.g. at home, at school, ***online*** I know what it means to treat others, and be treated, politely I understand the importance of self respect and the right to be treated respectfully by others. I understand the ways in which people show courtesy in different cultures and in wider society.	**SUMO** **Change Your T Shirt** **Fruity Thinking**

PHSRE:

Spring	**Families and Friendships** I can recognise and respect that there are different types of families (including single parents, same-sex parents, step parents, blended families, foster and adaoptive parents) To understand that being part of a family provides support, stability and love. I know the positive aspects of being part of a family such as spending time together and caring for each other. I know about the different ways people can care for each other. I can identify when/if someone in my family is worried or upset. I know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.	**Media literacy and Digital Resilience** ***I understand how the internet can be used positively for leisure, for school and for work.*** ***I can recognise that images and information online can be altered or adapted and the reasons for why this happens.*** ***I have strategies to recognise whether something I see online is true or accurate.*** ***I know how to evaluate whether a game is suitable to play or a website is appropriate for my age-group.*** ***I know how to make safe, reliable choices from search results.*** ***I know how to report something seen or experiences online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.***	**Money and Work** I know about the jobs that people may have from different sectors e.g. teachers, business people, charity work. I understand that people can have more than one job at once over their lifetime. I know about common myths and gender stereotypes related to work. I know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM. I know about some of the skills needed to do a job, such as teamwork and decision-making. I can recognise my interests, skills and achievements and how these might link to future jobs. I know how to set goals that i would like to achieve this year e.g. learn a new hobby.	**SUMO** **Hippo Time is OK** **Remember the Beachball**

PHSRE:

Summer	**Physical Health and Mental Health** I understand about the choices people make in daily life that could affect their health. I can identify healthy and unhealthy choices e.g. in relation to food, exercise and sleep. I know about what can help people to make healthy choices and what might negatively influence them. I understand about habits and that sometimes they can be maintained, changed or stopped. I know about the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle. I know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. I understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health. I know about the things that affect feelings both positively and negatively. I have strategies to identify and talk about my feelings. I know about some of the different ways that people express feelings e.g. words, actions, body language I know how to recognise how feelings can change over time and become more or less powerful.	**Growing and Changing** I understand that everyone is an individual and has unique and valuable contributions to make. I recognise how strengths and interests form part of a person's identity. I know how to identify their own personal strengths and interests and what they are proud of (in school, out of school). I can recognise common challenges to self-worth e.g. finding school work difficult, friendship issues. I have basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.	**Keeping Safe** I know how to identify typical hazards at home and in school. I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. I understand about fire safety at home including the need for smoke alarms. I understand the importance of following safety rules from parents and other adults. ***I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety.*** 	**SUMO** **Learn Latin** **Ditch Doris Day**

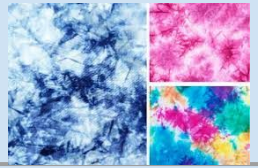
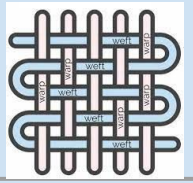
Foreign Language: Language Angels

Autumn 1	Phonetics 1-2 (C)/I'm learning French (E)	Phonetics Lesson 1 Introduction to France	Phonetics Lesson 2 Ça va	Comment Tu T'Appelles	Nos 1-10	Les Couleurs	Revision Listening Exercise
Autumn 2	Animals (E)	Les Animaux 1	Les Animaux 2	Les Animaux 3	Les Animaux 4	Les Animaux 5	Revision Listening Exercise
Spring 1	Fruits (E)	Les Fruits 1	Les Fruits 2	Les Fruits 3	Les Fruits 4	Les Fruits 5	Revision Listening Exercise
Spring 2	Musical Instruments (E)	Les Instruments 1	Les Instruments 2	Les Instruments 3	Les Instruments 4	Les Instruments 5	Revision Listening Exercise
Summer 1	Ancient Britain (E)	Ancient Britain 1	Ancient Britain 2	Ancient Britain 3	Ancient Britain 4	Ancient Britain 5	Revision Listening Exercise
Summer 2	I can (E)	Je Peux 1	Je Peux 2	Je Peux 3	Je Peux 4	Je Peux (anagrams)	Revision Listening Exercise

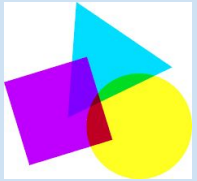
Art: Prehistoric Art

Exploring Prehistoric Art	Create sketchbooks to record their observations and use them to review and revisit ideas. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing.	
Charcoal Animals	Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Children scale up their drawings from the previous lesson and use a different medium, charcoal, in their work.	
Prehistoric Palette	Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. • Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	After experimenting with the colours and effects that can be created using natural materials, pupils make their own paints using spices and objects found on a nature walk.	
Painting on the Cave Wall	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • About great artists, architects and designers in history.	Children paint their prehistoric animal picture that they drew earlier in the topic.	
Hands on a Cave Wall	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Children work on a collaborative class piece of prehistoric inspired art, creating hand prints onto a textured background	

Art: Craft

Mood Board	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques.	Children carefully select and curate fabrics, colours, textures and images to inspire them in this topic through making a Rainforest mood board.	
Tie-dying Materials	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Relating the technique to wax resist, children learn how to create patterns on materials using tie-dye, exploring different effects.	
Paper Weaving	Develop their techniques, including their control and their use of materials. • Improve their mastery of art and design techniques, including weaving. • Learn about great artists, architects and designers in history.	Pupils look at how to use strips of paper to create a weave, familiarising themselves with terms such as warp and weft.	
Weaving other Material	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques, including weaving.	Using their weaving skills from the previous lesson and their tie-dyed materials from Lesson 2, children weave with fabric using a loom.	
Sewing a T-shirt	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Improve their mastery of art and design techniques, including sewing.	Using their tie-dyed t-shirt from Lesson 2, children sew a shape or fabric weave onto the front, inspired by their Rainforest mood board.	

Art: Formal Elements

Seeing simple shapes	Pupils should be taught to develop their techniques, including their control and their use of materials.	Children go on a shape hunt around the school, identifying, drawing and labelling the different shapes that make up the objects they find.	
Geometry	To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay].	Taking a simple drinks can, children learn to first study an object to identify the simple geometric shapes it's made up of, before sketching out the details using light guidelines.	
Working with Wire	To improve their mastery of Art and design techniques, including drawing, painting and sculpture. with a range of materials [for example, pencil, charcoal, paint, clay].	Following a template, children work with wire, bending and twisting it to create the form of an Iron Man, using smaller pieces of wire to add features.	
The four rules of shading	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Children learn and apply the four rules of shading; to work evenly and neatly, in one direction, with straight edges and no gaps.	
Shading from Light to Dark	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Continuing with their work on tone, pupils employ their patience to practice shading smoothly from light to dark, filling the outline and background of an Iron Man template with tone, contrasting the background with the inside of the template.	

Art: Art and Design Skills (Stand Alone Lessons)

Drawing: My Toy Story	To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Bringing in their favourite soft toy from home, children draw from observation, first positioning the toy so they have their preferred vantage point, then sketching in the basic shape outlines using the natural movement of the wrist before finally adding in details.	
Craft and Design: Shadow Puppets	To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].	Children create Christmas inspired shadow puppets from templates or by drawing their own silhouettes, then make and decorate a puppet theatre using a cereal box, ready for a performance.	

Design Technology

Shell Structures, Levers and Linkages, Healthy and Varied Diet

Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Investigate similar products to the one to be made to give starting point for a design Observe, draw and sketch products to understand how products are made. Think ahead about the order of work and decide upon tools and materials Plan a sequence of actions to make a product with labelled designs Plan their designs to include a range of joins **Example:** Water transporter/Rainforest drink	Choose tools and equipment which are appropriate for the task Start to understand how to make structures stronger (by giving them a wide base) Measure and cut out accurately Use scoring and folding for precision Join fabrics and explore fastenings e.g. Sew on buttons Analyse the taste, texture, smell and appearance of food Combine a number of components together in different ways Work in a safe, hygienic way	Evaluate their product recognising what has gone well Suggest which elements they could improve in the future Discuss how well the product meets the design criteria Evaluate food by taste, flavour, texture etc.	Apply their understanding of how to strengthen, stiffen and reinforce more complex models and structures created Understand and use mechanisms like pulleys in their products to create movement	Develop sensory vocabulary/knowledge using smell, taste, texture and feel Understand and apply the principles of a healthy and varied diet Measure and weigh ingredients appropriately Analyse the taste, texture, smell and appearance of a range of foods Join and combine a range of ingredients to create food Begin to select and use own ingredients in cooking food (predominantly savoury) Work safely and hygienically

Music: Autumn Term

Singing

Learn a wide range of songs from memory that are in unison with some simple parts and be able to sing them in tune with increased confidence.

Sing appropriate material confidently and fluently with increased expression, breath control and using the correct posture for a Christmas performance.

Playing

Perform a repeated pattern to a steady pulse when playing instruments.

Create and control sounds on instruments (including tempo/speed-dynamics/volume

Maintain own part with awareness of how the different parts fit together to achieve an overall effect

Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Combine sounds to create textures

Internalise short melodies and play these on pitched instruments (play by ear)

Composing

Pupils should compose in response to different stimuli, e.g. Trains journey in Brazil.

Create repeated patterns and combine several layers of sound with awareness of the combined effect and create textures.

Recognise and explore the ways sounds can be combined and used expressively

Improvise - devise melodic phrases - using pentatonic scales

Listening

Develop an understanding of music by Vivaldi, Debussy, Saint - Saens and Heitor Villa - Lobos.

To understand music from the Samba tradition.

Describe and give opinions of the music heard with some use of musical vocabulary.

Recognise how the different musical elements are combined and used expressively and be able to name orchestral instruments.

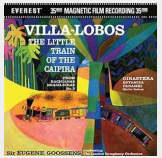
Compare and contrast two different pieces of music.

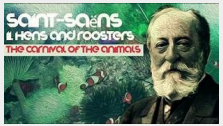
Musical Elements

Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.
Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms.
Dynamics: understand getting louder and quieter in finer graduations.
Tempo: understand getting faster and slower in finer graduations
Timbre: identify a range of instruments by name and how they are played.
Discuss the quality of 'voice' of both instrumental and vocal pieces.
Texture: recognise different combinations of layers in music.
Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.

Listening Repertoire

Prélude à l'après - midi d'un faune - Debussy
Saint Saens - Carnival of the Animals - March of the Lions and the Elephant.
The Little train of the Caipira - Heitor Villa - Lobos
Samba music for dancing - variety
Winter by Vivaldi





Music:

Spring Term

Singing

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression and dynamics- (p and f - loud/soft).

Sing rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)

Sing in tune in a group and alone

Sing rounds (canons) and partner songs, maintaining their own part with some support.

Playing

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Develop playing a tuned instrument.

Play and perform melodies using staff notation - (GAB)

Perform a repeated pattern to a steady beat.

Copy melodic and rhythmic patterns and phrases.

Composing

Pupils should compose in response to different stimuli eg: sounds from home/town and use dimensions of music.

Represent sounds on a graphic score.

Create repeated patterns and combine several layers of sound with awareness of the combined effect/ creating textures.

Improvise a melodic pattern.

Listening

Listen with attention to detail and recall sounds with increasing aural memory - look for different timbres and how this helps to create the intended effect.

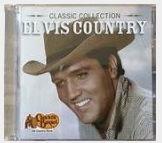
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Kerry Andrew - Modern composer - Country music and its origins.

Musical Elements

Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. High, low, rising, falling pitch range do - so.
Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms. Use crotchets, paired quavers and minims - read three notes on the stave - do - me - vocab : stave, clef.
Dynamics: understand getting louder and quieter in finer graduations. Loud/ forte quiet/ piano
Tempo: understand getting faster and slower in finer graduations - Down beats fast (allegro) slow (adagio) pulse and beat
Timbre: identify a range of instruments by name and how they are played.
Discuss the quality of 'voice' of both instrumental and vocal pieces.
Texture: recognise different combinations of layers in music unison, layered and solo. Harmony - drone.
Structure: develop an understanding of repetition (ostinato) and echo.
(verse/chorus) structures and repeat signs. Call and response; question phrase and answer phrase.

Listening Repertoire

Country Music - Dolly Parton, Kenny Rogers, Elvis Presley
No place like home - Kerry Andrew



Music:

Summer Term

Singing	Playing	Composing	Listening	Musical Elements

Listening Repertoire

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PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I can persevere with a task and improve my performance through regular practise I cope well and react positively when things become difficult. I have begun to challenge myself.I know where I am with my learning. I try several times if at first I don't succeed I ask for help when appropriate.	**Social Skills** **I cooperate well with others and give helpful feedback** **I help organise roles and responsibilities and I can guide a small group through a task.** **I am happy to show and tell others about my ideas.** **I show patience and support others listening carefully to them about our work.** **I can help, praise and encourage others in their learning.**	**Cognitive Skills** **I can identify specific parts of a performance to work on.** **I can understand ways (criteria) to judge a performance.** **I can use my awareness of space and others to make good decisions.** **I can explain what I am doing well and have begun to identify areas for improvement.** **I have begun to order instructions, movements and skills.** **I can explain why someone is working or performing well.** **With help I can recognise similarities and differences in performance.**	**Creative Skills** **I can link actions and develop sequences of movements that express my own ideas.** **I can change tactics, rules or tasks to make activities more fun or more challenging.** **I can recognise similarities and differences in movements and expression.** **I can make up my own rules and versions of activities.** **I can respond differently to a variety of tasks.** **I can select and fit movements together to fit a theme.** **I can begin to compare my movements and skills with those of others.**	**Physical Skills** **I can perform a variety of movements and skills with good body tension.** **I can link actions together so that they flow.** **I can perform and repeat longer sequences with clear shapes and controlled movement.** **I can select and apply a range of skills with good control and consistency.** **I can perform a sequence of movements with some changes in level, direction or speed.** **I can perform a range of skills with some control and consistency.**	**Health and Fitness** **I can describe the basic fitness components.** **I can explain how often and how long I should exercise to be healthy.** **I can record and monitor how hard I am working.** **I can explain why we need to warm up and cool down.** **I can describe how and why my body changes during and after exercise.** **I use equipment appropriately and move and land safely.** **I can say how my body feels before during and after exercise.**
Coordination Footwork **Static Balance** One Leg	**Dynamic balance to Agility** Jumping and Landing **Static Balance** Seated	**Dynamic Balance** on a Line **Coordination** Ball Skills	**Coordination** Sending and Receiving **Counter Balance** With a partner	**Agility** Reaction/Response **Static Balance** Floorwork	**Agility** Ball Chasing **Static Balance** Stance

core real PE

RE: New Syllabus

Autumn 1	Autumn 2
What do Christians learn from the Creation story? Make sense of belief: • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	**What is it like for someone to follow God?** Make sense of belief: • Make clear links between the story of Noah and the idea of Covenant Understand the impact: • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: • Make links between the story of Noah and how we live in school and the wider world.

RE:

Spring 1	Spring 2
How do festivals and worship show what matters to a Muslim? Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g.how God is worth worshiping; how Muslims submit to God) Understand the impact: • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting,celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	**How do festivals and family life show what matters to Jewish people?** Make sense of belief: • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today Understand the impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 

RE:

Summer 1	Summer 2
What kind of world did Jesus want? Make sense of belief: • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Understand the impact: • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections: • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	**How and why do people try to make the world a better place?** Make sense of belief: • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g.tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g.individuals and organisations) • Identify some differences in how people put their beliefs into action Make connections: • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.