

# **St Luke's CE Primary School**



**Year 3 Curriculum  
2025/26**

## **Aims of the school**

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self-esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self-reliance and confidence.
- To provide a broad and balanced skill-based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self-discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

### **We hope that parents will work towards the school's aims by:**

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

### **WHOLE SCHOOL FOCI**

Across the school, the key foci will be:

- Communication and language – Development of vocabulary
- Communication and language – Speaking and listening (class assemblies, debate and performances)
- Communication and language – Appropriate social communication, self-expression and developing resilience
- Reading Skills
- Reading for pleasure
- Phonics (EYFS, KS1 and Y3 catch-up groups, INA pupils)
- Handwriting
- Consolidation of the use of 'Big Questions' and lesson questions to structure all units of work

Year 3 is a transition year between KS1 and KS2 and we aim to support all children to become inquisitive, independent and resilient learners. We encourage to ask questions, to take pride in their work and to begin to develop their own academic interests. One key way in which children are enabled to grow is through our annual residential trip to Castleton in the Peak District. Not only is this a fun and enriching trip, and a key part of our school curriculum, but the night away from home helps to teach them about teamwork, being brave and developing some self-reliance.

## **MENTAL HEALTH AND WELLBEING**

Alongside our Global Citizenship and Wellbeing curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities.

Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities

## **EXTRA-CURRICULAR ACTIVITIES**

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips.

Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office).

## **HOMEWORK**

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research. Your child will have a spelling list each week and there will also be regular mathematics homework to support learning in class.

## **REGULAR READING**

At St Luke's, we believe that reading is the foundation of all learning and therefore must be held at the highest of importance. With that said, we ask you to ensure that your child reads at home with an adult on a daily basis and read for pleasure as regularly as possible. Hearing your child read and discussing the book with them will help to improve vocabulary and understanding.

Children may also borrow other books of their choice from the school or local libraries as we encourage children to read as widely as possible and we hope that you will discuss the books with your child and encourage him/her to sample a wide range of literature.

## **PROJECTS**

All children throughout the school may be set projects to work on at home in order to extend their learning and help to develop independent learning skills. This is a fantastic opportunity for you and your child to work together to learn about a topic, expand the children's knowledge about the world, and use the skills they have learned in a purposeful way. The children will be able to develop their skills in English, Maths, Geography, Science, Art, ICT and across the wider curriculum. The main aims of our projects are:

- To develop research skills
- To become an independent learner
- To help prepare for High School with organising their time, focus and stamina
- To expand knowledge and understanding of the world in a flexible, fluid and creative way
- To encourage interests to widen and talents to shine

## **FEEDBACK**

Children will be offered feedback for their learning in many ways including written, verbal, stickers, stamps and as a group. Research suggests that verbal feedback is a powerful tool to open dialogue and help to reinforce main class teaching / address misconceptions. As a school we have recently updated our Feedback policy and this is available to see via the school website in due course.

## **HOME LEARNING**

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. However, should you like to access any online learning, this can be done so via Class Dojo. If illness is prolonged, work can be sent home, and parents in these circumstances are requested to contact school in order to make the necessary arrangements.

## Year 3 Curriculum

### Yearly Overview of Maths Learning (White Rose Maths Scheme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Numeracy</b>	- Place Value - Addition and Subtraction	- Addition and subtraction - Multiplication and Division - Consolidation	- Multiplication and Division - Money - Statistics	- Length and Perimeter - Fractions Consolidation	- Fractions - Time - Properties of Shape	- Mass and Capacity - Consolidation

### Yearly overview of English Learning

#### Writing units:

Year 3	Fictional Recount	Explanation	Narrative	Setting Description	Character Description	Non-Chronological Report
Big Question	What can we discover about a character when we step into their shoes?	How can we explain the powerful forces of nature?	How can we create a story that takes a reader on a journey they won't forget?	How can words help a reader feel like they're really there, even in an imaginary place?	How can we use words to bring a character to life for the reader?	How can we turn facts into something fun and fascinating to read?
Unit Outcome	Write diary entry based on <i>'Man on the Moon: A Day in the Life of Bob'</i> by Simon Bartram.	Write an explanation about how different natural disasters occur e.g. earthquakes (linked to Geography topic)	Write own narrative based on <i>'The Hodgeheg'</i> by Dick King-Smith.	Describe a forest scene from <i>'Hansel and Gretel'</i> by Anthony Browne.	Describe the appearance, character and actions of Miss Trunchbull from Roald Dahl's <i>'Matilda'</i> .	Write a non-chronological report all about endangered animals
Additional units	Instructions		Persuasive Writing		Poetry – Shape Poems	

Integrated within writing units, children will learn correct letter formation, fluent handwriting, spellings, genre-appropriate vocabulary, punctuation and grammar, as well as developing all aspects of communication and language including speaking, listening and reading.

## READING

At our school, we believe reading is the bedrock of all learning. Reading threads through every area of the curriculum and we are passionate about ensuring each child leaves our school as a confident, competent and capable reader, who is not only ready for the future ahead, but finds enjoyment and pleasure from reading, too.

Each Year group has three main priorities within reading that are always at the forefront of the schools' curriculum: comprehension, vocabulary and reading for pleasure. Children who are new to English or who did not manage to acquire the necessary decoding skills in KS1 will continue to have small group catch up phonics interventions as necessary throughout Year 3.

Teaching, Objectives and Examples of Activities	
- Comprehension	<b>Throughout the year, foci will include:</b> Daily Guided Reading Whole Class Reading Phonic Reading Comprehension Termly Benchmarking That will include -inference and deduction skills -specific strategies to decode and understand parts of a text -exploring author themes and meaning for a text -compare texts within the same genre and/or by the same author
- Vocabulary	<b>Throughout the year, foci will include:</b> -developing understanding and use of vocabulary -half-termly concept words designed to cross over each subject -dictionary Skills -understanding meanings -editing work to improve choices -thesaurus work - Year 3 spelling rules and function of word classes
- Reading for pleasure	<b>Throughout the year, foci will include:</b> Library visits Book Challenges Class Text- Read daily Project Work (Reading being the theme for the first project of the year) Book Clubs Sharing Books Peer Reviews Performances Performing book-based plays

<p>- Guided Reading</p>	<p>Regular Guided Reading sessions provide children with the opportunity to be taught and practise key reading skills, as well as gaining experience of a range of text genres.</p> <p>In all sessions, the 'St Luke's Rainbow Reading Skills' will be taught:</p> <ul style="list-style-type: none"> <li>-Word reading (phonics and sight words)</li> <li>-Fluency</li> <li>-Text talk (genre analysis)</li> <li>- Reading for pleasure</li> </ul> <p>Each session will also focus on at least one of the following reading skills:</p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Retrieval</li> <li>- Sequencing/Summarising</li> <li>- inference</li> <li>- Prediction</li> <li>- Commentary and comparisons</li> <li>- Authorial intent</li> </ul>
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Autumn 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Link Question			Do humans or natural disasters cause more pressure on the planet?	Did life change more for humans during the Stone Age or the Iron Age?							
Big Question	Growing Artists Why does an artist use shape, tone and texture?		Why do so many people in the world live in megacities?	How has the discovery of artefacts developed our understanding of the Stone Age?	What is coding?	How do I say hello and goodbye in Spanish? ¿Cómo se dice 'hola' y 'adiós' en español?	<u>R&amp;B</u> , <u>Classical</u> , <u>Musicals</u> , <u>Motown</u> , <u>Soul</u> How can music lift your spirits?	Fundamentals: How can my body become more co-ordinated?	How can we improve our ball control?	What does it mean to be a Christian in Britain today?	In what ways are opposing forces useful?
Lesson Questions	Lesson 1 How does an artist use shape in drawing? Lesson 2 How do you create tone in drawing by shading? Lesson 3 How can texture be created and used in art? Lesson 4 How can observational drawing skills be applied to create a detailed study? Lesson 5 How can composition and scale help to create abstract drawings?	.	Lesson 1: What is a city? Lesson 2: What turns a city into a megacity? Lesson 3: Where are the world's megacities?	Lesson 1 – What misconceptions are there about the Stone Age? Lesson 2 – Who left their footprints on the beach and what were they doing there? Lesson 3 – What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?	Lesson 1 - How do I use a flowchart? Lesson 2 - How do I use timer? Lesson 3 - What is 'repeat'? Lesson 4 - How do I code, test and debug? Lesson 5 - Can I design and create a scene?	Lesson 1 – How do I say hello and goodbye in Spanish? Lesson 2 – How do I ask and respond to the question 'How are you?' Lesson 3 – How do I answer the register in Spanish? Lesson 4 – What's the difference between 'Buenos dias' and 'Hola' and how should I respond to each? Lesson 5 – How do I respond to classroom instructions?	Let your spirit fly – J. Mangona  Colonel Bogey March – Kenneth Alford  Consider Yourself – from the musical 'Oliver!'	Lesson 1 - Why is balance important? Lesson 2 - What speeds can I travel at? Lesson 3 - How can changing my speed outwit others? Lesson 4 - What techniques will I use when jumping, hopping and landing? Lesson 5 - What techniques will I use when skipping with a rope? Lesson 6 - How will the things that I have learned help me overcome challenges?	Lesson 1 - What helps me to track a ball? Lesson 2 - What helps me to track a ball? Lesson 3 - What are the different throwing techniques and when should I use them? Lesson 4 - Should I catch with one or two hands? Lesson 5 - What things make a good dribbler when using your hands? Lesson 6 - How can I improve my tracking, sending and dribbling with my feet?	Lesson 1 – How do Christians express their faith at home? Lesson 2 - How do Christians express their faith at church? Lesson 3 – How and why do different Christians use music in worship? Lesson 4 - How and why do different Christians celebrate holy communion? Lesson 5 – How do Christians make a difference in their local community?	Lesson 1 – What is the difference between a pushing and a pulling force? Lesson 2 – What effect does friction have? Lesson 3 – How do we sort magnetic and non-magnetic materials? Lesson 4 – How can I investigate the strength of different magnets? Lesson 5 – When do magnets attract and when do they repel? Lesson 6 – What game could I design using magnets?

Autumn 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		Textiles: What Are Cross stitch and Applique?	Why do so many people in the world live in megacities?	How has the discovery of artefacts developed our understanding of the Stone Age?	Online safety – How do I stay safe online?	What are the numbers and colours in Spanish? ¿Cuáles son los números y colores en español?	<u>R&amp;B</u> , <u>Classical</u> , <u>Musicals</u> , <u>Motown</u> , <u>Soul</u> How can music lift your spirits?	Dance: How can I move in a sequence with my partner?	How is handball similar to/different from other sports I have played?	How do family life and festivals show what matters to Jewish people?	What is light?
Lesson Questions		<p><b>Lesson 1:</b> How do we sew using cross stitch?</p> <p><b>Lesson 2:</b> How will a template improve the product?</p> <p><b>Lesson 3:</b> How do assemble fabric on your design?</p> <p><b>Lesson 4:</b> How do you decorate fabric using appliqué and cross-stitch?</p>	<p><b>Lesson 4:</b> What are the advantages of living in a megacity?</p> <p><b>Lesson 5:</b> What are the disadvantages of living in a megacity?</p>	<p><b>Lesson 4 –</b> Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <p><b>Lesson 5 –</b> Who was the Red Lady of Paviland and why was 'she' so important?</p> <p><b>Lesson 6 –</b> How did life in Britain at the end of the Stone Age compare with the beginning?</p>	<p><b>Lesson 1 –</b> How can people communicate?</p> <p><b>Lesson 2 –</b> What are 'spoof' websites?</p> <p><b>Lesson 3 –</b> Why do we need restrictions?</p>	<p><b>Lesson 1 –</b> How do I count to 20 in Spanish?</p> <p><b>Lesson 2 –</b> How do I write the numbers up to 20 in Spanish?</p> <p><b>Lesson 3 –</b> What are the colours called in Spanish?</p> <p><b>Lesson 4 –</b> How do I write the names of the colours in Spanish?</p> <p><b>Lesson 5 –</b> A red ball or a ball red? How are sentences using colour adjectives formed in Spanish?</p>	<p>Ain't no mountain high enough – Marvin Gaye</p> <p>You're the first, the last, my everything – Barry White</p>	<p><b>Lesson 1 –</b> What will help me move in unison with my partner?</p> <p><b>Lesson 2 –</b> What actions can I create to move in contact with a partner?</p> <p><b>Lesson 3 –</b> What actions link well together to create a performance?</p> <p><b>Lesson 4 –</b> What ideas will I represent in my sequence?</p> <p><b>Lesson 5 –</b> How will I create a routine to represent a location?</p> <p><b>Lesson 6 –</b> What choreographing ideas can we use to help our dance improve?</p>	<p><b>Lesson 1 –</b> What do I need to think about when throwing and catching on the move?</p> <p><b>Lesson 2 –</b> What do I need to think about when moving towards the goal or away from a defender?</p> <p><b>Lesson 3 –</b> How can I improve my accuracy when shooting?</p> <p><b>Lesson 4 –</b> What is the difference between individual and team defending?</p> <p><b>Lesson 5 –</b> What can I do to lose a defender and find space?</p> <p><b>Lesson 6 –</b> What can I do to keep possession when attacking?</p>	<p><b>Lesson 1 –</b> How do Jewish children express gratitude?</p> <p><b>Lesson 2 –</b> What is Rosh Hashanah?</p> <p><b>Lesson 3 –</b> Why is Yom Kippur so important to Jewish people?</p> <p><b>Lesson 4 –</b> What is the story of The Exodus?</p> <p><b>Lesson 5 –</b> How do Jewish families celebrate Passover?</p> <p><b>Lesson 6 –</b> How do my own experiences of family rituals compare with Jewish family rituals?</p>	<p><b>Lesson 1 –</b> What light sources do we see and use every day and how do they help us?</p> <p><b>Lesson 2 –</b> How will the absence of light affect my predictions?</p> <p><b>Lesson 3 –</b> Which materials are the most reflective?</p> <p><b>Lesson 4 –</b> How does a mirror distort an image?</p> <p><b>Lesson 5 –</b> How is the sun's light harmful?</p> <p><b>Lesson 6 –</b> Which materials make the best shadows?</p> <p><b>Lesson 7 –</b> When do shadows change size?</p>

Spring 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	What is prehistoric art and how can we replicate it?		Why do some earthquakes cause more damage than others?	How did the discovery of metals change the lives of Ancient Britons?	Touch typing – What is touch typing?	Where is Spain? ¿Dónde está España?	<u>Reggae</u> What makes Reggae music so distinctive?	Gymnastics: In what ways do we use balance in gymnastics?	What skills will help me to become a better netball player?	Why is the Bible so important for Christians today?	What makes our bodies healthy?
Lesson Questions	<p><b>Lesson 1</b> How can we apply our understanding of prehistoric art to our own version of it?</p> <p><b>Lesson 2</b> How can we use scale to enlarge drawings in a different medium?</p> <p><b>Lesson 3</b> How can natural products produce pigments to make different colours?</p> <p><b>Lesson 4</b> What range of techniques can we apply to our own prehistoric drawings?</p> <p><b>Lesson 5</b> Which painting skills can we apply to our own collaborative artwork.</p>		<p><b>Lesson 1:</b> What is an earthquake?</p> <p><b>Lesson 2:</b> Where might earthquakes happen?</p> <p><b>Lesson 3:</b> Why don't the largest earthquakes always cause the most death and destruction?</p>	<p><b>Lesson 1</b> – How can we recognise Iron Age hill forts today?</p> <p><b>Lesson 2</b> – What might hill forts have looked like when they were first built?</p> <p><b>Lesson 3</b> – How do we know that life wasn't always very peaceful in the Iron Age?</p>	<p><b>Lesson 1</b> – How should I sit at a computer?</p> <p><b>Lesson 2</b> – What are the different rows called?</p> <p><b>Lesson 3</b> – Which fingers should I use for the different keys?</p>	<p><b>Lesson 1</b> – Where is Spain located within Europe?</p> <p><b>Lesson 2</b> – What are Spain's major geographical features?</p> <p><b>Lesson 3</b> – How is Christmas celebrated in Spain?</p> <p><b>Lesson 4</b> – What's the significance of the Red and Yellow of the Spanish flag?</p> <p><b>Lesson 5</b> – Why do some Spanish people speak other languages at home?</p>	<p>Three little birds – Bob Marley</p> <p>Jamming – Bob Marley</p> <p>Small people – Ziggy Marley</p>	<p><b>Lesson 1</b> – What is the difference between point and patch balances?</p> <p><b>Lesson 2</b> – What actions could I use in the lead up to shape jumps?</p> <p><b>Lesson 3</b> – What different ways can we roll?</p> <p><b>Lesson 4</b> – What helps us transition smoothly in and out of balances?</p> <p><b>Lesson 5</b> – How will matching and contrasting actions and shapes help improve my sequence?</p> <p><b>Lesson 6</b> – How will I use equipment in my sequence?</p>	<p><b>Lesson 1</b> – What is the footwork rule?</p> <p><b>Lesson 2</b> – How can I get nearer to the goal?</p> <p><b>Lesson 3</b> – How can I 'lose a defender'?</p> <p><b>Lesson 4</b> – What can I do to get the ball from the opposition?</p> <p><b>Lesson 5</b> – What will make me a better shooter?</p> <p><b>Lesson 6</b> – How will I use all that I have learned to play a full game?</p>	<p><b>Lesson 1</b> – The Bible is a big book. How is it put together?</p> <p>Why is it so popular?</p> <p><b>Lesson 2</b> – What does the Bible teach Christian people about God, life, the universe and everything?</p> <p><b>Lesson 3</b> – How can the Bible help people if they are tempted to do wrong things?</p> <p><b>Lesson 4</b> – Can Bible stories of lost and found help people today?</p> <p><b>Lesson 5</b> – What are the main ways Christians use the Bible? (Invite in Rev. Helen as a visitor)</p>	<p><b>Lesson 1</b> – What groups can I sort food into?</p> <p><b>Lesson 2</b> – What types of nutrients are in my meal?</p> <p><b>Lesson 3</b> – How do food labels help us to understand nutrient levels?</p> <p><b>Lesson 4</b> – What are some similarities and differences in animal skeletons?</p> <p><b>Lesson 5</b> – In what way does the human skeleton support movement?</p> <p><b>Lesson 6</b> – How do muscles and bones work together?</p> <p><b>Lesson 7</b> – How can I test the effect the length of my femur has on my ability to jump?</p>

Spring 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		Digital world: Wearable technology What is Wearable Technology	Why do some earthquakes cause more damage than others?	How did the discovery of metals change the lives of Ancient Britons?	Touch typing – What is touch typing?	What are the letters of the Spanish alphabet?  ¿Cuáles son las letras del alfabeto español?	<u>Reggae</u> What makes Reggae music so distinctive?	Dodgeball: What skills help us to be good dodgeball players?	What do I need to practise to be good at tennis?	Why are festivals important to religious communities?	It's alive?! How do we know that plants are living things?
Lesson Questions		<p><b>Lesson 1</b> Why should we research and evaluate existing products?</p> <p><b>Lesson 2</b> What is a design criteria?</p> <p><b>Lesson 3</b> How do we program and control a product?</p> <p><b>Lesson 4</b> How can we communicate our ideas to an audience?</p> <p><b>Lesson 5</b> What is computer aided design?</p> <p><b>Lesson 6</b> How can we improve our design after feedback?</p>	<p><b>Lesson 4:</b> How does a volcano form?</p> <p><b>Lesson 5:</b> Why do most volcanoes happen in the same locations as earthquakes?</p>	<p><b>Lesson 4 –</b> What were 'staters' and how did Iron Age people use them?</p> <p><b>Lesson 5 –</b> Why have so many wonderful Iron Age artefacts been found underwater?</p>	<p><b>Lesson 1 –</b> How should I sit at a computer?</p> <p><b>Lesson 2 –</b> What are the different rows called?</p> <p><b>Lesson 3 –</b> Which fingers should I use for the different keys?</p>	<p><b>Lesson 1 –</b> How do I pronounce each Spanish letter?</p> <p><b>Lesson 2 –</b> What can I spy beginning with...?</p> <p><b>Lesson 3 –</b> What letter does this object begin with?</p> <p><b>Lesson 4 –</b> Now can I remember the Spanish alphabet?</p> <p><b>Lesson 5 –</b> Which letters does the Spanish alphabet have that we don't in English?</p>	<p>54-46 Was my number – Toots and the Maytals</p> <p>Ram Goat Liver – Pluto Shervington</p> <p>Our Day will come – Amy Winehouse</p>	<p><b>Lesson 1 –</b> What are the rules of dodgeball?</p> <p><b>Lesson 2 –</b> What steps help me hit a moving target?</p> <p><b>Lesson 3 –</b> What actions will help me avoid being hit?</p> <p><b>Lesson 4 –</b> What height should I attempt to catch a dodgeball?</p> <p><b>Lesson 5 –</b> How can I block an incoming dodgeball?</p> <p><b>Lesson 6 –</b> How can I implement all that I have learned about dodgeball in a tournament?</p>	<p><b>Lesson 1 –</b> What is racket control?</p> <p><b>Lesson 2 –</b> How will a forehand groundstroke help me return a ball?</p> <p><b>Lesson 3 –</b> What is a rally?</p> <p><b>Lesson 4 –</b> Why do we use a two handed backhand?</p> <p><b>Lesson 5 –</b> How do I score points in tennis?</p> <p><b>Lesson 6 –</b> When can we use teamwork in tennis?</p>	<p><b>Lesson 1 –</b> Why do we celebrate?</p> <p><b>Lesson 2 –</b> Why is Divali significant to Hindus?</p> <p><b>Lesson 3 –</b> Why do Muslims celebrate at the end of Ramadan?</p> <p><b>Lesson 4 –</b> What do Christians celebrate at Easter?</p> <p><b>Lesson 5 –</b> What do Christians believe happened on Easter Sunday morning?</p>	<p><b>Lesson 1 –</b> What are the functions of the different parts of a plant?</p> <p><b>Lesson 2 –</b> What do plants need to grow well?</p> <p><b>Lesson 3 –</b> How can I show results in a way that is easy to understand?</p> <p><b>Lesson 4 –</b> How is water transported around the different parts of a flower?</p> <p><b>Lesson 5 –</b> How do the different parts of a flower enable pollination and fertilisation?</p> <p><b>Lesson 6 –</b> What are the stages of a plant's life cycle?</p>

Summer 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Ancient Egyptian scrolls Which ancient techniques can we apply to creating our own Egyptian scrolls?				Spreadsheets - why are spreadsheets useful?	Where should I put my shoes, mi amor, mi amor? ¿Dónde debo poner mis zapatos, mi amor, mi amor?	Disco What makes disco music so fun to dance to?	Gymnastics: How will what I have learnt about balance improve my movements?	How is rounders similar and different to tennis?	What do different people believe about God?	How is the earth below our feet formed?
Lesson Questions	<p><b>Lesson 1</b> How can we investigate the style, pattern and characteristics of Ancient Egyptian art?</p> <p><b>Lesson 2</b> How do we apply design skills inspired by the style of an ancient civilisation?</p> <p><b>Lesson 3</b> How can we apply understanding of ancient techniques to construct a new material?</p> <p><b>Lesson 4</b> How can we apply drawing and painting skills in the style of an ancient civilisation?</p> <p><b>Lesson 5</b> How can we apply an understanding of Egyptian art to develop</p>				<p><b>Lesson 1</b> - How can we display data?</p> <p><b>Lesson 2</b> - What tools can be used when making spreadsheets?</p> <p><b>Lesson 3</b> - What is a cell address?</p>	<p><b>Lesson 1</b> - What are the parts of the face called?</p> <p><b>Lesson 2</b> - What are other important body parts called in Spanish?</p> <p><b>Lesson 3</b> - How can songs help me remember the Spanish names for body parts?</p> <p><b>Lesson 4</b> - What do I wear to school?</p> <p><b>Lesson 5</b> - What should I wear outdoors?</p>	<p>Bringing us together - J. Mangona</p> <p>Good times - Nile Rodgers</p> <p>Ain't nobody - Chaka Khan</p>	<p><b>Lesson 1</b> - How can I jump further?</p> <p><b>Lesson 2</b> - What rolls can I perform from standing?</p> <p><b>Lesson 3</b> - What are the steps of a 'squat on vault'?</p> <p><b>Lesson 4</b> - How can we enter a cartwheel?</p> <p><b>Lesson 5</b> - What movements can link together actions?</p> <p><b>Lesson 6</b> - How will I sequence my performance?</p>	<p><b>Lesson 1</b> - What are the roles in rounders?</p> <p><b>Lesson 2</b> - What is a 'bowling action' in rounders?</p> <p><b>Lesson 3</b> - When should I stop at a base and when should I run?</p> <p><b>Lesson 4</b> - When do fielders use short barriers and two-handed pick-ups?</p> <p><b>Lesson 5</b> - Where should I hit the ball?</p> <p><b>Lesson 6</b> - What skills will I apply to my game?</p>	<p><b>Lesson 1</b> - What do Christians believe about God?</p> <p><b>Lesson 2</b> - What do Muslims believe about Allah?</p> <p><b>Lesson 3</b> - What do Hindus believe about gods and goddesses?</p> <p><b>Lesson 4</b> - What do Humanists believe about God?</p> <p><b>Lesson 5</b> - What are the similarities and differences between different ideas about God?</p>	<p><b>Lesson 1</b> - What different types of rocks are there and how are they formed?</p> <p><b>Lesson 2</b> - What properties of rocks allow us to group them?</p> <p><b>Lesson 3</b> - How are fossils formed?</p> <p><b>Lesson 4</b> - How did Mary Anning contribute to palaeontology?</p> <p><b>Lesson 5</b> - How is soil formed?</p> <p><b>Lesson 6</b> - Are some soils more permeable than others?</p>

	a contemporary response?										
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Summer 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		Cooking and nutrition: Eating seasonally How can seasonal eating improve our nutrition?			Emails – How do I communicate by e-mail?	How would I ask for a sandwich and a drink in Spain? ¿Cómo pediría un bocadillo y una bebida en España?	Disco What makes disco music so fun to dance to?	Dance: How is line dancing different to other forms of dance?	What do I like about my favourite athletics sports?	Why do people pray?	
Lesson Questions		<p><b>Lesson 1</b> Why does our food come from all over the world.</p> <p><b>Lesson 2</b> What is seasonal food?</p> <p><b>Lesson 3</b> What technology skills are needed in food preparation?</p> <p><b>Lesson 4</b> How can we evaluate seasonal food?</p> <p><b>Lesson 5</b> How will your design appeal to its target audience?</p> <p><b>Lesson 6</b> How could you improve your design?</p>			<p><b>Lesson 1</b> - What is communication?</p> <p><b>Lesson 2</b> - How do I compose an e-mail?</p> <p><b>Lessons 3 and 4</b> - How do I use e-mail safely?</p> <p><b>Lesson 5</b> - What is an attachment?</p> <p><b>Lesson 6</b> - Can I compose, send, receive and reply to an e-mail?</p>	<p><b>Lesson 1</b> - What are the main meals called in Spain?</p> <p><b>Lesson 2</b> - How do I say what I like and do not like?</p> <p><b>Lesson 3</b> - What does this menu say?</p> <p><b>Lesson 4</b> - What do I say to order food in Spain?</p> <p><b>Lesson 5</b> - What would I sell in my Spanish cafe?</p>	<p>We are family – Sister Sledge</p> <p>Ain't no stopping us now – McFadden and Whitehead</p> <p>Car Wash – Rose Royce</p>	<p><b>Lesson 1</b> - How do straight pathways and clear changes lead to line dancing?</p> <p><b>Lesson 2</b> - How do canon and unison help improve our line dance performance?</p> <p><b>Lesson 3</b> - What actions can I create around a country and western theme?</p> <p><b>Lesson 4</b> - What role do formations play in line dancing?</p> <p><b>Lesson 5</b> - What dance actions will my choreography contain?</p>	<p><b>Lesson 1</b> - What techniques will help me beat my sprinting personal best?</p> <p><b>Lesson 2</b> - How can I safely pass the baton in a relay?</p> <p><b>Lesson 3</b> - What techniques can I use to jump different ways?</p> <p><b>Lesson 4</b> - How can I improve my distance and accurately when throwing?</p> <p><b>Lesson 5</b> - How far can I pull throw?</p> <p><b>Lesson 6</b> - What skills will help me</p>	<p><b>Lesson 1</b> - What is prayer?</p> <p><b>Lesson 2</b> - How do Muslim people pray?</p> <p><b>Lesson 3</b> - How do Christians pray?</p> <p><b>Lesson 4</b> - How do Hindus pray?</p> <p><b>Lesson 5</b> - What is similar and different in the words of three prayers (Muslim, Christian, Hindu)?</p>	

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