|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | English | Science | History | Geography | Art and design | DT | Music charanga, plus these inks Xylophone | P.E | R.E | French | ICT | PSCHE |
| Autumn 1 | Stories from other cultures  Information Texts Creating Images | Animals including humans | **Geography:** The Indus Valley | | **Art:** Rangoli patterns and Indian art  Indian cooking | | Listen to a range of Asian music styles | Athletics **field**  Dance  [https://www.youtube.com/watch?v=joJvMLYVtSE](https://www.youtube.com/watch?v=joJvMLYVtSE%20) | Places of worship | Numbers and greetings | Media | The Earth/  Schools a are for learning |
| Autumn 2 | Instructions and explanations  Stories by same author  Letters  Humorous poems | Light | **Geography:** Knowing our homeland | | **DT:** Christmas decorations using recycled materials | | Xmas songs | Badminton basketball | Phrases of celebration | Computer Science | You scratch my back No place like home |
| Spring 1 | Myths and legends  Recounts  Traditional poems | Forces and magnets <https://www.youtube.com/watch?v=2OJjbztWitk> | **History:**  Ancient Greece | | **Art:**  Greek vases – Collage and paint https://s-media-cache-ak0.pinimg.com/236x/54/09/dc/5409dcc925145fe72c82c7a74cbf79d1.jpg | | Listen to Greek styles of music | Hockey  Gym | Beginnings | Creating sentences | Data Handling | Peer pressure  The two brothers |
| Spring 2 | Stories about imaginary worlds  Non-chronological reports  Performance poems | Rocks | **Geography**  Compare the UK to a region in Europe <https://www.youtube.com/watch?v=zOti8U_-BNM> | | **DT**  3D imaginary worlds | | Composing on the xylophones | Athletics  Tag rugby  **field** | Instructions and manners | Data Handling | The stranger  Tongue |
| Summer 1 | Adventure stories  Non- chronological reports  Traditional poems | Plants | **Geography:**  Fieldwork in the local area | | **Art:**  Famous artists around the world | |  | Gymnastics  Tennis  **field** | Journeys | Numbers and sentences | E safegurding | Go – givers  The clown of God |
| Summer 2 | Plays and dialogues  Persuasive writing  Shape poems | Plants | **History:**  The Vikings <https://www.youtube.com/watch?v=53wVWfgJ_xQ> | | **DT:**  Moving posters | | Viking Rock  <https://www.youtube.com/watch?v=53wVWfgJ_xQ> | Cricket  Field Dance  <https://www.youtube.com/watch?v=53wVWfgJ_xQ> | Tenses and  verbs | Information Literacy | Chicken soup  Water |

**Art and Design: Cooking**

* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

**History**

* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following The Indus Valley

**Music: Charanga**

**P.E:** Athletics dance [https://www.youtube.com/watch?v=joJvMLYVtSE](https://www.youtube.com/watch?v=joJvMLYVtSE%20)

**Science: Animals including humans**

*Statutory requirements*

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Notes and guidance

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Year 3: Autumn 1ST

Theme:

**R.E: Places of worship whole term**

* Be able to reflect on being alone and belonging to a group
* Identify ways in which this can be applied to religious people
* Describe the benefits of belonging to a community or group
* Identify the responsibilities of belonging to a group
* Know that communities have a history which shapes a sense of belonging
* Know the design and structure of the inside of each building and its key features.
* Identify ways in which this can be applied to religious people
* Know the outside of the building
* Know the way in which worship takes place
* Know that religious buildings are designed to have special atmosphere to promote worship and reflection
* Understand the links between the building and the practices and beliefs
* Be able to reflect on the concept of worship and why people believe in God
* Be able to reflect on concept of prayer (or meditation)

**PSCHE:**

The Earth

School for learning

**French:**

Numbers and greetings

**ENGLISH: Stories from other cultures**

Essential books:

Seasons of Splendour by M Jaffery

The Tiger Child by J Troughton

The Old Man and the Magic Bowl Hamilton Group Reader

Grammar includes: Using grammatical terminology, specifically using and recognising adjectives, nouns and prepositional phrases; using prepositions to express time, place and cause

**ENGLISH: Information Texts**

Essential books:

DK Children’s Book of Sport(pub by DK)

*Various books about sport* see plan

Grammar includes: Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using grammatical terminology

**ENGLISH: Creating Images**

Essential books:

*Various poems* - provided

Grammar includes: Using grammatical terminology specifically by using and recognising adjectives, nouns and adverbs; understanding and using adverbials and fronted adverbials; using and understanding grammatical terminology

**D.T:**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Geography:**

* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

**PSCHE:** Scratch back

No place like home

**Music: Charanga**

Year 1: Autumn 2nd

Theme

**Science: Light**

*Statutory requirements*

* recognise that they need light in order to see things and that dark is the absence of light
* notice that light is reflected from surfaces
* recognise that light from the sun can be dangerous and that there are ways to protect their eyes
* recognise that shadows are formed when the light from a light source is blocked by an opaque object
* find patterns in the way that the size of shadows change.

*Notes and guidance (non-statutory)*

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

**R.E: Places of worship whole term**

* Be able to reflect on being alone and belonging to a group
* Identify ways in which this can be applied to religious people
* Describe the benefits of belonging to a community or group
* Identify the responsibilities of belonging to a group
* Know that communities have a history which shapes a sense of belonging
* Know the design and structure of the inside of each building and its key features.
* Identify ways in which this can be applied to religious people
* Know the outside of the building
* Know the way in which worship takes place
* Know that religious buildings are designed to have special atmosphere to promote worship and reflection
* Understand the links between the building and the practices and beliefs
* Be able to reflect on the concept of worship and why people believe in God
* Be able to reflect on concept of prayer (or meditation)

**P.E:** Badminton basketball

**French:** celebration phrases

**English: Instructions and explanations**

Essential books:

*Various instruction and explanation texts* provided

Grammar includes:

Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding that writing can be first or third person; using and understanding grammatical terminology

**English: Stories by the same author**

Essential books:

I’ll Take you to Mrs Cole by Nigel Gray & Michael Foreman

Dinosaurs & All that Rubbish by Michael Foreman

Grammar includes:

Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using and punctuating direct speech.

**English: Humorous poems**

Essential books:

*The Truth about Teachers* by Paul Cookson et al

*The Works* chosen by Paul Cookson

*Read Me and Laugh* chosen by Gaby Morgan

Grammar includes:

Using grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs; understanding and using adverbs, adverbials and fronted adverbials; using and understanding grammatical terminology .

**Art and Design:**

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

**History:**

* Ancient Greece – a study of Greek life and achievements and their influence on the western world

**Science: Forces and Magnets**

<https://www.youtube.com/watch?v=2OJjbztWitk>

*Statutory requirements*

* compare how things move on different surfaces
* notice that some forces need contact between two objects, but magnetic forces can act at a distance
* observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
* describe magnets as having two poles
* predict whether two magnets will attract or repel each other, depending on which poles are facing.

*Notes and guidance (non-statutory)*

Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door). They should explore the behaviour and everyday uses of different magnets (for example, bar and horseshoe). Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

**P.E:** Hockey gym

**Music: Charanga**

**R.E: Beginnings WHOLE TERM**

* Be able to reflect on the importance society gives to the birth of a baby
* Be able to reflect on their own unique nature and that of others
* Express thankfulness for the birth of a child
* Know and understand the key rituals and terminology associated with birth/naming ceremonies
* Identify and understand the significance of key symbols
* Know and explain the key commitments and beliefs which underpin the ceremonies
* Be able to reflect on beginnings in their own lives
* Explain in simple terms why human beings have special rituals to mark these occasions
* Know where key rituals occur
* Be able to reflect on beginnings in their own lives
* Explain in simple terms why human beings have special rituals to mark these occasions

Year 3: Spring 1st

Theme

**PSCHE:**

Peers pressure

2 brothers

**French:** creating sentences

**English: Recounts**

Essential books:

*The Day I Swapped my Dad for Two Goldfish* by Neil Gaiman & Dave McKean

*Diary of a Killer Cat* by Anne Fine

Grammar includes:

Using adverbs and adverbials (prepositional phrases which act as adverbs); creating complex sentences; using commas after or before phrases and clauses; using and punctuating direct speech.

**English: Myths and legends**

Essential books:

*The Orchard Book of Greek Myths* by Geraldine McCaughrean

*Greek Myths* by Marcia Williams

*The Hamilton Book of Traditional Tales*

Grammar includes:

Using powerful verbs/ beginning to recognise the concept of a verb; understanding that writing can be 3rd or 1st person; using and punctuating direct speech.

**English: Traditional poems**

Essential books:

*A Child’s Garden of Verses* by Robert Louis Stevenson

Grammar includes:

Introducing the idea of tense in verbs; using prepositions to express time or place; writing sentences with more than one clause using a wider range of connectives.

**D.T:**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures
* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.

**Geography:**

* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country <https://www.youtube.com/watch?v=zOti8U_-BNM>

**Science: Rocks**

*Statutory requirements*

* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* describe in simple terms how fossils are formed when things that have lived are trapped within rock
* recognise that soils are made from rocks and organic matter. Notes and guidance
* Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

*Notes and guidance (non-statutory)*

Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

**French:** Instructions and manners

**Music: Charanga**

Year 3: Spring 2nd

Theme

**R.E: Beginnings WHOLE TERM**

* Be able to reflect on the importance society gives to the birth of a baby
* Be able to reflect on their own unique nature and that of others
* Express thankfulness for the birth of a child
* Know and understand the key rituals and terminology associated with birth/naming ceremonies
* Identify and understand the significance of key symbols
* Know and explain the key commitments and beliefs which underpin the ceremonies
* Be able to reflect on beginnings in their own lives
* Explain in simple terms why human beings have special rituals to mark these occasions
* Know where key rituals occur
* Be able to reflect on beginnings in their own lives
* Explain in simple terms why human beings have special rituals to mark these occasions

**P.E:** tag rugby athletics

**PSCHE:** The stranger

Tongue

**English: Stories about imaginary worlds**

Essential books:

*Fantastic Mr Fox* by Roald Dahl

Grammar includes:

Introducing the idea of tense in verbs; using pronouns for cohesion and to avoid repetition and ambiguity; using dialogue punctuation

**English: Non-chronological reports**

Essential books:

Selection of *Harry Potter* books by J K Rowling

Grammar includes:

Extending the range of sentences with more than one clause: compound and complex sentences; using commas after or before phrases and clauses; using pronouns to avoid repetition or ambiguity and to add clarity and cohesion

**English: Performance poems**

Essential books:

Various *performance poems* provided

Grammar includes:

Using and recognising nouns, adjectives and adjectival phrases; using conjunctions to express time or cause; using possessive apostrophe with singular and plural nouns

**Art and Design:**

* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Geography: Local Study**

* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**PSCHE:**

Go givers and clown of God

**Music: Charanga**

**Science: Plants – whole term**

*Statutory requirements*

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

investigate the way in which water is transported within plants

explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

*Notes and guidance*

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Year 3: Summer 1st

**Theme**

**R.E: Journeys whole term**

* Know what is meant by ‘journey’
* Pupils consider their own journeys and ways in which they remember them
* Know some reasons why people go on journeys
* Identify possible religious destinations
* Know about one religious destination/place of pilgrimage
* Know the significance of what happens there
* Consider the benefits people gain from taking part in a religious or spiritual journey
* Pupils know and can retell stories from at least two religious traditions about journeys
* Know the meaning and significance of the stories for the followers of those religions
* Pupils reflect on the stories and the events portrayed and draw their own conclusions from them
* Ability to apply the lessons learned

**P.E:**

Gym tennis

**French:** numbers and sentences

**English: Adventure Stories**

Essential books:

*The Hodgeheg* by Dick King-Smith

Grammar includes:

Extending sentences using adverbials and fronted adverbials; using commas to separate fronted adverbials; using and punctuating direct speech; using a wide range of connectives to create sentences with more than one clause

**English: Non-chronological reports**

Essential books:

*Selection of websites about computer games*

Grammar includes:

Using the perfect form of verbs to mark relationships of time and cause; using commas after or before phrases and clauses; using pronouns to avoid repetition or ambiguity and to add clarity and cohesion

**English: Traditional poems**

Essential books:

*Going to the Fair* by Charles Causley

*The Puffin Book of Fantastic First Poems*

Grammar includes:

Using adverbs and fronted adverbials; using commas after fronted adverbials; using grammatical terminology correctly and with confidence

**DT:**

* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages

**History: the Viking struggle for the Kingdom of England to the time of Edward the Confessor**<https://www.youtube.com/watch?v=53wVWfgJ_xQ>

* Viking raids and invasion
* resistance by Alfred the Great and Athelstan, first king of England
* further Viking invasions and Danegeld

**Science: Plants – whole term**

*Statutory requirements*

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

investigate the way in which water is transported within plants

explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

*Notes and guidance*

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

**PSCHE:**

Chicken soup /water

**Music: Charanga**<https://www.youtube.com/watch?v=53wVWfgJ_xQ>

Year 3: Summer 2nd

Theme

**R.E: Journeys whole term**

* Know what is meant by ‘journey’
* Pupils consider their own journeys and ways in which they remember them
* Know some reasons why people go on journeys
* Identify possible religious destinations
* Know about one religious destination/place of pilgrimage
* Know the significance of what happens there
* Consider the benefits people gain from taking part in a religious or spiritual journey
* Pupils know and can retell stories from at least two religious traditions about journeys
* Know the meaning and significance of the stories for the followers of those religions
* Pupils reflect on the stories and the events portrayed and draw their own conclusions from them
* Ability to apply the lessons learned

**P.E:** Dance <https://www.youtube.com/watch?v=53wVWfgJ_xQ> cricket

**French:**

tenses and adverbs

**English: Plays and Dialogues**

Essential books:

*The Witches* by Roald Dahl

*Plays for children: The Witches*, adapted by David Wood

*Other plays for children* adapted from Roald Dah

Grammar includes:

Understanding and using adverbs; using and punctuating direct speech; using powerful verbs; using and understanding grammatical terminology

**English: Shape poems: Playing with form**

Essential books:

*I Like this Poem* by Kaye Webb

*Read Me, Read Me First* and *The Works*

are desirable

Grammar includes:

Using possessive apostrophe with singular/plural nouns; extending the range of sentences with more than one clause; using a wide range of conjunctions

**English: Persuasive writing**

Essential books:

*Advertisements* in magazines and on TV

Grammar includes:

Using a wide range of connectives to extend sentences to include more than one clause; using conjunctions; using commas after or before phrases and clauses; using and punctuating direct speech