

Subject	Content
Art	<p>Create a simple repeating pattern, eg over, under, over, under. Celtic weaving.</p> <p>Apply one material to the surface of another material. Talk about the work of important crafts and design people. Talk about the work of important crafts and design people.</p> <p>Learn how to mix colours to create a wider range of colours using pencil crayons, chalks and pastels. (Barbury castle views)</p> <p>Develop accuracy of observational drawing skills from secondary and primary resources.</p> <p>Using oil pastels) Further develop accuracy of observational drawings from primary and secondary sources and begin to draw in perspective.</p>
Computing	<p>Coding- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Geography	<p>Typography of land</p> <p>Physical features</p> <p>Understand the effect of landscape features on the development of locality.</p> <p>Distribution of natural resources</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Explain about key natural resources e.g. Water in the locality</p>
History	<p>Stone Age to Iron Age</p> <p>Chronological Understanding</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Understanding of events, people and changes. Describe changes in Britain from the Stone Age to the Iron Age.</p> <p>Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study.</p> <p>Historical Enquiry</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Understand that sources can contradict each other.</p> <p>Organisation and Communication</p> <p>Communicate his/her learning in an organised and structured way using appropriate terminology.</p>
Music	Recorders
PSHE	Being Me in my world Year 3 Module
Religious Education	What can we learn from religions about deciding what is right and wrong? (Christians, Jewish people and non-religious responses e.g Humanism - living)
MFL	<p>I am learning French</p> <p>France & French speaking countries</p> <p>Asking & saying how you feel</p> <p>Asking & saying your name</p>

	Numbers 1 to 10 & introduction of colours Consolidation of colours
Science	Rocks and Soils
PE	Dance Notes- The Stone Age

Class novel: Stone Age Boy and How to was a woolly Mammoth.

Term 2: Egyptians

Subject	Content
Art	<i>Hieroglyphics/Egyptian portraits-Know which pencils create tone and value. Investigate 2H,HB, B,2B and 4B pencils.</i>
Design Technology	<i>Textiles - Egyptian fabric design</i>
Computing	<p><u>Online safety</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>Spreadsheets</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Geography	<p>KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
History	KS2 - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;
Music	Mamma Mia Charanga
PSHE	Celebrating differences Year 3 Module
Religious Education	<p>Why are festivals important to religious communities? (Christians-expressing)</p> <p>Discovery unit - Christmas</p>
MFL	<p>Fruits</p> <p>Introduce 5 fruits in singular form</p> <p>Introduce 5 more fruits in singular form</p> <p>Changing fruit nouns from singular to plural</p> <p>Showing a positive opinion</p> <p>Showing a negative opinion</p>
Science	Sound (pitch/volume, patterns, vibrate, distance)

Class novel: Egyptian Cinderella or Marcy and the riddle of the Sphinx

Term 3: What's on the menu?

Subject	Content
Art	Learn how to mix colours to create a wider range of colours using pencil crayons, chalks and pastels. Develop accuracy of observational drawing skills from secondary and primary resources. (Cezanne fruit bowls)
Design Technology	<p>Cooking - smoothie, granola, scrambled egg on toast, healthy sandwich</p> <p>Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world.</p> <p>Use wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Understand how a variety of ingredients are grown reared, caught and processed to make them safe and palatable/tasty to eat.</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them.</p>
Computing	<p>Touch Typing</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Email</p> <p>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p>
Geography	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
History	
Music	Glockenspiel- Charanga
PSHE	Dreams and Goals Year 3 Module
Religious Education	What does it mean to be a Hindu in Britain today? (Hinduism -living)
MFL	<p>Vegetables</p> <p>Introduce first 5 vegetables</p> <p>Introduce 5 more vegetables</p> <p>Add weight to vegetable phrases</p> <p>Adding more weight and expanding our sentences</p> <p>Revisiting language and role-play</p>
Science	Animals inc. Humans Y4 (teeth, food chains, digestive systems)

Class novel: Charlie and the Chocolate factory

Term 4: Fossils and Dinosaurs

Subject	Content
Art	<i>Rock studies/Dinosaurs shading -Know which pencils create tone and value. Investigate 2H,HB, B,2B and 4B pencils.</i>
Design Technology	<p>Use knowledge of existing products to design his/her own functional product.</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy.</p> <p>Make suitable choices from a wider range of tools and unfamiliar material and plan out the main stages of using them.</p> <p>Investigate and analyse existing products and those he/she has made considering a wide range of factors.</p> <p>Strengthen frames using diagonal struts.</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movements.</p>
Computing	<p>Email</p> <p>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Branching Data bases</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Geography	
History	
Music	Stop- Charanga
PSHE	Healthy Me Year 3 Module
Religious Education	<p>Why is Jesus inspiring to some people? (Christianity -believing)</p> <p>Discovery unit - Easter and forgiveness</p>
MFL	<p>In the Classroom</p> <p>Vocabulary for 6 classroom objects</p> <p>Vocabulary for 5 more classroom objects</p> <p>Use of 'j'ai (I have) and 'je n'ai pas de' (I do not have)</p> <p>What do we have in our pencil pots/pencil cases</p> <p>Classroom commands</p>
Science	Recap

Class novel: Arlo, Mrs Ogg and the Dinosaur Zoo

Term 5: Nature of Life

Subject	Content
Art	Use a viewfinder to isolate and record parts of an image -observational drawings of plants on the school grounds. Know how to use pencil to create pattern and texture, fine and heavy. Artist William Morris
Design Technology	Designing and making a bird box/feeder
Computing	Simulations select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Geography	
History	
Music	Lean on Me- Charanga
PSHE	Relationships- Year 3 Module
Religious Education	Why do some people think that life is like a journey and what significant experiences mark this? (Jewish people expressing)
MFL	Animals Introduce 5 animals (noun and article) Revise and introduce 5 more animals Revisit 10 animals Focus on spelling of animal nouns Introduction of je suis...
Science	Light (see, dark, shadows, reflect)

Class novel: Secret Garden?

Term 6: World War 2

Subject	Content
Art	<p>Use and talk about materials. Use a range of materials to create pictures and collage. Create a simple repeating pattern, eg over, under, over, under. Apply one material to the surface of another material.</p>
Design Technology	<p>KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately KS2 - 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 KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work KS2 - understand how key events and individuals in design and technology have helped shape the world KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
Computing	<p>Graphing select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Geography	<p>Similarity differences - Cities, Countryside Identify where counties are within the UK and the key topographical features. Name and locate the cities of the UK Know about the wider context of places eg county, region and country. Use four figure grid references. Use the 8 points of a compass. Make plans and maps using symbolised keys.</p>
History	<p>KS2- A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p>
Music	<p>Blackbird- Charanga</p>
PSHE	<p>Changing Me- Year 3 Module</p>
Religious Education	<p>Discovery unit - Rites of Passage and good works</p>
MFL	<p>I am able to/I can ... Introduce 5 activities Introduce 5 new activities Introduction of 'je peux' Exercises around 'je peux' Consolidation of 'je peux'</p>
Science	<p>Forces inc. magnets (surfaces, non/contact, attract/repel, magnetic materials)</p>

PE	Dance Notes- World War 2
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<https://planbee.com/products/world-war-2-topic> Purchase this!!!!

Class novel: The Lion and The Unicorn