Year 3

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Maths	Place value / Addition and subtraction	Multiplication and division A	Multiplication and division B / Length and perimeter	Fractions A / Mass and capacity	Fractions B / Money / Time	Shape / Statistics / Consolidation
Topic	**On the Move** How important is the past to us?		**The Lake District** What makes the Lake District so appealing?		**Coasts** How are people and places influenced by the coast?	
Driver Words	**Create, Inspire, Legacy, Civilization**		**Explore, Beauty, Impact, Change, Sustain**		**Peace, Beauty, Transformation, Wonder, Growth**	
Key Texts	The Stone Age Boy by Satoshi Kitamura	The Egyptian Cinderella by Shirley Climo	The River by Marc Martin	The River (poem) by Valerie Bloom	The Mousehole Cat by Antonia Barber	Various books about Mary Anning including Lightning Mary by Anthea Simmons
History/ Geography	**Moving with the Times** *History - Stone Age Britain & Ancient Egyptians*		**The Lake District** *Geography - A region of the United Kingdom*		**Coasts** *History – Fossils - Mary Anning Geography – Key aspects of physical geography: coasts*	
Science	**Move Lightly** *Animals, including humans; Light*		**Force of Nature** *Forces and Magnets*		**Under Our Feet** *Rocks; Plants*	
Art	**Stone Age Cave Art** *Painting*		**Layered Landscapes** *Collage*		**Fascinating Fossils** *Sculpture*	
Design	**Lifting the Load** *Mechanics: levers and Linkages*		**Building Bridges** *Structures and bridges*		**Ice Cream Sundae** *Cooking and Nutrition*	
PE	Games	Gymnastics	Games	Athletics	Athletics / Dance	OAA
Music	Notation 'Codebreakers'	Singing 'All Together Now'	Tempo 'The Hare and The Tortoise'	Texture and Technology 'Abracadabra'	Structure 'Jungle Rhythms'	Composition 'I Write the Song'
Computing	Connecting Computers	Stop-Frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events and Actions in Programs
MFL - French	Core Unit 1	Core Unit 2	Core Unit 3	Unit A Animals	Unit B Food	Unit C At School

PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RHE	Created and Loved by God		Created to Love Others		Created to Live in Community	
Project Evolve	Online Relationships	Online Bullying / Online Reputation	Health, Well-being and Lifestyle	Self-image and Identity / Copyright and Ownership	Privacy and Security	Managing Online Information
Additional	First Aid	Friendship Week	Safer Internet Week			Economic Wellbeing

Year 3 - Autumn Term Curriculum

On the Move

Big Question: How important is the past to us?

Curriculum Driver Words:	Create, Inspire, Legacy, Civilization
Key Texts:	The Stone Age Boy by Satoshi Kitamura The Egyptian Cinderella by Shirley Climo
Genres of Writing:	Diary entry, Descriptive (character/setting), Narrative (fairy tales), Instructions
Enrichment Opportunity:	Stone Age Workshop

Topic Related Subjects

History
Topic: Moving with the Times
Area of Study: Changes in Britain from Stone Age to the Iron Age; The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt
Enquiry Question: How did ancient people live?

Key Knowledge – Stone Age
- Early humans lived during The Stone Age which began approximately 500,000 BC until 2000 BC when the Bronze Age began.
- The Stone Age can be split into 3 sections:
  - Paleolithic means 'old stone age'. The earliest humans who made tools out of stones. Some Paleolithic humans lived in caves. They hunted large herd animals in groups.
  - Mesolithic is a period known as 'middle stone' age. Humans moved from place to place in search of food and adopted a hunter-gather lifestyle.
  - Neolithic means 'new stone age'. During this period people ground and polished stones to make useful tools. Humans began to develop agriculture and live in villages.
- During the Stone Age, lifestyle and community revolved around survival:
  - People made clothes from animal skin
  - Hunted for food
  - Gathered nuts and berries
  - Made fires using flint
  - Made tools for hunting
- Throughout the Stone Age, humans progressed and their craftsmanship (i.e. tools) became more advanced. They progressed to use bronze, then iron for tools and began mining. The Bronze Age followed the Stone Age.
- **Stonehenge is one of the world's most famous monuments, which stands on Salisbury Plain in Wiltshire. It began being built in the late Neolithic Age, around 3000 BC. The last changes made to it were in the Bronze Age, around 1500BC. No one really knows why it was built but it is thought that people gathered there for religious ceremonies.**

Key Knowledge – Ancient Egypt
- The Stone Age and Ancient Egypt occurred concurrently.
- The Ancient Egyptian civilisation began 5000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3000 years, until around 31BC.
- During the Ancient Egyptian period, humans were much more advanced:
  - People wore clothes made out of linen
  - They farmed, keeping animals and growing and harvesting their own crops
  - There was a variety of jobs including bakers, priests, doctors and merchants
  - They communicated through hieroglyphics

- The River Nile was important to the Ancient Egyptians. It flooded every year which was important for growing crops. The Ancient Egyptians invented a device known as a shaduf to move water from the Nile to their farm lands.
- **The Great Pyramids of Giza were built by the Ancient Egyptians. They contain burial chambers of pharaohs and their queens. Today they attract many visitors and are considered one of the Seven Wonders of the Ancient World.**

Chronological Understanding
- Understand that a timeline can be divided in BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order
- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Events, People and Changes
- Use evidence to describe the culture and leisure activities from the past.
- Use evidence to describe the clothes, way of life and actions of people living in the past.
- Use evidence to describe buildings and their uses by people from the past.

Historical Enquiry
- Use documents, the internet, pictures, photographs and artefacts as evidence about the past.
- Ask questions and find answers about the past.

Communication
- Use and understand appropriate historical vocabulary to communicate information about important events from the past. Specific vocabulary includes: timeline, BC, AD, chronological, prehistoric and Ancient Egypt.

Science

Topic: Move Lightly

Area of Study: Animals including humans *Enquiry Question: How do animals move?*	Area of Study: Light *Enquiry Question: How do we see things?*
Key Knowledge - Animals, unlike plants, cannot make their own food - Animals, including humans, need to eat in order to get the nutrients they need - Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed for the body to stay healthy - A piece of food will often provide a range of nutrients - Humans, and some other animals, have skeletons and muscles - Skeletons and muscles help animals to move and provide protection and support	Key Knowledge - We see objects because our eyes can sense light - Dark is the absence of light - We cannot see anything in complete darkness - Some objects are sources of light - Some surfaces reflect light - Objects are easier to see when there is less light if they are reflective - The light from the sun can damage our eyes - We should not look directly at the sun and we can protect our eyes by wearing sunglasses or sunhats in bright light - Shadows are formed when an opaque or translucent object blocks the path of rays of light - The size of the shadow depends on the position of the source, object and surface
Animals, including humans - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they gat nutrition from what they eat - Identify that humans and some other animals have skeletons and muscles for support, protection and movement Asking Questions - Ask relevant questions and using different types of scientific enquiries to answer them Planning - Set up simple practical enquiries, comparative and fair tests Measuring and Presenting	Light - 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 shadows are formed when the light from a light source is blocked by a solid object - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Find patterns in the way that the size of shadows change Asking Questions - Ask relevant questions and using different types of scientific enquiries to answer them Planning

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Gather, record, classify and present data using ICT in a variety of ways to help in answering questions

Considering and Evaluating
- Report on findings from enquiries, including oral/written explanations, or presentations of results and conclusions

- Set up simple practical enquiries, comparative and fair tests

Measuring and Presenting
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Gather, record, classify and present data using ICT in a variety of ways to help in answering questions

Considering and Evaluating
- Report on findings from enquiries, including oral/written explanations, or presentations of results and conclusions

Art
Topic: Stone Age Cave Art
Area of Study: Painting
Enquiry Question: How did prehistoric cave art tell a story?

Key Knowledge
- The earliest cave paintings were made by Neanderthals at least 64,000 years ago (Paleolithic Age) and most were of animals and hunters.
- Cave Art was a means to communicate.
- Cave paintings were created by mixing together different coloured rocks, charcoal, animal blood and berries.
- Cave paintings often included hand stencils, impressions left by blowing paint around the hand.
- Graffiti/street art has its roots in the early cave paintings and the leaving of one's mark on a wall traces back to the hand stencils made by the earliest humans.
- Tertiary colours are created by mixing together a primary and a secondary colour.

Exploring and Developing Ideas
- Create sketch books to record their observations and use them to review and revisit ideas
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work
- Adapt their work according to their views and describe how they might develop it further

Drawing
- Develop intricate patterns and marks with a variety of media
- Create textures and patterns with a wide range of drawing implements.
- Use their sketches to produce a final piece of work.

Painting
- Demonstrate increasing control with the types of marks made.
- Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.
- Use a range of brushes to create different effects.
- Use light and dark within painting and begin to explore complimentary colours.
- Mix colour, tints and shades with increasing confidence.
- Know where each of the primary and secondary colours sits on the colour wheel.

DT
Topic: Lifting the Load
Area of Study: Mechanics: levers and linkages
How do levers and linkages make movement easier?

Key Knowledge
- The simplest type of mechanism is called a lever. A lever is a stiff bar which moves around a pivot. The pivot can be loose or fixed.
- A linkage is a mechanism made by connecting together levers around a pivot to produce the type of movement required.
- A shadduf is a hand-operated machine used to transport water from a lower level to a higher one. It consists of a long wooden pole balanced on a crossbeam. The pole has a bucket attached by a rope to one end and a heavy weight acting as a counterweight on the other end.
- A lashing is a type of knot used to secure and fasten two or more items together. This type of knot can be used to connect poles to create a rigid structure.

Technical Knowledge and Skills
- Use an increasingly appropriate technical vocabulary for tools, materials and their properties
- Prototype a product

- Use linkages to make movement larger or more varied

Design
- Develop more than one design or adaptation of an initial design
- Think ahead about the order of their work and decide upon tools and materials
- Propose realistic suggestions as to how they can achieve their design ideas.

Make
- Select from a range of tools for cutting, shaping, joining and finishing
- Use tools with accuracy
- Select from materials according to their functional properties

Evaluate
- Investigate similar products to the one to be made to give starting points for a design
- Research needs of a user
- Decide which design idea to develop
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the user's design criteria
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

Creation and Covenant	Prophecy and Promise
- Revisit and remember the first creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. (C&C 3.1) - Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. (C&C 3.2) - Describe how either a psalm or a prayer they have studied praises creation. (C&C 3.3) - Retell the story of Abraham, (Gen 11 – 24) ensuring it is accurate in sequence, detail, and shows an understanding of the term 'covenant'. (C&C 3.4) - Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he/they were called. (C&C 3.5) - Show some understanding of how decisions of Abraham (and Joseph) were informed by their faith, hope and love in God. (C&C 3.6) - Recognise that God's covenant with Abraham is the foundation of the faith of people of the Old and New testaments: Judaism and Christianity. (C&C 3.7)	 Year C – The Gospel of Luke - Explain the gap between the life of Jesus and the writing of the Gospel of Luke in relation to other New Testament texts. (P&P Ph2.1 C) - Recognise that Luke wrote for a specific community, who needed reassurance that Jesus had something important to say to them. (P&P Ph2.2 C) - Show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the scripture studied. (P&P Ph2.3 C) - Revisit and sequence the Infancy Narrative from the Gospel of Luke. (Lk 1:1 – 2:52). Explain Luke's use of the Holy Spirit in people and events. (P&P Ph2.4 C) - Find some of the titles that Luke gives Jesus and recognise them as statements of belief in who Jesus was. (P&P Ph2.5 C) - Suggest how Luke's Gentile audience might have been reassured by Luke's description of the birth of Jesus. (P&P Ph2.6 C) - Make relevant links between the belief in that Jesus is the Messiah and the Nicene creed (specifically articles 2-4) and suggest why Catholics say this prayer. (P&P Ph2.7 C) - Discuss, describe and explain ways in which the birth of Jesus is celebrated today. (P&P Ph2.8 C)

PE

Key Knowledge
-

Games
- throw, catch, kick and strike a ball when under limited pressure in a mini game
- be aware of space and use it to support team-mates and cause problems for the opposition
- work well as a team in competitive games

Gymnastics
- explore balancing on different combinations of hands and feet *e.g. arabesque balance, front/back/side support and variations*
- travel in a wider variety of ways using hands and feet on the floor/along equipment *e.g. bear, seal, crab*
- develop control in different rolling actions *e.g. pencil with raised arms and legs, forward roll*
work with a partner to create a varied sequence *e.g. start position, travel, roll, jump, balance, finish position*

Music

Notation 'Codebreakers'	Singing 'All Together Now'
To know that writing and reading music is an important way to communicate musical ideas	To understand the term 'chorus' and recognise the features of a chorus

• To recall the meaning of 'double time' • To know what an 'oratorio' is • To learn some facts about the composer, George Frideric Handel • To know what the word 'staff' means in music • To recall that musical notes are named using the first seven letters of the alphabet • To recall how to write a crotchet, quaver pair and crotchet rest • To understand how the element of pitch relates to musical notation • To know how to play the note 'F' on the recorder • To develop an understanding of the history of music • To know and recognise some of early forms of written music • To know the names of notes and how to record them on manuscript • To know that music can be notated in different ways, such as using a pitch line • To recall how to play the notes G, A, B and C on the recorder	• To learn about the role of repetition within songs • To learn the meaning of the word 'unison' • To learn about the key features of writing song lyrics • To know what the musical term 'march' means • To learn the story behind the piece entitled 'The Liberty Bell' • To learn about the composer, John Philip Sousa • To know what a narrative song is • To understand the meaning of the musical term • 'unaccompanied' • To know the meaning of the word 'round' in the context of singing • To recall the note names on the staff (FACE, EGBDF) • To learn to synchronise sound with movement • To learn to play the note 'E' on the recorder • To know the meaning of the musical term 'accompaniment • To learn about the instrument called the sousaphone • To understand the meaning of 'dynamic interest'

Computing

Connecting Computers	Stop-Frame Animation
Key Knowledge • Digital devices have an input, process and output. • Information and data can be shared across networks. • Many devices are used to create networks. • In Computing, a connection describes a link between a computer and something else. For example: a computer might be connected to the internet through wires or Wifi. • Computers in a network can send and receive information to one and another.	Key Knowledge • Animation is a technique used to make objects and drawings appear as if they are moving. • Stop-frame animation is a technique in which many photographs are taken of an object with small movements in between. • When the objects are quickly shown together, an illusion is created and they appear to move. • There are many apps and programs that can be used to create stop-frame animations, such as Imotion. • Lots of movies and TV programmes are animated, including cartoons like Wallace and Grommit and Chicken Run. • Music and sound effects can be added to make the animation more engaging.
Computing Skills • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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 • 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,	Computing Skills • 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 Creating Media • Explain that animation is a sequence of drawings or photographs • Relate animates movement with a sequence of images • Plan an animation

including collecting, analysing, evaluating and presenting data and information <u>Computer Systems & Networks</u> • Explain how digital devices function • Identify input and output devices • Recognise how digital devices can change the way we work • Explain how a computer network can be used to share information • Explore how digital devices can be connected • Recognise the physical components of a network	• Identify the need to work consistently and carefully • Review and improve an animation • Evaluate the impact of adding other media to an animation

MFL - French	
Unit Core 1	**Unit Core 2**
<u>New Language Content</u> • Greeting each other • Introducing themselves • Counting up to 10 • Introducing their immediate family <u>Listening</u> • Understand some simple words and phrases • Understand some simple instructions and follow them • Recognise a question • Understand simple questions and respond to them, e.g. by picking up an item • Recognise some basic French adjectives <u>Speaking</u> • Introduce self, giving name and age, using short, simple sentences <u>Reading</u> • Read familiar words and phrases aloud with accurate pronunciation, so that others can understand • Recognise and understand some individual written words, and match them to pictures	<u>New Language Content</u> • Saying the days of the week • Naming colours • Counting between 11 and 20 • naming countries • Expressing likes and dislikes <u>Listening</u> • Understand some simple words and phrases • Understand simple questions and respond to them, e.g. By picking up an item • Recognise negatives <u>Speaking</u> • Repeat simple words and phrases • Answer questions to give basic information using simple words and phrases • Talk about self, using some common verbs in the first person singular form <u>Reading</u> • Recognise and understand some individual written words, and match them to pictures

PSHE	
RHE – Created and Loved by God	**Project Evolve**
<u>Unit 1 – Get Up</u> • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God <u>Unit 1 – The Sacraments</u> • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference:	<u>Online Relationships</u> • Describe ways people who have similar likes & interests can get together online • Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak) • Explain some risks of communicating online with others I don't know well • Explain how my and other people's feelings can be hurt by what is said or written online • Explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried • Explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting

each of us has a specific purpose
(vocation)
- Every human life is precious from the
  beginning of life (conception) to natural
  death
- Personal and communal prayer and
  worship are necessary ways of growing in
  our relationship with God

Unit 2 – We Don't Have to be the Same
- Similarities and differences between
  people arise as they grow and make
  choices, and that by living and working
  together – teamwork – we create
  community
- Self-confidence arises from being loved by
  God (not status, etc)

Unit 2 – Respecting Our Bodies
- About the need to respect and look after
  their bodies as a gift from God through
  what they wear, what they eat and what
  they physically do.

Unit 3 – What am I Looking At?
- To recognise that images in the media do
  not always reflect reality and can affect
  how people feel about themselves.
- That God made us and loves us as we
  are.

Unit 3 – I am Thankful
- Some behaviour is wrong, unacceptable,
  unhealthy and/or risky.
- Thankfulness builds resilience against
  feelings of envy, inadequacy, and
  insecurity, and against pressure from
  peers and the media

someone online'. I can explain why this is
different from 'liking someone online'

Online Bullying
- Explain what bullying is and can describe
  how people may bully others
- Describe rules about how to behave
  online and how I follow them

Online Reputation
- Search for information about myself
  online
- Recognise I need to be careful before I
  share anything about myself or others
  online
- Know who I should ask if I am not sure if
  I should put something online

Year 3 - Spring Term Curriculum

The Lake District

Big Question: What makes the Lake District so appealing?	
Curriculum Driver Words:	Explore, Beauty, Impact, Change, Sustain
Key Texts:	The River by Marc Martin The River (poem) by Valerie Bloom
Genres of Writing:	Non-chronological report, Poetry, Information (leaflets), Playscripts
Enrichment Opportunity:	

Topic Related Subjects

Geography
Topic: The Lake District
Area of Study: A region of the United Kingdom; Describe and understand key aspects of physical geography, including: rivers and mountains; Name and locate countries and cities of the United Kingdom
Enquiry Question: Why do people visit the Lake District?

Key Knowledge
- The Lake District is a national park located in the North West of England.
- Mountains are formed in different ways, often due to movements in tectonic plates, volcanic activity or as a result of the Ice Age.
- There are five types of mountains: fold mountains, volcanic mountains, fault-block mountains, dome mountains and plateau mountains.
- The Lake District is a mountain region and contains some mountain ranges.
- All mountains are different shapes and sizes. Contour lines are used on maps to show the shape of a mountain.
- Mountains can impact the climate, making the climate of the Lake District differ from Preston.
- Scafell Pike is the highest mountain in England and was formed by volcanic activity.
- Tourists travel to the Lake District to go to Scafell Pike.
- The Lake District plays an important role in the Water Cycle.
- A river is formed when the water flow has eroded the land.
- The River Rothay flows from its source at Dunmail Raise to its mouth in Lake Windermere and has many key features of a river.
- The rivers, including the River Rothay, have a variety of uses both for humans and nature.
- People have impacted the Lake District both through settlements and tourism.

Map Knowledge and Skills
- Locate places using a range of maps including OS and digital
- Locate the UK on a variety of different scale maps
- Use standard symbols, and understand the importance of a key

Communication
- Use developing geographical vocabulary relating to physical and human processes e.g. mountains, rivers, population, settlement
- Express opinions and personal views about what they like and don't like in relation to geographical features e.g. new houses being built on a field.

Enquiry
- Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
- Describe similarities and differences between localities

Science
Topic: Force of Nature
Area of Study: Forces and magnets
Enquiry Question: What forces control a magnet?

Key Knowledge
- A force is a push or a pull
- When an object moves on a surface, the texture of the surface and the object affect how it moves
- It may make movement easier or it may make it harder
- A magnet attracts magnetic material
- The strongest parts of a magnet are the poles
- Magnets have two poles; a north pole and a south pole
- If two poles the same are brought together they will push away from each other – repel
- If two different poles are brought together they will pull together – attract
- For many forces to act there must be contact
- Some forces such as magnetism can act at a distance
- The magnet does not need to touch the object it attracts

Forces and Magnets
- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Describe magnets as having two parts
- Predict whether two magnets will attract or repel each other, depending on which poles are facing
- 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

Asking Questions
- Ask relevant questions and using different types of scientific enquiries to answer them

Measuring and Presenting
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Considering and Evaluating
- Identify differences, similarities or changes related to simple scientific ideas and processes

Art
Topic: Layered Landscapes
Area of Study: Collage
Artist: Jeannie Baker
Enquiry Question: How can I create dimension in landscape art?

Key Knowledge
- Collages can be created using different techniques such as tearing, overlapping and layering.
- Jeannie Baker uses collage to create images and picture books. She uses layering to add dimension to her artwork.
- In creating her artwork, Jeannie Baker works out her ideas through drawings before focussing on the detail.
- Jeannie Baker uses a variety of textures in her works, often using textures from the actual materials portrayed (e.g. bark, feathers, cracked paint, knitted wool).

Exploring and Developing Ideas
- Create sketch books to record their observations and use them to review and revisit ideas
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt their work according to their views and describe how they might develop it further

Drawing
- Develop intricate patterns and marks with a variety of media
- Use their sketches to produce a final piece of work.
- Write an explanation of their sketch in notes.

Collage
- Use different kinds of materials on their collage and explain why they have chosen them.
- Experiment with a range of collage techniques such as tearing, overlapping and layering to create texture.

- Cut materials and shapes with developing accuracy.
- Experiment using different colours.
- Combine visual and tactile qualities.

Design and Technology
Topic: Building Bridges
Area of Study: Structures and bridges
Enquiry Question: How can I strengthen the structure of my bridge?

Key Knowledge
- Frame structures are like the skeleton or the bones of a building. They are made up of lots of connected parts to create a strong, sturdy shape. These parts hold up the structure and have joints which are formed according to the design requirements. Some bridges use frame structures.
- A wider base can make a structure stronger.
- Reinforced shapes are stronger as they can't be pushed over. This technique is often used in building bridges to strength them. (diagram on knowledge organiser)

Technical Knowledge and Skills
- Use an increasingly appropriate technical vocabulary for tools, materials and their properties
- Investigate how to strengthen frames
- Measure and mark square section, strip and dowel accurately to 1cm

Design
- Think ahead about the order of their work and decide upon tools and materials
- Propose realistic suggestions as to how they can achieve their design ideas

Make
- Select from a range of tools for cutting, shaping, joining and finishing
- Use tools with accuracy
- Select from materials according to their functional properties

Evaluate
- Investigate similar products to the one to be made to give starting points for a design
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the user's design criteria
- Investigate key events and individuals in design and technology

Discrete Subjects

RE

Galilee to Jerusalem	Desert to Garden
Year C – The Gospel of Luke • Know the names of the prayers on a set of Rosary Beads and be able to match them to the correct beads (G2J Ph2.1C) • Experience praying the Rosary (G2J Ph2.2C) • Explain the Feast of the Assumption (G2J Ph2.3C) • Describe some of Jesus' actions in and around Galilee (G2J Ph2.4C) • Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness (G2J Ph2.5C)	Year C – The Gospel of Luke • Describe the Stations of the Cross and how they are a prayerful reflection on Christ's journey to the cross (D2G Ph2.1C) • Correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today. (D2G Ph2.2C) • Make links between Exodus (12:1-8, 15-20, 13:3) the account of the Last Supper in Luke (22:14-23) and what happens at Mass (D2G Ph2.3C) • Retell Luke's account of the disciples' journey to Emmaus. (D2G Ph2.4C) • Find links between the passage and their lives now (D2G Ph2.5C)

PE

Key Knowledge
  •

Games
  • throw, catch, kick and strike a ball when under limited pressure in a mini game
  • be aware of space and use it to support team-mates and cause problems for the opposition
  • work well as a team in competitive games

Athletics
explore different styles of throwing *e.g. pull throw, push throw, sling throw*

Music

Tempo 'The Hare and The Tortoise'	Texture and Technology 'Abracadabra'
• To recall what tempo means in music • To know that tempo can change within a piece of music • To know that tempo is measured in BPM (beats per minute) and is an exact science • To recall instrument family names and some related instruments • To recall which instrument family the recorder belongs to • To know what the musical term 'waltz' means • To know that a waltz has a metre of three beats • To learn the story behind the piece entitled 'The Blue Danube' • To learn about the composer, Johann Strauss • To recall the names of notes on the staff • To recall the meaning of 'f' and 'p' in music • To begin to understand the link between pitch and the positioning of notes on the staff	• To know what the term 'sound manipulation' means • To know that changing how a musical instrument is played can change the elements, such as timbre • To recall the features of a call and response song • To know that Maurice Ravel was a French composer • To know that Ravel's Bolero is one of the most popular orchestral pieces • To understand the importance of rhythm in Ravel's Bolero • To learn about features of Audacity and how they can be used to manipulate instrumental sounds • To learn about features of Audacity and how they can be used to manipulate vocal and body percussion sounds • To know what a treble clef sign looks like • To know that a treble clef is an indication of pitch range • To recall the meaning of the musical term 'round'

- To learn to play the note 'D' on the recorder
- To understand the meaning of the word 'adagio'
- To understand the meaning of the word 'allegro'
- To know the importance of texture when composing a group piece
- To know how to apply knowledge of dynamics to a composition to add interest
- To recall the features of graphic notation
- To recall the meaning of 'double time'

- To know that the more layers of sound in a piece of music, the thicker the texture is
- To know how to layer sounds using Audacity

Computing

Sequencing Sounds	Branching Databases
<u>Key Knowledge</u> •	<u>Key Knowledge</u> •

<u>Computing Skills</u>
- Design, write and debug programs that accomplish specific goals, including controlling   or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

<u>Programming</u>
- Explore a new programming environment
- Identify that commands have an outcome
- Explain that a program has a start
- Recognise that a sequence of commands can have an order
- Change the appearance of my project
- Create a project from a task description

<u>Computing Skills</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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

<u>Branching Databases</u>
- Create questions with yes/no answers
- Identify the attributes needed to collect data about an object
- Create a branching database
- Explain why it is helpful for a database to be well structured
- Plan the structure of a branching database
- Independently create an identification tool

MFL - French

Unit Core 3	Unit A: Animals

<u>New Language Content</u>
- Identifying body parts
- Counting up to 31
- Identifying items of clothing
- Naming the months of the year
- Talking about birthdays

<u>Listening</u>
- Understand some simple words and phrases
- Identify phonemes which are the same as, or different from, English phonemes
- Respond appropriately to songs and rhymes, e.g. By performing a series of actions
- Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/'les'

<u>Speaking</u>

<u>New Language Content</u>
- Saying animal vocabulary
- Asking about pets
- Describing animals using adjectives
- Using prepositions
- Naming animal homes

<u>Listening</u>
- Recognise some basic French adjectives

<u>Speaking</u>
- Answer questions to give basic information using simple words and phrases
- Say that I don't understand, or ask for a question to be repeated
- Ask for help using polite language
- Repeat some simple sentences from memory

• Join in with simple songs and rhymes • Say simple words and phrases from memory, with accurate pronunciation, so that others can understand Reading • Read familiar words and phrases aloud with accurate pronunciation, so that others can understand • Recognise whether nouns are singular or plural	• Use some numbers, colours and simple describing words in spoken sentences Reading • Read a simple rhyme or poem, in chorus Writing • Write short, simple responses to spoken language using familiar words • Give a written response to a simple written question

PSHE

RHE – Created to Love Others	Project Evolve
Unit 1 – Jesus My Friend • That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. • That relationships take time and effort to sustain. • We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. Unit 2 – Family, Friends and Others • Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, family and relatives • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' Unit 2 – When Things Feel Bad • Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying • Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond Unit 3 – Sharing Online • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • How to report and get help if they encounter inappropriate materials or messages. Unit 3 – Chatting Online • How to use technology safely • That bad language and bad behaviour are inappropriate	Health, Wellbeing & Lifestyle • Explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos) Self-Image and Identity • Explain what is meant by the term 'identity' • Explain how I can represent myself in different ways online • Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) Copyright and Ownership • Describe how connected devices can collect and share my information with others • Explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause

- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others - How to report and get help if they encounter inappropriate materials or messages Unit 3 – First Aid Heroes - In an emergency, it is important to remain calm. - Quick reactions in an emergency can save a life. - Children can help in an emergency using their First Aid knowledge.	

Year 3 - Summer Term Curriculum

Coasts
Big Question: How are people and places influenced by the coast?

Curriculum Driver Words:	Peace, Beauty, Transformation, Wonder, Growth
Key Texts:	The Mousehole Cat by Antonia Barber Lightning Mary by Anthea Simmons
Genres of Writing:	Diary, Narrative, Biography, Explanation
Enrichment Opportunity:	Bring Yer Wellies

Topic Related Subjects

History
Topic: Coasts
Area of Study: Fossils – Mary Anning
Enquiry Question: What can we learn from Mary Anning?

Key Knowledge
- Mary Anning was a famous fossil hunter who was born in Lyme Regis, Dorset in 1799.
- At 15 months old, Mary Anning was struck by a lightning bolt.
- Her father taught her how to remove fossils using a hammer and a chisel.
- Mary's family were poor and she sold many of the fossils she found for a penny each.
- She made her first major fossil discovery of the skull of an Ichthyosaurus in 1811 at the age of 12. This changed our understanding of the history of the earth.
- At the time, Science was male-dominated, therefore Mary was not allowed to join science groups and her name was missed out of books.
- Mary Anning died in 1847 aged 47.
- **The fossil Mary discovered in 1811, which had implications on how scientists understood the history of the world, is now displayed in the Natural History Museum along with many others. Her fossils continue to captivate visitors from around the world.**

Chronological Understanding
- Use a timeline to place historical events in chronological order.

Events, People and Changes
- Use evidence to describe the culture and leisure activities from the past.

Historical Enquiry
- Use documents, the internet, pictures, photographs and artefacts as evidence about the past.
- Ask questions and find out answers about the past.

Historical Interpretation
- Explore the idea that there are different accounts of history.

Communication
- Use and understand appropriate historical vocabulary to communicate information about important events from the past. Specific vocabulary includes: timeline, BC, AD, chronological and prehistoric.
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT.

Geography
Topic: Coasts
Area of Study: Describe and understand key aspects of physical geography, including: coasts
Enquiry Question: How are coasts impacted by people and place?

Key Knowledge
- The UK has many coastal areas as it is surrounded by sea.
- Coast lines have different human and physical features including piers, lighthouses, bays and cliffs.

- The features of a coastline have formed and changed over time due to erosion and deposition.
- The Giant's Causeway is an area of Northern Ireland's coastline.
- Giant's Causeway was formed when lava was released from a volcano.
- Blackpool is part of England's North West coastline and is our nearest coast.
- Blackpool has developed over time due to human influence and building.
- The coasts are popular for tourists who visit them via different transport methods and for different reasons. Tourists can have a positive effect on the local economy.
- The weather at the coast can provide useful ways of creating energy and electricity.
- The coasts can have both positive and negative effects on people who live and visit them.
- People can have a positive and negative effect on the coasts natural surroundings.

Map Knowledge and Skills
- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS and digital
- Begin to match boundaries e.g. Find same boundary of a country on different scale maps
- Use 4 figure compasses and number/letter coordinates to identify features on a map
- Name and locate the counties and main cities in the UK
- Use standard symbols and understand the importance of a key.

Enquiry
- Ask more searching how and why geographical questions as well as where and what
- Identify and describe geographical features, processes and patterns
- Explore how a locality has changed over time with reference to human and/or physical features

Science
Topic: Under Our Feet

Area of Study: Rocks	Area of Study: Plants
Enquiry Question: What are you walking on?	*Enquiry Question: What conditions does a plant need for germination and growth?*

Key Knowledge
- Rock is a naturally occurring material
- There are different types of rock which have different properties
- Rocks can be hard or soft
- Rocks have different sizes of grain
- Some rocks may absorb water
- Rocks can be different shapes and sizes (stones, pebbles, boulders)
- Soils are made up of pieces of ground down rock which may be mixed with plant and animal material
- Soils are different depending on the type of rock, size of rock pieces and the amount of plant matter in the soil

Key Knowledge – Fossils
- Some rocks contain fossils
- Fossils were formed millions of years ago
- Know how fossilisation occurred:
  - Plants and animals died, they fell to the seabed
  - They became covered and squashed by other material
  - Over time the plant and animal material is dissolved by water in the rock
  - The dissolved plant and animal material is replaced by minerals in the water

Key Knowledge
- Many plants have roots, stems/trunks, leaves & flowers/ blossom
- The roots absorb water and nutrients from the soil and anchor the plant
- The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air
- The leaves use sunlight and water to produce the plant's food (by photosynthesis)
- Pollination – pollen, that has been produced by the male part of the flower, is transferred to the female part of other flowers
- Pollination forms seeds which are then dispersed (spread) in different ways
- Different plants require different conditions for germination and growth

Rocks	Plants
• 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	• 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 • Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers • Investigate the way in which water is transported within plants
Asking Questions	Asking Questions
• Ask relevant questions and using different types of scientific enquiries to answer them	• Ask relevant questions and using different types of scientific enquiries to answer them
Planning	Planning
• Set up simple practical enquiries, comparative and fair tests	• Set up simple practical enquiries, comparative and fair tests
Measuring and Presenting	Measuring and Presenting
• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Considering and Evaluating	Considering and Evaluating
• Use results to draw simple conclusions, make predictions for values, suggest improvements and raise more questions • Report on findings from enquiries, including oral/written explanations, or presentations of results and conclusions	• Use results to draw simple conclusions, make predictions for values, suggest improvements and raise more questions • Report on findings from enquiries, including oral/written explanations, or presentations of results and conclusions

Art

Topic: Fascinating Fossils

Area of Study: Drawing and Printing

Enquiry Question: How can you create texture in a print?

Key Knowledge
- Fossils are formed when the remains of living things are preserved in rocks. We can replicate this process using leaves and clay.
- Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface.
- There are many techniques for printmaking, including:
  - Relief printing - this involves cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed
  - Collagraphy – a process in which materials are glued or sealed to a rigid board to create a plate for printing.
- Texture can be created by applying different amount of pressure when etching and using different implements.
- Drawing: Sketching the basic outline shape is a good starting point for drawing, before adding detail and texture.

Exploring and Developing Ideas
- Create sketch books to record their observations and use them to review and revisit ideas
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Evaluating and Developing Work
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

Drawing
- Develop intricate patterns and marks with a variety of media
- Use different grades of pencil shade to show different tones.
- Create textures and patterns with a wide range of drawing implements.
- Begin to show an awareness of objects having a third dimension and perspective.
- Use their sketches to produce a final piece of work.

Printing
- Continue to explore relief printing and mono printing.
- Print simple pictures using different printing techniques.

- Begin to demonstrate experience in three colour printing.
- Experiment with overprinting motifs using two colours.
- Start to combine prints taken from different objects to produce an end piece.

Design and Technology
Topic: Ice Cream Sundaes
Area of Study: Cooking and nutrition
Enquiry Question: How can you make an indulgent dessert healthy?

Key Knowledge
- Foods and drinks that are high in fat, salt or sugar and low in nutritional value are known as 'discretionary foods'. These aren't required for a healthy balanced diet. This includes chocolate and sweets, cakes biscuits and pastries or sugary drinks. These types of foods can be enjoyed occasionally in small portions as part of a healthy diet, however, most people eat too much of these too often.
- One way to cut down on discretionary food, is to substitute them for foods from the 5 food groups.
- Ice cream is a discretionary food. Healthier alternatives include frozen bananas, grapes, organic fruit purees, or homemade frozen yogurt.
- It is important to work hygienically when cooking to avoid the spread of bacteria and cross contamination. This includes making sure foods are stored at the correct temperature.

Technical Knowledge and Skills
- Use an increasingly appropriate technical vocabulary for tools, materials and their properties

Cooking and Nutrition
- Follow instructions/recipes
- Join and combine a range of ingredients
- Begin to understand the food groups on the Eatwell Plate

Design
- Plan a sequence of actions to make a product
- Think ahead about the order of their work and decide upon tools and materials
- Propose realistic suggestions as to how they can achieve their design ideas.

Make
- Use tools with accuracy
- Select from materials according to their functional properties
- Use appropriate finishing techniques

Evaluate
- Investigate similar products to the one to be made to give starting points for a design
- Research needs of a user
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the user's design criteria

Discrete Subjects

RE

To the Ends of the Earth	Dialogue and Encounter
Key Knowledge • Christians believe in one God. • The sign of the cross is a sacred sign to prepare for God's grace. • God is a trinity-this is God the Father, God the Son and God the Holy Spirit. • There are symbols which represent the Trinity. • The Glory Be is a prayer to the Holy Trinity. • Mass is the celebration of the Eucharist and celebrates the breaking of bread. • The Liturgy of the Word tells stories from the Old and New Testament. • The first reading and the responsorial psalm are from the OT and the second reading is from the NT. • The Liturgy of the Eucharist remembers the events of The Last Supper. • During the Mass-we gather, we listen, we talk, we share and we leave. • Thanks be to God and Praise to you Lord Jesus Christ are responses after readings.	Key Knowledge • To know that the Jewish festival of Passover commemorates the freedom of Jewish people from slavery. • To know the significance of the foods on the Seder plate-Matzah-unleavened bread, Charoset (like mortar)-slavery and labour. • To know that for Christians the Eucharist connects them to the Jewish Passover-the sacrifice. • To make connections between the Eucharist and other acts of service or remembrance in their own lives. • To know that in Islam, the believers believe in one God and are followers of the prophet Muhammad. • To know that Muslims are called to prayer (salat) five times a day. • To understand that prayer is important in Islam. • To recognise that Islamic art reflects Islamic beliefs. • To know that Muslims are called to almsgiving during Ramadan (Zakat) • To know that there are the 5 pillars of Islam. • To know that Muslims celebrate Eid at the end of Ramadan and to explore how this is celebrated in Preston.
• Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity. (EoE 3.1) • Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit (EoE 3.2) • Give a simple description of how Catholic celebrate the Mass (EoE 3.3) • Give simple descriptions of some special prayers, signs and actions performed in Church and at Mass using religious language, focusing on the Liturgy of the Word. (EoE 3.4)	• Understand the historical context of the Jewish festival of Passover (Pesach) • Recognise the significance of the Exodus story for Jewish people • Explore connections between Passover and the Christian Eucharist • Recognise that Jesus' Last Supper was a Passover meal • Recognise that for Christians, the Eucharist connects to the Jewish tradition of Passover • Reflect on the significance of the Eucharist in the Catholic faith • Recognise the central beliefs of Islam, including the belief in one God (Allah) and the significance of Muhammad • Understand some of the key practices in Islam • recognise the importance of artistic expression in Islam, including Islamic art and religious music Explore how Islamic beliefs are reflected in art • reflect on the ways that Jewish and Islamic faiths are celebrated in daily life and festivals Understand how religious festivals like Passover and practices like Islamic prayer serve to connect people to their faith

PE

Key Knowledge
-

Athletics
- choose different running styles for different distances *e.g. jogging style vs sprinting style*

Dance
- create dance phrases to communicate an idea
- explore different dance actions *e.g. travel, turn, jump, stillness, gesture*
- explore dynamic qualities of movement in a routine e.g. speed, energy, timing
- explore use of space within a routine *e.g. levels, directions and pathways*
- explore different relationships within a routine *e.g. unison, canon and physical contact*

OAA (Geography link)
- orientate a map and locate positions on a map a familiar environment *e.g. school field*

follow a map in a more demanding familiar environment *e.g. school grounds*

Music

Structure 'Jungle Rhythms'	Composition 'I Write the Songs'
- To know that music is an integral part of life in Africa - To know that there are many different styles of music in Africa - To know that the drum is the most popular instrument in Africa - To know the names and roles of some key African drums - To know that the music of an African drum can imitate rhythms of speech - To recall the meaning of 'crescendo' and 'decrescendo' - To learn the story behind the piece entitled 'The Elephant' from 'Carnival of the Animals' - To learn about the composer, Camille Saint-Saens - To know the meaning of 'crescendo' and 'diminuendo' - To know the three main parts of a drum - To name some African drums - To know that drums are the most important instrument in African music - To learn about repetition as a compositional tool - To know what a melodic phrase is - To know what a rhythmic phrase is - To know the difference between a melodic and a rhythmic phrase - To recall the value of crotchets and quavers - To know what 'call and response' music is - To recall the meaning of the musical terms 'dynamics', 'texture', 'tempo' and 'repetition' - To know and understand the meaning of, and difference between, 'beat' and 'rhythm' - To understand the meaning of the musical term 'drone' - To explore the way sounds can be combined and used expressively	- To know that the word 'ostinato' means a repeated musical phrase or pattern - To know that a rhythmic ostinato is a repeated rhythm pattern - To know that a melodic ostinato is a repeated melody pattern - To understand the difference between a composer and a performer - To know the sign that is used to indicate a note of the same name is at a different pitch - To know the musical sign that means repeat - To know that a melodic ostinato has rhythm - To know that rhythmic ostinato is not pitched - To know that a song is based on a theme and has a structure - To know that a song often has a catchy or memorable tune - To know the importance of repetition when writing a song - To recall the meaning of the word 'solo'

Computing

Desktop Publishing	Events and Actions in Programs

Key Knowledge	Key Knowledge
•	

Computing Skills	Computing Skills
• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 **Creating Media** • Recognise how text and images convey information • Recognise that text and layout can be edited • Choose appropriate page settings • Add content to a desktop publishing publication • Consider how different layouts can suit different purposes • Consider the benefits of desktop publishing	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 **Programming** • Explain how a sprite moves in an existing project • Create a program to move a sprite in four directions • Adapt a program to a new context • Develop my program by adding features • Identify and fix bugs in a program • Design and create a maze-based challenge

MFL - French	
Unit B: Food	**Unit C: At School**

New Language Content	New Language Content
• Naming common foods • Expressing likes and dislikes • Saying what they are eating • Naming cutlery • Saying what they would like to have • Understanding cooking instructions **Listening** • Identify phonemes which are the same as, or different from, English phonemes **Speaking** • Ask and answer simple questions using short sentences • Prepare and recite a few familiar sentences to the teacher • Give a spoken response to a simple written question • Talk about self, using some common verbs in the first person singular form **Reading** • Read and pronounce the most common letters and letter strings in French • Read and pronounce familiar written words accurately, using knowledge of French phonics • Understand familiar written phrases and simple sentences, and respond to them, e.g. Drawing a line to match an image to a phrase or sentence	• Saying how they travel to school • Naming places in school • Listing the contents of their pencil case • Telling the time • Naming school subjects **Listening** • Identify phonemes which are the same as, or different from, English phonemes • Identify sounds in songs and rhymes, e.g. By clapping when hear a given sound • Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les' **Speaking** • Ask and answer simple questions using short sentences • Pronounce 'le'/'la' and 'un'/'une' clearly and accurately **Reading** • Read and pronounce the most common letters and letter strings in French **Writing** • Write some singular nouns with the correct article

• Writing • Write some familiar words from memory	

PSHE	
RHE – Created to Live in Community	Project Evolve
Unit 1 – A Community of Love • God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. • The human family reflects the Holy Trinity in mutual charity and generosity. • We are made in the image of God, which means we are made to love God and others, and be loved by God and others. Unit 1 – What is the Church? • The human family reflects the Holy Trinity in charity and generosity • The Church family comprises of home, school and parish (which is part of the diocese) Unit 2 – How Do I Love Others? • That God wants His Church to love and care for others. • To devise practical ways of loving and caring for others.	Privacy and Security • Give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult • Understand and can give reasons why passwords are important • Describe simple strategies for creating and keeping passwords private Managing Online Information • Use key phrases in search engines • Explain what autocomplete is and how to choose the best suggestion • Explain how the internet can be used to sell and buy things • Explain the difference between a 'belief', an 'opinion' and a 'fact'