Year 3 2020-21		A1	A2	Sp1	SP2	Su1	Su2
English	**Focus Texts** (F)Fiction (NF)Non Fiction	Stoneage Boy by Satoshi Kitamura Alice in Wonderland by Lewis Carroll	Suitcase Kid by Jacqueline Wilson	The Egyptian Cinderella by Shirley Climo The Queen's Nose by Dick King Smith	The Time Travelling Cat and The Egyptian Goddess The Accidental Prime Minister by Tom MacLaughlin	Lottie Project by Jacqueline Wilson Hetty Feather by Jacqueline Wilson	Danny Champion of the World by Roald Dahl
English	**Focus Poem**	You are Old Father William by Lewis Carroll	Twas The Night Before Christmas by Clement CLarke Moore	Dragonfly Out in the Sun by David Windle	We Are Seven by William Wordsworth	Stopping by Woods on a Snowy Evening by Roberth Frost	On the Ning Nang Nong by Spike Miligan
English	**Writing Genres** usually dictated by topic/focus texts	Persuasive text (advert) Balanced argument Playscript (Radio interview) Narrative (paragraph - door to another world) Setting Description Nonsensical poem	Recount Diary Leaflet Christmas Poem (rhyme scheme ABAB or ABCB)	Non-Chronological Report Instructions Letter Clerihews	Newspaper Creative Narrative writing Persuasive Writing (What I would do if I was Prime Minister) Free Verse	Biography Master & Matron Workshouse Report Recount	Letter Chronological report Newspaper Limerick
Science	**Focus**	**Animals including humans** **Working Scientifically**	**Forces and magnets** **Working Scientifically**	**Plants** **Working Scientifically**		**Light** **Working Scientifically**	**Rocks** **Working Scientifically**
Science	**Revision sheets**	https://drive.google.com/open?id=1iw5Zgb9PUX2qLli8XVxOsqMSVVJWnNYp	https://drive.google.com/open?id=1mT6Y12ZQI4LY6CBqqPPigdFzolu6QJoo	https://drive.google.com/open?id=1fLZtVBBZ8L2mf-2MC4wKxn1GyCOBUxUL		https://drive.google.com/open?id=1NcAugAoJk8Tps5JgouENfdKOufl5tpbX	https://drive.google.com/open?id=11b8w4Br0GlqbPOd4W9nU1YFcvos9MGqp
Science	**Assessment**	https://drive.google.com/open?id=1BXxUJ12OPlZOAMX-BWEoJlDjaF6wtzQO	https://drive.google.com/open?id=1UOZJsFMBVykQQBsUMYBO7O-j5yP4jnoh	https://drive.google.com/open?id=1F7Kf_5DY1EVirP6Il6RILkNU0IOvcC2V		https://drive.google.com/open?id=1rTI0nAnBlavP1vE5LzMPcTtS5exJjV0G	https://drive.google.com/open?id=1gDn5IOYWUdWnqOgxM-nrXJ29K_M3HiwR
Science	**Knowledge**	I know and understand the vocabulary for this topic. (See Vocabulary box) I know what food groups specific foods belong to. I know what the different food groups provide for the body. I know what a balanced diet is. I know what aniamls are carnivores, omnivores and herbivore. I can identify animals as vertebrates and intervertebartes. I know why skeletons are important. I can label the human skeleton. I know why birds bones are hollow.	I know and understand the vocabulary for this topic. (See Vocabulary box) I know how to make a fair test. I know that things move differently on different surfaces and why. I know that surfaces have different levels of friction. I know the difference between friction and gravity. I know why gravity and magnetism are different to other forces. I know if contact is required for contact to take place. I know how magnets attract and repel each other and some materials.	I know and understand the vocabulary for this topic. (See Vocabulary box) I know the names of the parts of the plant and can explain their function. I know that plants/trees have requirements to grow. I know how plants attract insects. I know how cacti survive in their habitat. I know why some enivorments are not good for plant growth such as the moon. I know how water is transported in plants. I know the names of the parts of a flower. I know the life cycle of a flower. I know how animals help to disperse seeds.		I know and understand the vocabulary for this topic. (See Vocabulary box) I know what objects are sources of light. I know that there are natural sources of light and man made sources of light. I know how Earth would be different if there were no light. I know that light travels in order to see things. I know that light is reflected from surfaces. I know what objects are best for reflecting light. I know that light from the sun can be dangerous and how to protect ourselves from it. I know how shadows are formed from light. I know that time and position of objects/light source can change the size of a shadow.	I know and understand the vocabulary for this topic. (See Vocabulary box) I know how to compare rocks and group them based on their appearance and simple physical properties. I know how to use a sorting diagram to identify rocks. I know the names of differnt rocks including:chalk, sandstone, pumice, slate and marble. I know the properties of rocks. I know the process of fossil formation. I know why not all animals become fossilled and why there are so many fossils not found. I know that soil is made of rocks and organic matter. I know the different purposes of soil and what it provides.
Science	**Skills**	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.	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.	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.		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.	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.
Science	**Working Scientifically Objectives** To be taught alongside each focus.	*Asking relevant questions and using different types of scientific enquiries to answer them. *Setting up simple practical enquiries, comparative and fair tests. *Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. *Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. *Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. *Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.					
Science	**Working Scientifically Ideas**	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.	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.	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.		Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.	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.
Science	**Key Vocabulary**	Movement, Muscles, Bones, Skull, Nutrition, Skeletons, carbohydrates, fats, proteins, minerals, fibre, vertebrates, intervertebrates,joints, muscles, calcium, sugar, decay,	*Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull, surface, rough, smooth.*	*Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower, anchors, transports, produces, attracts, supports, petal, sepal, ovary, anther, filament, style, stigma, stem.*		*Light, Shadows, Mirror, Reflective, Dark, Reflection, sources, transparent, translucent, heavy, opaque, solid.*	*Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, permeable, impermeable, durable Absorbent, hardness, buoyancy, fossil formation,*
History	**Topic**	**Stone Age**		**Ancient Egypt**		**Life of a child in Victorian times**	**Methods of Communication**
History	**Knowledge**	I know the stoneage period began over 3000 years ago when humans started to live in Europe. I know the stoneage period was followed by the bronze age period when humans started to use metal. I know the bronze age was followed by the iron age when tools and weapons became more advanced. I know that during the palaeolithic age humans hunted animals and birds, fished and collected fruit and nuts to survive. I know that early man used cave paintings to tell stories. I know that during the palaeolithic period humans lived in caved and moved around a lot, I know that during the neolithic period humans built wigwams which could be moved with the seasons. I know what materials would be used to build a wigwam and what features they would include. I know how humans used natural resource to make tools, including stones and dried grass for rope. I know how to identify fauna such as berries, nuts and seeds, which would be safe to eat. I know towards the end of the stoneage, humans settled into communities and domesticated plants and animals for the first time in history. I know which animals existed during the stoneage. I know how primary and secondary sources have helped us understand the stoneage better.		I know that a pharoah was a monarch of Ancient Egypt. I know Cleopatra was the last pharaoh of Egypt before the Romans took over. I know that Cleopatra had to flee to Syria because her brother's advisor was trying to kill her. I know that she was reinstated as Queen when Julius Caesar arrived in Alexandria. I know that she had a son with Julius Caesar and that Julius was assasinated in 45BC. I know that then has a relationship with Mark Antony and they have a son together. I know that Cleopatra took her own life, possibly by allowing a snake to bite her. I know Tutakhamun was known as the boy king and famous as his tomb was found in 1922. I know that Howard Carter found Tutakhamun's tomb. I know the different types of treasure that was found in the tomb. I know the process that Howard took to find the tomb. I know that Lord Carnarvon funded the exploration for the tomb. I know how many days it took to get inside the tomb. I know that the tomb was found in the Valley of The Kings. I know the curse of Tut's tomb. I can explain the mummification process in detail. I know that a mummy is a body that has been preserved after death. I know that both humans and animals were mummified. I know the Egyptians believed the soul would return to the body to live forever in the afterlife. I know that the body was cleansed with palm wine and rinsed in The River Nile. I know that certain organs were removed, but the heart was left. I know that the body was coated in resin from plants and wrapped in strips of linen. I know that Egyptian men and women wore make up and elaborate jewelery. I know that wearing jewellery was thought to attract the Gods. I know that the wealthy Egyptains wore the most jewellery. I know Egyptians were the first civilisation to invent writing. I know when the Ancient Egyptian civilisation began. I know the River Nile was used to transport goods. I know that crops were grown near the River Nile due to lots of water around the banks. I know the River Nile is the longest River in the world. I know the River Nile leads to the Mediterranean Sea.		I know the life of a Victorian child was significantly different to now. I know that some children had to work in the mines, as chimney sweeps or in factories. I know when the law was introduced saying children must attend school between the ages of 5-10. I know that poor people would work in the workhouse and live in terrible conditions. I know that a workhouse was a huge building where poor people. I know that if a whole family had to move into a workhouse they would be spilt up. I know that the workhouse was ran by guardians and they made the rules. I know that everyone had to wear a uniform. I know what a workhouse people would eat on a weekly basis. I know who Queen Victoria is and how she ruled I know that children's toys in Victorian times differred to toys today. I know that children from wealthier families played with dolls' houses and rocking horses. I knwo that children from poorer families would play with peg dolls and wooden boats and also buy from penny stalls a the market.	I know that technology has had a significant impact on the rate at which communication has progressed. I know that during the stoneage period people sued to communicate via stoneage paintings. I know that ancient civilisations developed writing systems such as the Egyptians, the Sumeria's and the Maya's. I know that carrier pigeons were used to pass messages back to their homes. I know that Morse and Enigma codes were a secret way of communicating during the war. I know about Alexandra Graham Bell and how he was influenced to invent the telephone. I know the Radio began to be used for private uses from the 1920s onwards. I know the different methods of communication used by the forces in WW1 and 2, such as the carrier pigeon. I know the TV was invented by John Logie Baird as a means of communicating with motion pictures. I know that communication has got faster as time has evolved. I know that colour film was invented before colour TV. I know that BSL was invented and supported in schools. I know that the desktop computer was invented in the 1970's and still used effectively today. I know that the mobile phone was invented in the 1980's and the smart phone in 1999. I know the internet was developed in 1999. The speed of wifi has evolved during this time to make the internet speedier and more successful. I know the laptop was invented in the year 2000 and shortly followed by the tablet in 2010, which is easier and mroe accessible to carry around.
History	**Skills**	Appreciate that early Britons would have lived a different life to ours - communication, food, clothing, transport, housing and make some links with the present; Begin to picture what life was like for early settlers; Suggest why certain events happened as they did in history; Suggest why certain people acted as they did in history.		Recognise the part that archaeologists have had to play in helping us to understand what happened in the past; Use various sources of evidence to answer questions; Use various sources to help piece together information about a period of history - look at change, cause, similarity and difference and also significance; Use sources to research a specific event from the past, then present that information using specialist terms, such as settlement, pharoah, pyramid, gods; Identify similarities and differences between given periods in history.		Recognise the part that archaeologists have had to play in helping us to understand what happened in the past; Use various sources of evidence to answer questions; Use various sources to help piece together information about a period of history - look at change, cause, similarity and difference and also significance; Use sources to research a specific event from the past, then present that information using specialist terms, such as settlement, pharoah, pyramid, gods; Identify similarities and differences between given periods in history.	
History	**Vocabulary**	*archaeolgists, artefact, neollthic, BC, chronology, tribal, hunter gatherers, shelter, civilisation, settlement, prey*		*archaeologists, pharaohs, tombs, pyramid, hieroglyphics, vizer, scribe, sarcophagus, mummy, papyrus, scarab, sphinx, death mask.*		*Victorians, workhouse, gruel, cane, dormitory, dunce, governor, industrial revolution, mangle, pauper, pinafore, Queen Victoria, slum,*	*Cave paintings, Cunieform, Hieroglyphs, Cipher, Carrier Pigeon, Morse Code, Alexandra Bell, WW1, Enigma Code, Black and White films, Radio, WW2, Colour TV, Colour film and Tv, BSL, Desktop Computer, Smart phone, Internet, tablet, laptop.*
Geography	**Focus**	**Claremont Area**	**Blackpool**	**Land use in Britain and around the world**		***Features of the UK vs European Features***	
Geography	**Strand**	**Map Making/Following Directions**	**Enquiry and Investigation**	**Locational Knowledge**		**Human and Physical Geography**	
Geography	**Skills**	I can make a simple sketch map of the human and physical features in my local area. I can take photographs of the local area to help produce a simple map. I can use 4 points on a compass; North, South, East and West. I can read and interpret the globe as a flat map.	I can create a survey to explore human or physical features in the local area.	I can name and locate counties and cities of the UK, identifying key human and physical features and land use.		I can understand similarities and differences in the human and physical features within a region of the UK and the region of a European country. I can describe and understand different types of settlement and land use.	
Geography	**Knowledge**	I know how to use a compass to be able to tell which direction a feature is from another. I know how to draw a key for my features. I know how to use the photos I have taken to help me sketch a simple map of Claremont Park. I know that the four cardinal points on a compass include N,S,E,W. I know to use a mnemonic such as Never Eat Shredded Wheat to help me remember the cardinal compass points. I know when a compass needs to be used. I know that a globe is a 3D representation of the Earth. I know that a map is a flat representation of a golbe. I know where the UK is on a flat map and on a globe.	I know that the local area is Blackpool. I know human features in Blackpool include hotels, houses, Blackpool Tower, Wintergardens, piers. I know physical features include Blackpool Beach, The River Wyre. I know how to take photos of human and physical features in Claremont Park, including sycamore trees, foliage, apparatus, benches. I know that a survey is a record of an area and features it includes, so it can be used to construct a map, plan or description. I know that there are different methods to use to collect data (observations, questionnaires etc.) I know that data is information that has been collected. I know that I can dispay my data in different ways (graphs, pie charts etc).	I know that a county is are areas used for the purposes of administrative, geographical, cultural or political demarcation. I know that there are 48 counties in England. I know that a city is a large town, which is densley populated. I know that a place could only be defined as a city if it had a cathedral. I know that some cities such as Liverpool, Manchester and Birmingham play an important role in the economy. I know that some of the important physical features of the UK include: Lake District, Ben Nevis, Peak District, Snowdon, Scottish highland. I know that some important human features include: Big Ben, Stonehenge, London Eye, Angel of the North, Buckingham Palace and Westminster Abbey. I know that a continent is a large area of land. I know there are seven continents of the world (Europe, Asia, Africa, North and South America, Australia and Antarctica). I know Asia is the biggest continent in the world. I know Australia is the smallest continent in the world. I know I live on the European continent. I know Europe is the richest continent in the world. I know Africa is the poorest continent in the world. I know that an Ocean is a large body of water. I know there are five oceans (The Atlantic, The Pacific, The Indian, The Arctic and The Southern). I know the largest ocean is The Atlantic. I know the The Arctic Ocean is the smallest and coldest ocean in the world. I know the Indian Ocean is the warmest.		I know that a physical feature is a natural geographical feature such as oceans, rivers, volcanoes, mountains and waterfalls. I know that a human feature is a man-made geographical features like buildings, landmarks, theme parks, piers, towers. I know the Cheshire Ring is a 97 miles canal cruising circuit, whereas Venice is a region built on a lagoon on more than 100 islands. I know the main mode of transport on the canals of Venice is vaporetto boats, gondolas or sandola, whereas the main mode of transport on The Cheshire Ring are narrow boats, barges and cruisers. I know the Lake District is a mountainous region and a national park in Cumbria, Northwestern England. I know base areas for exploring the Lake District are market towns such as Ambleside and Kendal. I know the highest point in the Lake District is Scarfell Pike. I know The Swiss Alps is an Alpine region in Switzerland. I know the Swiss Alps is made up of peaks, valleys and lakes. I know the highest point in The Swiss Alps is Monte Rosa. I know that London is the most populated country in the UK and it is the capital city. I know that London is in the southeast of England. I know that London is home to some iconic buildings such as Big Ben, The houses of Parliament and Buckingham Palace. I know that The River Thames runs through London. I know that Paris is the capital of France and a major city in Europe. I know that it is home to some iconic landmarks like the Eifle Tower and Notre Dame. I know The Seine is the river that runs through Paris. I know that a settlement is a place where people live. I know that settlements include hamlets, villages, towns and cities. I know that rural areas are often farms and agricultural places, sometimes referred to as the countryside. I know that urban areas are areas where many people live and work. I know that some settlements have a special function such as a holiday resort, port, market town or an industrial town. I know that the UK is an isalnd and we have limited land to use. I know that land can be used for farming, housing, healthcare, education, transport, recreation and leisure, retail and business.	
Geography	**Vocabulary**	*familiar buildings, road names, park, beach, compass, North, South, East, West, cardinal points, globe, human features, physical features, map, key, landmarks.*	*local area, survey, data, questionnaire, observations, collected, graphs, pie charts*	*county, economy, city, cathedral, densley populated, landmarks, highland, lowland, Asia, Africa, Europe, Australia, Antarctica, North and South America, Atlantic, Pacific, Indian, Southern, Arctic.*		*Blackpool, human features, physical features, location, island, port, coastal, industrial, tourism, man-made, natural, moutainous, alps, region, peaks, iconic, canal, vaporetto, gondola, narroe boat, barge, valley, rural, urban, hamlet, village, countryside, recreation and leisure.*	

Year 3 2020-21		A1	A2	Sp1	SP2	Su1	Su2
Art	**Focus**	**Prehistoric Art**		**Formal Elements of Art**		**Art and Design Skills**	
	Strand	**Design, Drawing, Painting, Art Appreciation Autumn**		**Shape and Tone (observational drawing) Spring**		**Design, Drawing, Painting, Art Appreciation Summer**	
	Skills	Recognising the processes involved in creating prehistoric art, explaining roughly when they were made. Creating their own animal drawing in a prehistoric style. Creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists. Understanding of how colours an be made from natural pigments, evidenced by the record of mixed colours in sketchbooks. Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style. Successfully making positive and negative handprints in a range of colours.		Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them. Comparing their work to that of other artists Using different materials to create a puppet figure. Designing and creating a sock puppet. Making the various parts of the puppet to the correct proportions. Designing and creating a shadow puppet, understanding that the features are shown through its silhouette. Drawing from observation; recognising shapes in an object and describing texture and colour Altering the tint and shade of a colour, understanding that a tint it made by adding white and a shade by adding black.		Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shade in ONE direction Create smooth, neat, even tones Leave NO gaps Ensure straight edges. Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually Identifying and drawing geometric shapes found in objects, learning that natural objects are usually formed of wavy lines and man-made objects of straight lines Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately Creating and forming shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape. Working safely with tools.	
		ON GOING ALL YEAR:Developing/ Applying Ideas - I can use a sketchbook to record my observations and develop ideas. (Skills should be practised and developed within sketchbooks - these are to be used as a working document rather than a display book of finished pieces).					
	Artists studied	Prehistoric Art works		Diego Velázquez, Carl Giles		William Morris, John Millais	
DT	**Focus**	**Eating seasonally - chocolate**		**Pyramids**		**Pneumatic toys**	
	Strand	**Food**		**Construction**		**Mechanisms**	
	Assessed Skills	To know that climate affects food growth To know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK. To create a recipe that is healthy and nutritious using seasonal vegetables To safely follow a recipe when cooking		To identify features of a pyramid To design a pyramid To construct 3D nets To construct and evaluate my final product		To understand how pneumatic systems work To design a toy which uses a pneumatic system To create a pneumatic system To test and finalise ideas again design criteria	
	Knowledge	What country has this been grown in? Why do we think some ingredients are sourced from so far away? What conditions do you think these fruits and vegetables need in order to grow? Why do you think these foods can't be grown in the UK? What does the term 'seasonal' mean? Where does the food in our supermarkets come from? Is the food in the supermarket always seasonable to the UK? Do we really need to import food? What are the effects of importing food? What ingredients do we need? How will we prepare each ingredient? What must we consider in order to stay safe in the kitchen? What hygiene risk do we face? How much of each ingredient do we need? How do we know? What colours are used? What images are used? What words are used? How might you show that your food is seasonal? How might you show that your food is fresh? How will we prepare each ingredient? What must we consider in order to stay safe in the kitchen? What hygiene risks do we face?		What are pyramids for? Who lived in pyramids? Where do we see pyramids? Which stories have pyramids inthem? Do pyramids all look the same? Why/why not? What is a net? What is a tab? What is scoring? Can you name all the geometric shapes? Can you think of a more creative configuration? How can you combine nets and collected objects? What is a net? What is a tab? What is scoring? What will make a good quality pyramid? Does yourpyramid include all the features in your original design? Are there any other features you would like to include?		pneu, pneumatic, cross-sectional, exploded diagram, prototype, computer-aided design, analyse, inflate, deflate, hinge/d, syringe, transmit, volume, thumbnail sketch, annotated sketch, manipulate, creaing, weaving	
	Vocabulary	*climate, nutrition, savory, seasonality, processed, settlement, trade, distribution, skewer, complement*		*align, lines, angle, base, layer, features, polyhedron, polygon, traingular, apex, monumental structure, finishing, innovative, nets, structures, crisp folding, aesthetic qualities, scoring, geometric*		*pneu, pneumatic, cross-sectional, exploded diagram, prototype, computer-aided design, analyse, inflate, deflate, hinge/d, syringe, transmit, volume, thumbnail sketch, annotated sketch, manipulate, creaing, weaving*	
Computing	**Focus**	**Scratch Jnr. Programming**	**Comic Creation**	**Digital Art**	**Document Editing**	**Game Creation**	**Digital Music**
	Strand	**Computer Science**	**Information Technology**	**Information Technology**	**Information Technology**	**Computer Science**	**Information Technology**
	Skills	Write a simple program with text outputs and movement Write a program with repetition (loops) Write programs using different inputs Add conditions (if statements) to a program Debug Programs (separate tasks) Program conditions with data variables (quiz) Work with lists to create random actions Program random variables to add unpredictability	Add, resize and organise colour or picture backgrounds Add, resize, organise characters/objects to different panels. Add narration using text and direct speech using speech bubbles.	Add a variety of shapes (outlines and fill) and label them with text Use select, copy and paste to duplicate elements to improve accuracy and speed. Flip and rotate elements to create interesting effects, such as symmetry. Use zoom tools to add more detail. Add and edit images Store and retrieve work	Copy and Paste text and images Find a replace words Format text for a purpose Edit images inside documents	Design and create digital content to accomplish goals (KS2) Use various forms of input (KS2)	To create music using digital tools and learn about scales, chords, arpeggios, rhythm, tempo, mixing, making music with code and multi-tracking.
	Vocabulary	*input, internet, programming, debug, program, variable*	*resize, organize, characters, objects, narration*	*copy, paste, duplicate, edit, retrieve, flip, rotate*	*Format, edit, copy, paste, images, documents*	*Digital content, input, output*	*appegios, multi-tracking, rhythm, tempo*
RE	**Focus**	**Hinduism**	**Christianity**	**Christianity**	**Christianity**	**Hinduism**	**Hinduism**
	Key question	Would celebrating Diwali at home and in the community bring a sense of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday?	How can Brahman be everywhere and in everything	Would visiting the River Ganges feel special to a non-Hindu?
	Link to Discovery RE planning	https://drive.google.com/file/d/12Qj4eJVIbLxSuh2jAz4oRlJ0zdCPbJWr/view?usp=sharing					
	Assessments	https://drive.google.com/file/d/1dYvQr_g4qm-sz3_7tpdybaWn0S5spTqF/view?usp=sharing	https://drive.google.com/file/d/1D9oYGIk7FhO-N5PyC56zlpcs2gM6BOxX/view?usp=sharing	https://drive.google.com/file/d/1p38m7Ir_R5uzgFyAchZeGbBL6ye4lij3/view?usp=sharing	https://drive.google.com/file/d/1CmdmDGc2GR6Hf-KzymjH04DCOOkrrOdz/view?usp=sharing	https://drive.google.com/file/d/1f2wrcdTAxJyekq9O483V5ucLzA1Zm_Si/view?usp=sharing	https://drive.google.com/file/d/1G6ePAyL_BI2PwnL1xb_fx_I1c7nnU19L/view?usp=sharing
PSHE	**Topic**	**Being Me**	**Celebrating Differences**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing me**
	Focus	I can explain how my behaviour can affect how others feel and behave.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can explain the different ways that help me learn and what I need to do to improve.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
	Vocabulary	*behaviour, feelings, negative, positive, respect, differences, united, mission*	*conflicts, resolution, falling out, arguments, bullying, friendships, getting on*	*purpose, goals, dreams, ambitions, set backs, resilience, obstacles, determination, perserverance.*	*authority, strangers, cyber, online, drugs and alcohol, communication, trusted adult, healthy choices*	*role models, cultural differences, culture, traditions, awareness, history, relationships, positive and negative.*	*changes, private body parts, puberty, development, hormones, facial hair, body hair.*
Music	**Progression**	**Pitch**- Steps/ leaps. **Duration**- Rhythmic patterns **Dynamics**- strong beats/ weak beats. **Tempo**- graduation **Timbre**- wood, metal, strings. **Texture**- Melody/ accompaniment. **Structure**- Question/ answer.					
	Strand (NC)	**COMPOSING** - Improvise and compose music for a range of purposes using the inter-related dimensions of music. **PERFORMING** - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. **LISTENING** - Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. **READING NOTATION** - Use and understand staff and other musical notations. **HISTORY OF MUSIC** - Develop an understanding of the histoy of music. ***Key Stage 2.*** Pupils should be taught to play musically with increasing confidence and control. They shoud develop an understanding of musical composition, organising and manipulating ideas within musical structures andreproducing sounds from aural memory.					
	Skills (Focus Ed)	Create patterns using different instruments. Combine sounds to create a mood or feeling. Sing in tune. Play clear notes on instruments. Recognise the work of at least one famous composer. .	Create patterns using different instruments. Create accompaniments for tunes. Use musical words to describe my composition. Sing in tune with expression. Use musical words to describe a piece of music.. Recognise the work of at least one famous composer.	Recognise the work of at least one famous composer. Play clear notes on instruments. Improve my work saying how it has been improved. Use musical words to describe what I like and do not like about a piece of music	Sing in tune with expression. Compose melodies and songs.	Use different elements in my improvisation. Create patterns using different instruments. Play clear notes on instruments.	Use different elements in my composition. Combine sounds to create a mood or feeling. Improve my work saying how it has been improved.
	Skills (Mrs Fard)	Improvise repeated patterns (ostinato) Read a rhythm pattern ie crotchet and rest and play it using percussion. Write musical notation- ie crotchet and rest. Create own symbols to represent different sounds and instruments in compositions. Improvise along to a backing track, playing in time with the beat. Use voice and copy a given scale (Charanga warm ups- yah yah) Sing in unison Learn a new song and sing in tune. Know how to improve singing. Perform simple rhythmic accompaniments. Perform as part of a group and individually Begin to identify how many beats are in a bar.- clap along -feel the pulse Play melodic patterns on an instrument. Perform given compositions/songs from memory. Begin to evaluate others' work with regard to **rhythm** and **tempo** and learn from others. Know what a percussion instrument is and control an instrument. Compare pieces,thinking about pitch, mood, rhythm and tempo. Explain what they think a piece of music's purpose could be. Listen To Saint Saens Carnival of Animals and identify the mood of a piece of music. Follow a melodic line going **down** in steps. (Charanga CBAGFE acc.)	Charanga- Glockenspiel 1- progressing to keyboards Compose three note patterns. Improvise repeated patterns (ostinato) Improvise along to a backing track, playing in time with the beat. Use voice and copy a given scale Sing in unison Perform a song in a group for others. Sing confidently in a group/alone Learn a new song and sing in tune. Know how to improve singing. Begin to identify how many beats are in a bar.- clap along -feel the pulse Play melodic patterns on an instrument. Perform given compositions/songs from memory. Begin to evaluate others' work with regard to **pitch,** rhythm and tempo and learn from others. Compare pieces,thinking about pitch, mood, rhythm and tempo. Follow a melodic line going **up** and **down** in steps. (DEF) Read and write musical notation- DEF	**Wider opportunities -violin** Perform as part of a group and individually to an audience. Compare pieces with regard to pitch, rhythm and tempo. Begin to evaluate others' work with regard to pitch, rhythm and tempo and learn from others. Use correct stance when playing the violin and play using a long bowing action. Hold the violin correctly. Remember the names of strings. Know how to change the pitch using fingers on the violin string. Join in with the ensemble playing 2 pieces of music on the violin. Play a tune confidently on the violin Compose three note patterns. Play along to a backing track, playing in time with the beat. Play melodic patterns on an instrument. Perform given compositions/songs from memory. Begin to identify how many beats are in a bar.- clap along -feel the pulse Listen to Prokofiev's- Peter and the Wolf. Identify the mood of the music in relation to the character. How not to play! https://www.youtube.com/watch?v=TxrLUFhE_bM&list=RDLUS-YreXpZk&index=10	Compose three note patterns on the glockenspie/ keyboard. Improvise along to a backing track, playing in time with the beat. Sing in unison Sing confidently in a group/alone Learn a new song and sing in tune. Know how to improve singing. Perform simple rhythmic and melodic accompaniments. Perform as part of a group and individually to an audience. Play melodic patterns on an instrument. Perform given compositions/songs from memory.. Follow a melodic line going up and down in steps. Read and write G & A notation Compare pieces,thinking about pitch, mood, rhythm and tempo. (Reggae) Express my opinions about music from the past.	**Multi Cultural songs, games, rhymes and rhythms.** Improvise repeated patterns (ostinato) Create own symbols to represent different sounds and instruments in compositions. Improvise along to a backing track, playing in time with the beat. Sing confidently in a group/alone Perform simple rhythmic accompaniments. Perform as part of a group and individually to an audience Perform given songs from memory. Understand the meaning of pitch, rhythm, tempo and dynamics. Explain what they think a piece of music's purpose could be. Identify the mood of a piece of music. Express my opinions about music from other countries.	**Reflect,- Rewind- Compose, Listen and Appraise** Compose three note patterns. Create own symbols to represent different sounds and instruments in compositions. Compose simple rhythmic accompaniments. Compose melodic patterns on an instrument. Perform compositions Evaluate others' work with regard to pitch, rhythm and tempo and learn from others. Identify the mood of a piece of music. Express my opinions about music from the past. Watch the Royal Ballet perform Beatrix Potter - Appraise music and dance. Use individual accounts at Charanga Music World on lessons set.
MFL	**Focus**	**Rigolo: Bonjour Basic Conversation Numbers**	**Rigolo: Les fetes - Bastille Day, Christmas - Linguacope vocab**	**Les Couleurs Rigolo: La Famille**	**Les Vetements Easter**	**Food Rigolo: En Classe**	**Les Villes Francaise**
	Objectives	I can listen and understand a conversation. I can participate in a conversation. I can write some simple words.	I can give a response using a short phrase. I can write some sentences.	I can listen and understand a conversation I can read and write some simple phrases.	I can start to have a conversatin in french, describing an object. I can read and write a simple conversation.	I can say what I like and dislike. I can read and write 2 or 3 sentences from memory.	I can read and explain some simple words in a passage. I can have a simple conversation with 3 exchanges. I can read und understand some phrases.
	Key Vocabulary / Grammar	Je m'appelle... - My name is ... J'ai... - I have... Present tense: have and go	noel jour j'adore	*J'ai ... - I have .. Insert colours into a sentence. understand adjectival positioning.*	*use numbers and colours with clothes vocab. introduce opinions: j'adore, je prefere*	*Grammar: opinions Modal verbs - Je voudrais - I would like... understanding merci and non, merci. reusing opinions: j'adore, je prefere and je n'aime pas*	*il y a...., opinions and je voudrais visiter....*

PE		A1		A2		Sp1		SP2		Su1		Su2	
	Strand	**OAA**	**Gymnastics**	**Inv games**	**Dance**	**Net wall games**	**Gymnastics**	**Inv games**	**Dance**	**Net wall games**	**Athletics**	**Striking + Fielding Games**	**Athletics**
	Focus			**Rugby**		**Badminton**		**Netball**		**Tennis**	**Track**	**Rounders**	**Field**
	Skills	I can follow simple trails in familiar environments and, with help, identify where they are on the trails. I can help others to solve problems they have been set, taking an active part in the work. I can follow others' suggestions. I know that I need to be careful so that I am safe. I can recognise when I have been energetic. I can describe what I do when following a trail or solving a problem.	I can use a number of my own ideas for movements in response to a task. I can choose and plan a sequence of actions. I can adapt this sequence to suit different types of apparatus and my partner's ability. I can explain how strength and suppleness affect performance. I can comment on differences and similarities in gymnastic performances. I can recognise how performances could be improved.	I can throw and catch with control under some pressure. I am aware of space. I know and use rules fairly to keep a game going. I can explain why it is important to warm up and cool down. I recognise and evaluate good performance.	I can improvise freely, translating ideas from a stimulus into movement. I can create dance phrases that communicate ideas. I can share and create dance phrases with a partner and in a small group. I can repeat, remember and perform these phrases in a dance. I can use dynamic, rhythmic and expressive qualities clearly and with control. I can recognise and talk about the movements used and the expressive qualities of dance. I can suggest improvements to their own and other people's dances.	I can play games using modified courts and a small range of throwing skills I can play games with limited continuity, stopping the ball and catching it occasionally. I can hit a ball with reasonable consistency when practising. I can use bigger target areas to aim for. I can make use of some tactics; use simple rules fairly.	I can work on longer sequences; show control, consistency and accuracy of movement. I can include changes of speed and direction in my sequences. I can adapt short sequences so that a partner or small group can perform them. I can recognise how strength and suppleness affect the quality of performance. I can identify similarities and differences between performances. I can suggest some ways in which a performance could be improved.	I can play effectively with speed and precision. I can decide quite quickly when and where to pass the ball, showing good awareness of what is going on around them. I can adapt skills in response to a game situation; show basic understanding of how or why tactics work.	I can choose appropriate movements to express the idea, mood and feeling of a dance. I can take the lead when creating dances with a partner or in a group. I can show a greater understanding of how to compose dance phrases. I can show greater fluency and control in my movements. I can interpret rhythm well, using a range of musical accompaniments. I can interpret and express my thoughts clearly when talking about dance. I can make appropriate suggestions about how work could be improved.	I can keep a continuous game going. I can use a range of throwing and catching skills. I can use a small range of basic racket skills. I can choose and use a range of simple tactics for sending the ball in different ways to make it difficult for my opponent. I can use a range of simple tactics to defend my own court. I can adapt rules to suit my game and create my own net games. I can follow rules fairly.	I can demonstrate running and jumping in simple challenges. I can show some control when using a small range of running and jumping actions. I can cooperate when working in small groups to meet challenges.	I can use a few skills with some control and accuracy. I can hit a stationary ball and retrieve and throw it when fielding. I can use some tactics in games.	I can demonstrate throwing in simple challenges. I can show some control when using throwing actions. I can cooperate when working in small groups to meet challenges.