Year 3

Curriculum Plan

National Curriculum

Year 3 Autumn 1

Topic

History

Who first lived in Britain? Stone Age to Iron Age

Focus on Stone Age
- Understand that Britain was once covered in ice.
- Know that the earliest settlers were hunter gatherers.
- Make deductions about lifestyle of Stone Age man from images.
- Give reasons to suggest Stone Age man was interested in art and ceremonials.
- Locate the move to farming on a simple timeline.
- Understand that hunter gatherers were living alongside early farmers about 5000 years ago.
- Explain the impact of farming especially taming wild animals, growing wheat etc.
- What does a study of Skara Brae (Europe's most complete Neolithic village) tell us about life in the Stone Age?
- Make deductions about way of life by studying evidence of buildings left behind etc at Skara Brae
- Grasp that the discovery of Skara Brae was quite recent and that changed our views of early communities about 10,000 years go.

Visit from specialist (Durham Univsity)

Geography

The World
Share and discuss where the children have been during the summer holidays.
Locate the world's countries, using maps to focus on Europe, Russia and North America, concentrating on their environmental regions, Key physical and human characteristics, countries and major cities.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns and understand how some of these aspects have changed over time. (linked to the stone ages)

Where are we in the world?
- Investigate places around the world using maps, atlas and the internet.
- Name and locate countries and cities in the United Kingdom.
- Explore where they live.
- Key physical characteristics.

Specialists visit to discuss pre-visit which includes physical geographic changes over time.

Science

Rocks
-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Relate the properties of rocks with their uses
-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.

- Make careful observations, (different rock types)
- Set up simple comparative test- Permeability, hardness, acidity, different soil types (permeability)
- Recognise the difference between Manmade and natural rocks
- Measure using beakers and syringes- Permeability,
- Use presentations to report on findings from enquiries

Research Mary Anning

Technology

Structures
Enquiry Based Learning Project
Design, Make and Evaluate
Shell structures- Create container to protect a small object
Select suitable materials and justify their choice
To use and design nets

Computing

Real life algorithms

E-Safety
To build upon their understanding of e-safety and what it means.
Use of computer applications to design an e-safety message.
Use the internet to research safely.
To understand and use passwords effectively
Real life algorithms
To understand what an algorithm is.
Create a simple algorithm.

Apply coding knowledge to create a sequence that can be followed from input to output.

Art

Drawing - Line and shape - pencil, oil pastels, chalk, ink, pen, brushes.

-Experiment with the potential of various pencils (2B -HB) and charcoal to show tone, texture etc.
-Encourage close observation of objects in both the natural and man made world.
-Observe and draw simple shapes..
-Encourage more accurate drawings of people - particularly investigating proportions of the human body - body shape and movement in different positions/postures.
-Investigating light and shadow in own drawings.

Suggested Artisits:

- Andy Warhol
- Paul Klee

PE

Invasion Games
Ball Skills-Invasion Focus

-Consolidate and improve the quality of their skills.
-Improve their ability to select and apply simple tactics.
-Work co-operatively in small groups
Recognise how a small game activity can be improved.
PE Specialist to teach and support when appropriate.

Swimming- Local pool instructor lead.

Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

Music

Let Your Sprit Fly

Listen and appraise
Musical activities
Performance

Mr Slade- Violin

RE

The Meaning of Signs and Symbols in Religion

- Understand that signs and symbols are important in converying meaning.
- Explore the idea that religiousbeliefs and ideas about God can be expressed in a variety of forms, including symbolism
- Know some common symbols used by Christians to express beliefs about God/Jesus.
- Describe artefacts and symbols which members of faith groups may wear or carry relating to their beliefs.

Hinduism - Beliefs and Practice

- Understand about worship through the elements, rituals and artefacts that are involved inHindu worship.
- Identify some of the customs and practices related to celebrating Divali
- Know the key events of the story of Rama and Sita and understand its meaning.
- Identify some practices associated with Divali and the symbolic significance of a Diva and how it relates to the Divali story.

Explore the importance of preparation for Divali for Hindu families.

French

Je parle le francais
(Unit 1)

Where is France?
-Geographical position. -How do you get there? -Capital city, monuments, governance, key cities and rivers, climate et.

Revise from KS1 greetings, asking and answering names.

Revise from KS1 classroom commands e.g. Regardez, Ecoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez Silence, Ecrivez, Marchez, Sautez, Tournez, Frappez etc.

Ask and answer questions about how they are.
-Say thank you.
-Numbers 1-12
-Reinforcement and consolidation of classroom object vocabulary
-Identify masculine, feminine and plural.
-Introduce mon, ma, mes.
-Write sentences describing classroom, pencil case, bag etc

PSHCE

Welcome Back.

- Speak out in front of the class and to listento others. To express feelings about the coming year and set personal targets.

Our special class rules

- Know our special class rules. Understand that we all have different kinds of responsibilities and duties.

Similarities and Differences

- Know that people aresimilar and different in many ways. To respect and celebrate difference.

Teasing, name calling and bullying. S.R.E.

- Review the way we treat each other. Reinforce work doneon valuing difference. Know what it is to be teased. Know that this is a form of bullying and is not acceptable behaviour.

What is a good friend?

S.R.E- Reflect on the qualities of a good friend. Consider whether they themselves display these qualities.

Seals theme for first half of term

- New Beginnings

Cybersafety

Year 3 Autumn 2

Topic

History

Continue with the Stone Age from Autumn 1

Focus on Bronze Age
- Find out about Bronze Age technology, religion, travel etc
- Understand that Stonehenge was built about 5000 years ago in stages.
- Explain how it was built.
- Speculate as to likely use and come to reasoned judgement using evidence.
- Understand that it was one of many similar constructions from that time.

Focus on Iron Age
- Understand that Celts lived during the Iron Age, from about 600 BC to 43 AD - the time when iron was discovered and used.
- Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc
- Understand that the Iron Age ended when the Romans invaded Britain and set up their own civilisation and government

Geography

History focus-

Atlas work linking to History to R.E, History and French.

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 light from the sun can be dangerous and that there are ways to protect their eyes (design a poster about the sun)
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change
- Understand refraction and reflection using mirrors and prisms.

- Set up a simple fair test (how light moves, how to make shadow, move a shadow and split/reflect light).
- Make systematic and careful observations and measurements.
- Record in a table

Make predictions for further values

-

Technology

Bookmarks and embroidered
Sewing skills- Different stitches of embroidery
Mrs Tipple to share expertise.

Food technology- to prepare a sweet dish

Computing

Programming Scratch Maze –

To understand and apply simple programming
Be able to design and apply a simple programme to control and stimulate a physical system.
To understand debugging and its effects on an algorithm.
Build adventure maze games and design your own levels, characters and objects to collect.

Art

Colour - pigment – paint, inks, pastels, etc and tools to apply colour – brushes, sponges, straws etc

- Extend exploring colour mixing to applying colour mixing.
- Make colour wheels to show primary and secondary colours.
- Introduce different types of brushes for specific purposes.
- Begin to apply colour using dotting, scratching, blocking, splashing to imitate an artist.
- Use of IT computer generated imagery to create colour pattern work
  Cave paintings
  Designing Christmas Cards
- Responses to music

Suggested Artists:

- Pollock
- Clarice Cliff (artist and ceramicist)
-

PE

Gym Unit- Year 3 PE hub unit 1
Devise simple sequences using compositional ideas
Master basic movements including leaping, jumping, balancing and stretching
Work collaboratively to adapt, change and improve individual sequence

Modify actions independently using different pathways, directions and shapes
Consolidate and improve quality of movements and gymnastics actions
Relate strength and flexibility to the actions and movements they are performing
To use basic compositional ideas to improve sequence work—unison

Swimming
Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

Music

Explore and create a group instrumental using classroom objects- linked to stone age using basic objects.

Christmas production

Sing simple songs from memory with accuracy of pitch- understand the importance of articulating words

Listen carefully to attention to detail
Mr Slade- Violin practice

RE

Christianity Expressions of Identity

- Reflect on their own membership of communities and what this means
- Understand how religious people feel they belong to a faith community
- Understand how and why religious people show that they belong to a religion
- Consider how and why for religious people expressing their sense of belonging and identity is so important - baptism; confirmation; holy communion.

Meanings within Christmas

- Revisiting the Christmas Story and its variations.
- Understand that the story of the birth of Jesus is of central importance in Christianity.
- Explore the significance to Christians of key features of the nativity story.
- Explore the ways in which beliefs and religious ideas are expressed through words, music and art.
- Understand that although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems.

French

Christmas Unit Je parle francais

Understand 'combien de'

How French children celebrate Christmas.

Naming, reading and writing vocabulary associated with Christmas e.g. Noël, une chaussette, papa Noël, père Noël, un bonhomme de neige une étoile, une bougie, un rouge gorge, un arbre de Noël etc.

PSHCE

Right or wrong? D.A.T.E
Manage personal behaviour and decide what is 'right' or 'wrong'.

Making choices. D.A.T.E.
Learn that we make decisions everyday. To identify the decisions we make at home, school and in our spare time. To identify easy and difficult decisions and consider how to deal with these.

What do your friends say?
S.R.E. Recognise that the decisions we make have consequences. Know that we should not allow others to influence our choices and decisions.

Working together.
Make choices that enable co-operation with those around me. To respect other people and their opinions and needs.

Christmas
Recognise how lucky we are and think about giving to others

Seals Theme
Getting on and falling out Say no to Bullying

E-Safety education – Cyber Cafe

Year 3 Spring 1

Topic

History

THE ROMANS

- The Roman Empire and it's impact on Britain
- Locate the Roman period on a timeline.
- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of it's army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- Understand that the Romans invaded Britain and that the period of invasion was followed by a period of settlement.
- British resistance, for example, Boudicca
- Explain why the Romans were victorious over the Celts
- Make a comparison of the accounts of Boudicca's revolt which give different viewpoint

'Romanisation' of Britain

- Select and record info about the Roman way of life. Make a comparisons between lifestyles - about aspects of life in Roman and Celtic Britain – Houses, Clothes, Beliefs, Towns, Art, Technology, Language, Food, Entertainment, Art, Culture, Road building
- Romanisation of Britain and the North East in particular – Segedunum; Vindolanda etc.

Geography

Earthquakes and Volcanoes

Earthquakes

- What is an earthquake and why do they happen?
- Describe and understand key aspects of physical geography including earthquakes
- Where do earthquakes happen?

Volcanoes

- What is a volcano? What makes them erupt?
- Describe and understand key aspects of physical geography including volcanoes
- Where are the world's volcanoes?
- Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science investigation to represent volcanoes and the lava.

Roman Invasion

Expansion of the roman empire. (Map skills)

Science

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
- 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.

Investigation skills.

- Recognise difference between push and pull as forces.
- Identify and use vocabulary to describe movements
- Measure length
- Uses of magnets
- Forces and everyday life.
- Set up a simple fair-test.
- Identify changes related to scientific ideas.
- Use results to draw simple conclusions.
- Provide an oral explanation of findings.

Make systematic and careful observations

Technology

Mechanical systems

Focus

-Levers and linkages
-What could children design, make and evaluate? eg. storybook / poster / class display / greetings card / information book / storyboard etc.

Enquiry base learning project
Investigate the development of catapults over time.
Research, design, make and evaluate a Roman Catapult

Computing

Databases-

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 of accessible programmes to show data
Collect, present and evaluate data.

Art

Texture
- collage, weaving, threads, fibres, fabrics, surfaces, wood, clay
-Build on all previous experiences.
-consolidate the awareness of the nature of materials and surfaces eg. fragile, tough, durable.
-Use colour to express an idea in fabric/collage - seasons, moods, or create a picture - swamp, seascape.

Suggested Artists
Contemporary textile artists e.g. Alison King
Andy Goldsworthy

PE

Dance
Story as a stimulus- Matilida

Develop and perform simple routines
Perform to an audience
Practise different sections of a dance aiming to put together a performance
Perform using facial expressions
Perform with a prop

Net Wall Games-
Focus net wall and court games
Play in competitive games developing simple tactics
Master basic movements including hitting, returning, moving to return
Work collaboratively to use basic tactics
To identify and describe some rules of net, wall and court games.
To serve to begin a game
To explore forehand hitting

Music

Three little birds

listen with attention to detail and recall sounds with increasing aural memory

Listen and appraise
Musical activities
Performance
Mr Slade- Violin

RE

Christianity

- Contents and significance of the Bible
- Develop understanding that the Bible is the Christian holy book which contains the foundation of teaching, guidance and worship
- Understand that certain Bible passages have special significance for Christians
- Explore how religious beliefs, ideas and feelings are expressed in the Bible
- Explore the composition of and variety in the Bible
- Understand how different genres convey different aspects of God
- Understanding that the Bible contains stories which teach us about God and human beings' relationship with God eg. Noah, Joseph, Moses,
- Understanding that the Bible consists of Old & New Testaments; the New being concerned with the life of Jesus and its aftermath

The Old Testament Stories

- Joseph is sold by his brothers
- Joseph in Egypt
- Joseph Saves His Family
- Jonah
- Moses

French

Unit 2 – Je me présente'

-Numbers 13-20
Where do you live?
-Say where they live and asking others where they live
-Say which country they live in and which (main) language they speak
-Say the names of the countries surrounding France
Asking and answering questions orally and in written form

PSHCE

Keeping Safe Substances
D.A.T.E.
Know that some all substances can be harmful when misused. Know that medicines are drugs. -Reinforce work from Key stage 1.
Smoking. D.A.T.E.
Know that tobacco is a drug. Know that smoking damages your health. Understand that people make their own choices about smoking.
What people think about smoking. Know that people view smoking differently. Think about ways to encourage people not to smoke. Know how to say no to cigarettes.
Keeping Safe – Accidents
Know that accidents can happen but risky situations can be avoided. Identify situations that put children at risk. Learn that the choices we make have consequences.

First Aid
Know what to do if someone has an accident and know who to tell.

Emergency
Understand what is an 'emergency'; what to do to get help in an emergency and practise telephone skills.
Seals theme for first half of term – Going for goals!

E-Safety education – Cyber Café

Year 3 Spring 2

Topic

History

Continue learning about the Romans

Geography

Link to PSCHE - water, waste and recycling modules

Science

Plants

- 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

Investigation Skills

- Set up a simple practical enquiry.
- Make systematic and careful observations.
- Gather and record data.
- Use results to draw simple conclusions.
- Use straightforward scientific evidence to answer questions or to support their findings.

Technology

See spring 1

Computing

Lego-Wedo Controlling Machines

- 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
- Children are introduced to various mechanisms used in fairground rides. They will consider how they are controlled and how they move. They will build various rides out of Technic Lego then write and debug programs to control the rides.

Art

Form- 3D experience
Rigid and malleable materials
-Use the equipment and media with increasing confidence.
-Shape, form, model and construct from observation and / or imagination with increasing confidence.
-Plan and develop ideas in sketchbook and make simple choices about media.
-Have an understanding of different adhesives and methods of construction
-Begin to have some thought towards size
-Simple discussion about aesthetics

Suggested Artists:

William Heatherwick – How can a strip of folded paper lead to the design of a functional object.
Anthony Gormaly- Sculputures

PE

Gymnastics

Perform with control and confidence a range of basic actions
Develop a broader range of new actions
Work individually to improve a sequence

Identify similarities and differences in sequences
Develop body management over a range of floor exercises
Attempt to bring explosive moves into floor work through jumps and leaps
Show increasing flexibility in shapes and balances

Net Wall Games-
Focus net wall and court games
Play in competitive games developing simple tactics
Master basic movements including hitting, returning, moving to return
Work collaboratively to use basic tactics

To identify and describe some rules of net, wall and court games.
To serve to begin a game
To explore forehand hitting

Music

Ukulele

- parts of ukulele
- notation of strings
- open string strumming/plucking
- C chord

Listening focus:
Listen with attention to detail:

- to a variety of ukulele performers using a wide range of styles
- classical music from the 'Ten Pieces' collection(link with art work)

Singing and Performance
Singing a variety of songs, some topic linked.

RE

Christianity - Meanings within Easter

- Explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians
- Explore in detail the story of Palm Sunday , the events of the Last Supper and the symbolism of bread and wine
- Begin to understand the significance for Christians of Jesus' death and resurrection

Identifying some experiences which cause people to wonder and question, including questions which are difficult to answer

- Life of Christ (late ministry)

The Easter Story

- The Last Supper
- The Trial of Jesus
- Jesus is Crucified
- Burial and Resurrection

French

Unit 2 – Je me présente'

Days of the week
-Written descriptions of the weather
-Asking and answering questions
Alphabet

PSHCE

Water - link to Geography
- Recognise the central importance of water in our daily lives. Understand that water is precious, sometimes scarce and needs to be managed and conserved. - Learn strategies for conserving water.

Waste and Recycling
- Learn about waste as an environmental issue. Identify how waste is created from everyday processes.

My family S.R.E.
- Talk about their families and reflect on their personalities. Recognise that all families are different and have different beliefs and values.

Family care S.R.E.
- Understand that families look after and care for each other.

Easter
- Recognise that families spend holidays doing different things. Understand that Easter is a Christian celebration and that other faiths but not all people in the
United Kingdom are Christian.

Year 3 Summer 1

Topic

History

World War 2
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Understand Hitler's invasion of Poland and its impact on Britain

Demonstrate knowledge and understanding of the impact of the Second World War on children in particular and society in general, with reference to the North East of England.

- Understand when World War 2 started and why.
- Learn about bombing raids on Britain (Blitz).
- Understand how people protected themselves - shelters and blackouts and the need for evacuation.
- Find out the experiences and feelings of evacuees from a wide range of sources.
- Understand the effect of war on everyday life.
- Learn what rationing was and how it worked.
- Find out how people celebrated the end of the war.
- Make connections between WW2 and today (the UN).
- Identify different ways in which the Second World War has been represented.

Geography

World War II

Which countries were affected by World War II?
Use prior mapping knowledge locates axis and allies of World War II.

How was the United Kingdom affected by World War II?
Land use, economic activity and resources.
Map and atlas skills

Science

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 get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

- Prior knowledge practical assessment.
- Identify key bones.
- Importance of a skeleton and muscle linked to their functions.
- Report on findings from enquiries.
- Use evidence to answer questions.

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Technology

Enquiry Based Learning Project

Research, design, make and evaluate models of artefacts linked WWII.

Computing

Communication and collaboration-

- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Understand and apply knowledge to Google docs

Art

Pattern

- painted, printed, rubbed, imprinted, embossed, etc

-Search for pattern around us in world, pictures, objects.
-Use the environment and other sources to make own patterns.
-Use sketchbooks to design own motif to repeat.
-Creating individual and large scale group works

PE

Dance-

Develop and perform simple routines
Perform to an audience
Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies
Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.

Striking and Fielding games- Cricket
Play in competitive games developing simple tactics.
Master basic movements including running, throwing, catching and striking
Work collaboratively to use basic tactics for batting and fielding
To be able to adhere to some of the basic rules of cricket
To develop a range of skills to use in isolation and a competitive context
To use basic skills with more consistency including striking a bowled

Cricket festival

Music

Ukulele
- parts of ukulele
- notation of strings
- open string strumming/plucking
- C chord

Listening focus:
Listen with attention to detail:
- to a variety of ukulele performers using a wide range of styles
- classical music from the 'Ten Pieces' collection(link with art work)

Singing and Performance
Singing a variety of songs, some topic linked.

RE

Hinduism
- God and Worship in the Home
- Explore ideas about God and ways in which Hindus worship

- Explain why worship is important to members of the Hindu community.
- Understand the meaning of the aum symbol and its significance for Hindus
- Hindu idea of God in many forms and the -Hindu belief that the many qualities of God are represented in various ways
- Understand how Hindus worship at home, about shrines and puja

French

Unit 3 - Ma Famille
Numbers 21-30
Describing members of the family
Reading and writing a letter about my family
Asking and answering questions

PSHCE

Developing the school environment
Reflect and talk about what they like and dislike about the playground. To consult with the school community, working in groups. Recognise the importance of consultation and listening to other peoples views.

Money
Make suggestions of how to improve the playground. Recognise that new resources cost money. Contribute to class discussions, sharing ideas and opinions and listening to others.

Young Enterprise – Community
Know what a community is. Learn about how people and businesses operate within a community. Consider the needs and wants of communities and recognise our responsibilities within it.

Rules
Recognise that communities need rules and codes of conduct. Understand that different settings need different rules.
Seals theme – Relationships
E-Safety education – Cyber Café

Year 3 Summer 2

Topic

History

Continue learning about WW2

Geography

Exploring France

What is life like in France?
Describe and understand key aspects of human geography, including: types of settlement and land use.
Locate the major cities and ports in France.
Identify the main rivers and surrounding oceans.
How is France different to the UK?
Internet research
I.T application to present research.

Science

Wow Science
This unit allows the children an opportunity to develop and apply their scientific skills and build on prior knowledge. The children are to devise their own Science investigation 'WOW' Science.

- Make accurate measurements.
- Repeat measurements when required.
- Select equipment to address a question.
- Identify patterns in observations and use these to draw conclusions.
- Identify patterns in results in different formats (e.g. bar and line graphs)
- Explain differences in repeated measurements.
- Use scientific evidence to draw conclusions.
- Find patterns in results.
- Draw conclusions from data shown in a line graph.
- Evaluate the methods used throughout the previous science investigations.
- Draw conclusions from all the scientific evidence.

Technology

Food
Healthy and varied diet

What could children design, make and evaluate?
Meal plan linked to rationing and 'dig for victory'
Children will also learn about food production, diet and sample/make recipes related to their topic on WW2

Computing

Building Retro Games (Pac-Man – Scratch Jnr)

● 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
A unit to extend understanding of Scratch Junior

Art

Learning about great artists, architects and designers in history.

· Creating individual and large scale group works
.Create a portfolio of a famous artist or architects

PE

Striking and Fielding games-
Rounders focus
Play in competitive games developing simple tactics
Master basic movements including running, throwing, catching and striking
Work collaboratively to use basic tactics for batting and fielding.
To be able to play simple rounders games
To apply some rules to games

To develop and use simple rounders skills

Athletics-

Compete against self and others developing simple technique
Master basic movements including running, throwing and jumping
Work collaboratively and individually to help improve self and others

Control movements and body actions in response to specific instructions
Demonstrate agility and speed
Jump for height and distance with control and balance
Throw with speed and power and apply appropriate force

Music

Learning to sing, play, improvise and compose using:

- Ukulele - consolidate playing
- Listen and appraise variety of classical pieces.

- Children will continue to learn a variety of songs taken from:
  'The Singing Strategy'
  Children will learn and perform a variety of songs linked to their topic work on WW2

Mozart

Read the story about the magic flute and listen to the operatic songs.

RE

Christianity: The person of Jesus

- Find out about Jesus through history, the gospels and interpretations of Jesus in art.
- Discover how Jesus is represented through art in different periods and places and think about what this conveys.
- Investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself.
- Develop knowledge of Jesus through the study of stories
  - Miracles of Jesus
  - Man Lowered Through the Roof
  - Jesus Calms the Storm
  - Jesus Raises Jairus' Daughter
  - Feeding of the Five Thousand
  - Jesus Walks on Water

Evaluate work on their own impressions of Jesus.
Understand that Christians base their lives on an understanding of what Jesus taught
theme – **Relationships**

French

Unit 3 - Ma Famille
Colours and preferences
Asking and answering questions

PSHCE

Keeping healthy.
Know the benefits of taking part in exercise and physical activity. Promote participation in sport.
Ensure children understand that exercise needs to be done properly and that it can cause damage if done incorrectly.

Food and Nutrition.
Understand that diet is an essential part of maintaining a healthy body. Recognise the components of a healthy diet. Learn about the need for a balanced diet.

Looking after our teeth
Learn to value our teeth and to understand why we must take care of them.
Know how to take care of our teeth as part of personal hygiene routines. Recognise that some foods contain a lot of sugar which can harm teeth.

What have we enjoyed and learned.
Understand the previous years work and begin to think about the coming year.

Seals Theme – Changes
E-Safety education – Cyber Cafe