

Birley Primary Academy Curriculum Map Year 3

	Autumn		Spring		Summer	
Theme	A Land Before time		Steel City		Tomb Raiders - Ancient Egypt	Transition
Class Visit	Creswell Crags Visit	LEAD Science Live	MAGNA Visit STEM Careers Day - Nottingham	Halle Orchestra		
Enrichment	Warburtons Visit	Fire Safety Road Safety	STEM Careers Workshop in school – Railways and Bridges	World Book Day open morning Sport Relief	Egyptian dress up day Singing lessons	Singing lessons
End of theme celebration				Art in the style of Pete McKee gallery	Tutankhamum models	
Speaking and Listening	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates Maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. 					
Reading	<p>The Diary of a Killer Cat (Week 1-6) Stone Age Non Fiction (Week 7) Science Non Fiction (Week 8)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader’s interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied 	<p>The Ice Palace Fiction (Weeks 1-4) Rocks Non Fiction (Week 5) NFER tests (Week 6)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader’s interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>Meet me by the Steelmen (Weeks 1-4) Mental Health Week (Week 5) Non-Fiction Famous People (Week 6)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading, and an understanding of what they read, by: reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader’s interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>World Book Day Book Review project (Weeks 1 and 2) NFER and test practice (Week 3) Poetry (Week 4) Dictionary skills (Week 5)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader’s interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 	<p>Terry Deary’s Egyptian Tales Fiction (Weeks 1-4) Ancient Egypt Non Fiction (Weeks 5-6)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader’s interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Roald Dahl The Minpins Fiction (Weeks 1 and 2) Science Non Fiction (Week 3) NFER and test practice (Week 4)</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader’s interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

	<p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 						
Writing Outcome	<ul style="list-style-type: none"> Stone Age non-chronological report Story set in the Stone Age times Poem in the style of Rachel Rooney Recount of Cresswell Crags How to make a sandwich instructions 	<ul style="list-style-type: none"> Environmental Persuasive writing Myths and Legends stories Explanation text of Stone Age Homes 	<ul style="list-style-type: none"> Letter writing – linked to ‘The Bears of Sheffield’ from the Sheffield Children’s Hospital Appeal Diary writing – linked to ‘Meet me by the Steelmen’ Poetry - Limericks 	<ul style="list-style-type: none"> Newspaper reports Time lapse narratives Recount of Magna visit Persuasion – Visit Sheffield Biographies 	<ul style="list-style-type: none"> Instructions Fairy Tales Play Scripts Diary of Howard Carter 	<ul style="list-style-type: none"> Suspense stories Labelled poster Poetry – Clerihew Hughes Instructions – How to mummify 						
Grammar	<ul style="list-style-type: none"> Fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech Figurative language 	<ul style="list-style-type: none"> Rhetorical questions Prepositions Subordinate clauses Present perfect tense 	<ul style="list-style-type: none"> Nouns Pronouns Time prepositions Coordinating conjunctions Compound sentences Homophones Figurative language 	<ul style="list-style-type: none"> Prepositions Determiners Expanded noun phrases Inverted commas direct speech Adverbials Coordinating and subordinating conjunctions Questions 	<ul style="list-style-type: none"> Imperative verbs Time adverbials Conjunctions Direct speech Clauses Colon 	<ul style="list-style-type: none"> Direct speech Expanded noun phrases Figurative language 						
Spelling	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes (in-, un-, dis-, mis-, im-, re-, super-, sub-, inter-, anti-, auto-, The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes (in-, un-, dis-, mis-, im-, re-, super-, sub-, inter-, anti-, auto-, The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes (in-, un-, dis-, mis-, im-, re-, super-, sub-, inter-, anti-, auto-, The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones 									
Maths	<p>Number and Place Value</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p>	<p>Addition and subtraction</p> <p>Add numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add numbers with up to three digits, using formal written methods of columnar addition.</p>	<p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the three, four and eight times tables.</p> <p>Calculate mathematical statements for multiplication and division within multiplication tables and write them using the multiplication, division and equals signs.</p>	<p>Fractions</p> <p>Recognise and use fractions as numbers: <i>unit fractions</i> and non-unit fractions with small denominators.</p>	<p>Measures</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half---turn, three make three quarters of a turn and four a complete turn;</p>	<p>Addition and Subtraction</p> <p>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>	<p>Geometry</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials</p> <p>Recognise 3-D shapes in different</p>	<p>Measures</p> <p>Tell and write the time from an analogue clock, <u>including using Roman Numerals and 12 hour</u> and 24 hour clocks</p> <p>Estimate and read time with increasing</p>	<p>Statistics</p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions (for example – How many more? How</p>	<p>Fractions</p> <p>Compare and order unit fractions and fractions with the same denominator</p> <p>Add and subtract fractions with the same</p>	<p>Measures</p> <p>Tell and write the time from an analogue clock to the nearest minute</p> <p>Record and compare</p>	<p>Addition and Subtraction Multiplication and Division</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar</p>

<p>Read and write numbers up to 1000 in numerals and in words</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones)</p> <p>Solve number problems and practical problems involving these ideas.</p>	<p>Solve problems, including missing number problems, using number facts, place value, and more complex addition.</p> <p>Add numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add numbers with up to three digits, using formal written methods of columnar addition.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition.</p> <p>Subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Subtract numbers with up to three digits, using formal written methods of columnar subtraction.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex subtraction.</p> <p>Subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Subtract numbers with up to three digits, using formal written methods of columnar subtraction.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p>	<p>Solve problems involving arrays, repeated addition, materials, mental methods and using related multiplication and division facts, including problems in contexts.</p> <p>Recall and use multiplication and division facts for the three, four and eight times tables.</p> <p>Calculate mathematical statements for multiplication and division within multiplication tables and write them using the multiplication, division and equals signs.</p> <p>Solve problems involving arrays, repeated addition, materials, mental methods and using related multiplication and division facts, including problems in contexts.</p> <p>Recall and use multiplication and division facts for the three, four and eight times tables.</p> <p>Calculate mathematical statements for multiplication and division within multiplication tables and write them using the multiplication, division and equals signs.</p> <p>Solve problems involving arrays, repeated addition, materials, mental methods and using related multiplication and division facts, including problems in contexts.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division – including positive integer scaling problems and correspondence problems in which n are connected to m objectives.</p>	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and <i>non-unit fractions</i> with small denominators.</p> <p>Compare and order unit fractions and fractions with the same denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p>	<p>identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Add and subtract amounts of money to give change, using £ and pence in practical contexts.</p>	<p>orientations and describe them</p>	<p>accuracy to the nearest minute</p> <p>Measure, compare, add and subtract: lengths (mm/cm/m)</p> <p>Measure, compare, add and subtract: mass (kg/g) and volume and capacity (ml/l)</p> <p>Solve problems – relating to units of measurement - including missing number problems, number facts and more complex addition and subtraction.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example, calculate time taken by particular events)</p>	<p>many fewer?) using information presented in scaled bar charts, pictograms and tables.</p>	<p>denominator within one whole</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise, find and write unit fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Solve problems involving all the elements of the fractions domain.</p>	<p>time in terms of seconds, minutes, hours or o'clock.</p> <p>Compare durations of events, for example, the time taken by particular events or tasks.</p>	<p>addition and subtraction</p> <p>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>
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<p>Science</p>	<p>Working Scientifically</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p>
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	using straightforward scientific evidence to answer questions or to support their findings					
	<p>Animals including Humans Pupils should be taught to: 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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Rocks Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Forces and Magnets Pupils should be taught to: compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Light Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>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.</p>	<p>Plants Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Assessment Focus	<p><u>Plants</u></p> <ul style="list-style-type: none"> I describe the function of different parts of flowering plants and trees. I explore and describe the needs of different plants for survival. I explore and describe how water is transported within plants. I describe the plant life cycle, especially the importance of flowers. 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> I compare and group rocks based on their appearance and physical properties, giving a reason. I describe how fossils are formed. I describe how soil is made. I describe and explain the difference between sedimentary and igneous rock. 	<p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> I explore and describe how objects move on different surfaces. I explain how some forces require contact and some do not, giving examples. I explore and explain how objects attract and repel in relation to objects and other magnets. I predict whether objects will be magnetic and carry out an enquiry to test this out. I describe how magnets work. I predict whether magnets will attract or repel and give a reason. 		<p><u>Light</u></p> <ul style="list-style-type: none"> I describe what dark is (the absence of light). I explain that light is needed in order to see. I explain that light is reflected from a surface. I explain and demonstrate how a shadow is formed. I can explore shadow size and explain. I explain the danger of direct sunlight and describe how to keep protected. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> I describe the function of different parts of flowering plants and trees. I explore and describe the needs of different plants for survival. I explore and describe how water is transported within plants. I describe the plant life cycle, especially the importance of flowers.
Computing	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> I design a sequence of instructions, including directional instructions. I write programs that accomplish specific goals. I work with various forms of input. I work with various forms of output. 	<p><u>Safe Computer Use Knowledge and Understanding</u></p> <ul style="list-style-type: none"> I understand the need for rules to keep me safe when exchanging learning and ideas online. I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. I use strategies to verify information, e.g. cross checking. I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. I understand that copyright exists on most digital images, video and recorded music. 	<p><u>Information technology</u></p> <ul style="list-style-type: none"> I use a range of software for similar purposes. I collect information. I design and create content. I present information. I search for information on the web in different ways. I manipulate and improve digital images. <p>To explain what coding is.</p> <p>To use timers in 2Code to create differing effects.</p> <p>To use repetition commands</p>		<p><u>Digital literacy</u></p> <ul style="list-style-type: none"> I use technology respectfully and responsibly. I know different ways I can get help if I am concerned. I understand what computer networks do and how they provide multiple services. I discern where it is best to use technology and where it adds little or no value. <p>To introduce If statements to allow selection in a program</p> <p>Debugging.</p> <p>To introduce variables.</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> I follow the schools safer internet rules. I recognise the difference between the work of others which has been copied (plagiarism) and restructuring and representing materials which are unique and new.
History	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 			<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China 	
	<p><u>Assessment Focus</u></p> <ul style="list-style-type: none"> I explain how Stone Age people hunted for their food and what they ate. I understand some of the differences between the stone, bronze and iron ages. I know what people learnt from stone aged paintings. I describe what a typical day would have been like for a Stone Age man, woman or child. 				<ul style="list-style-type: none"> 	

	<ul style="list-style-type: none"> I place features of historical events and people from the past societies and periods in a chronological framework. I summarise the main events from a period of history, explaining the order of events and what happened. I am aware that many of the early civilizations gave much to the world. 					
Geography National Curriculum			<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			
Assessment Focus					<ul style="list-style-type: none"> I name a number of countries in the northern hemisphere. I name the capital city of at least six European countries. I locate the Tropic of Cancer and Tropic of Capricorn. I know whether a country is located in the Southern or Northern hemisphere I explain why people may be attracted to live in cities. I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). 	
PSHE	<u>Being Me in My World</u> <ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	<u>Celebrating Difference</u> <ul style="list-style-type: none"> 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 tell you how being involved in conflict makes me feel and can offer strategies to help the situation. E.g. Solve It Together or asking for help. 	<u>Dreams and Goals</u> <ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	<u>Healthy Me</u> <ul style="list-style-type: none"> 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 express how being anxious/scared and unwell feels. 	<u>Relationships</u> <ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	<u>Changing Me</u> <ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
RE	<u>Beliefs and questions</u> <ul style="list-style-type: none"> I can learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I can describe and understand links between links between Bible stories of creation and Christian beliefs. I express and communicate my understanding of the challenges of commitment for a Christian person and a Christian community. I discuss a range of ideas about some 'big questions' and develop ideas about the different ways science and religions handle questions of origins. 		<u>Religion, family and community</u> <ul style="list-style-type: none"> I pursue an inquiry into Jewish and Islamic prayer, finding out about and exploring beliefs. I find out about the meanings of symbols, words and actions used in prayer and worship. I find out about similarities and differences in Jewish and Muslim prayer. I investigate the meaning of prayer in Jewish and Muslim communities. 		<u>The journey of life and death</u> <ul style="list-style-type: none"> I find out about and describe some ways in which different religions see life as a journey. I make connections between different features of the religions and world views I study. I compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect upon my own life's milestones. I develop my understanding of beliefs about life after death in two religions. I develop my understanding of links between beliefs. 	
Art	European Day of Languages – Artist Study			Pete Mckee Portraits and Landscapes	Tutankham Portraits and Pyramids an Hieroglyphics	
	National Curriculum – Key Stage 2 <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 			National Curriculum – Key Stage 2 <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 	National Curriculum – Key Stage 2 <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, 	

	<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history 			<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history 	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history 	
Design Technology		<p>Stone Age Homes and DT Week in lead up to Christmas Fayre</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 				<p>Tutankhamum models</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
PE	Sports Hall Athletics & Dance and/or Gymnastics	Basketball & Gymnastics	Handball & Hockey	Orienteering & Football	Rounders/Cricket & Gold	Cricket, Outdoor Athletics, and/or Tennis.
PE Outside agencies	SUFC –Autumn 1 & 2					