



Eastbury Primary School - Wider Curriculum Overview Map for Year 3: **(September 2023/24)**

Year: 3	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Pre-Roman Britain – Stone age		Term 2: Ancient Egyptians		Term 3: Roman Britain	
SECTION A: TITLE OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and cultural capital experiences Entry point Exit point (need to check)	<ul style="list-style-type: none"> Freshwater Theatre – Stone Age to Iron Age Make a stone age model Opportunity to be an eco warrior/ reading ambassador/school councillor Create a Rangoli pattern Reading stories and poems from different cultures using computer programmes 	<ul style="list-style-type: none"> Church visit Trip to Art Gallery Make a stone age model Made Christmas decorations Reading stories and poems from different cultures Making rice Krispy cakes to celebrate Christmas Diwali assembly using computer programmes 	<ul style="list-style-type: none"> Play chime bars in different cultural songs Make a human mummy Reading stories and poems from different cultures using computer programmes taking part in religious celebration 	<ul style="list-style-type: none"> Visit to local ruins Visit from a doctor Create a healthy wrap Grow crops in school Creating deaf awareness Rock hunt outside to look for fossils Reading stories and poems from different cultures creating divas to celebrate Diwali using computer programmes make Egyptian collars 	<ul style="list-style-type: none"> Visit a Gurdwara Create a Roman mosaic celebrated Maths day Learning about a famous artist and painting in the style of experiments using plants using computer programmes 	<ul style="list-style-type: none"> Visit the British Museum take part in sports day take part in a summer picnic celebrate cultural day
Diversity & Global Learning opportunities	RE- learning about Hinduism and the celebration of Diwali Art/ History – learning about how others live (homes) History- Black history month - learning about the	RE- learning about Hinduism and the celebration of Diwali Learning about Christians and their celebration of Christmas Music- learning about reggae music	RE- learning about Christians and why Jesus’ miracles are important to Christian History- learning about what life is like in Egypt English/ VIPERS- Reading stories from other cultures and	RE- learning about Christians and celebrating Easter Geography- learning about what life is like in Egypt PSHE- Peace Day learning what life is like for those who are suffering from war	RE- learning about Sikhism and the celebration of Diwali and Langar History- learning about ancient Roman life Art/ History – learning about other styles of cultural art (mosaics)	Geography- Learning about climate and weather around the world how this effect the individuals that live there English/ VIPERS- Reading stories from other cultures and

	lives of significant black individuals from the around the world and the culture that makes them who they are e.g Rosa Parks English/ VIPERS- Reading stories from other cultures and reflecting on the life in other countries School Council – Children will have an opportunity to run for school council. Eco warrior - Children will have an opportunity to be an eco warrior.	DT – learning about seasonality and foods from around the world Geography- learning about the 7 continents and comparing the of individuals from different continents PSHE- children’s rights day. Learning about life for those whose rights may not be respected and what we can do to help. English/ VIPERS- Reading stories from other cultures and reflecting on the life in other countries	reflecting on the life in other countries			reflecting on the life in other countries
British values and Votes for Schools (check weekly)	Rule of law: Why do we have a school council? Why does our school have rules? How are these rules decided? Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together? Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us? Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices? Votes for schools	Rule of law Votes for schools	Mutual respect and tolerance: Votes for schools
Weekly celebration assembly focus: Eastbury values	Respect	Enjoyment	Teamwork	Resilience	Aiming High	Creativity
Year group whole school performance (RE assembly)	X	Diwali assembly Year 3 performance	X	X	X	X
SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>English (Lit and Lang scheme)</p> <p>(See also Overview chart in the handbook)</p>	<p>Unit 1:</p> <p>Genre: Story with a familiar setting.</p> <p>Fiction text: Sand Wizards by Jon Blake</p> <hr/> <p>Genre: Information texts</p> <p>Non-fiction text: 'You're A-Z Holiday Guide' 'Which Holiday?'</p>	<p>Unit 2:</p> <p>Genre: Playscript</p> <p>Fiction text: A Tune of Lies by Lou Kuenzler</p> <hr/> <p>Genre: Instruction text</p> <p>Non-fiction text: 'How to Make a One-string Guitier'</p>	<p>Unit 3:</p> <p>Genre: Science fiction/fantasy story</p> <p>Fiction text: A Tale of Two Robots by Roy Apps</p> <hr/> <p>Genre: Discussion text</p> <p>Non-fiction text: 'Nose in a Book or Eyes on the Game?' 'How Long Should Break Be?'</p>	<p>Unit 4:</p> <p>Genre: Poem</p> <p>Fiction text: 'Water Cycle' by Andrew Fusek</p> <hr/> <p>Genre: Explanation text</p> <p>Non-fiction text: 'Where Does Water Come From?'</p>	<p>Unit 5:</p> <p>Genre: A Mystery story</p> <p>Fiction text: Smash and Grab! By John Dougherty</p> <hr/> <p>Genre: A non-chronological report</p> <p>Non-fiction text: 'Wanted: A New Planet!'</p>	<p>Unit 6:</p> <p>Genre: A folktale</p> <p>Fiction text: The Enchantress of the Sands by Jamila Gavin</p> <hr/> <p>Genre: A biography and autobiography</p> <p>Non-fiction text: 'Jamila Gavin – Biography' Jamila Gavin – Autobiography</p>
<p>Main grammar focus (Lit and Lang)</p>	<p>Adverbs and adverbials Inverted commas Headings and subheadings</p>	<p>Adverbs of time</p>	<p>Determiners a and an Conjunctions Adverbs and adverbials</p>	<p>Prefixes</p>	<p>Adverbs and word families Sentences Perfect tense</p>	<p>Prepositions Paragraphs</p>
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS</p>						
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Maths White Rose</p>	<p>Weeks 1 – 3 – Place value Weeks 4 – 6 – Addition and subtraction</p>	<p>Weeks 1 – 2 – Addition and subtraction Weeks 3 – 6 – Multiplication and division</p>	<p>Weeks 1 – 3 – Multiplication and division Weeks 4 – 6 – Length and perimeter</p>	<p>Weeks 1 – 3 – Fractions Weeks 4 – 6 – Mass and capacity</p>	<p>Weeks 1 – 2 – Fractions Weeks 3 – 4 – Money Weeks 5 – 6 - Time</p>	<p>Week 1 – Time Weeks 2 – 3 – Shape Weeks 4 – 5 – Statistics Consolidation</p>
<p>SCIENCE Y3</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<p>Science (Developing Expert)</p>	<p>NC/DE title: Scientific Enquiry (AUTUMN 1)</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers Gather, record, classify and present data in 	<p>NC/DE title: Animals including humans</p> <p>Key knowledge: 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 humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Key skills: Gather, record, classify and present data in a variety of ways to help in answering questions, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, report findings using simple scientific language. Drawings, labelled diagrams, keys, bar charts, tables, report</p>	<p>NC/DE title: Rocks</p> <p>Key knowledge: 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.</p> <p>Key skills: Make 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>Key vocabulary: Igneous rocks, intrusive igneous</p>	<p>NC/DE title: Forces and Magnet</p> <p>Key knowledge: Compare how things move on different surfaces Notice that some forces need contact between 2 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 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Key skills: Set up simple practical enquires, comparative and fair tests</p>	<p>NC/DE title: Plants</p> <p>Key knowledge: 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</p> <p>Key skills: Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquires, comparative and fair tests Make systematic and careful observations and,</p>	<p>NC/DE title: Light</p> <p>Key knowledge: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p> <p>Key skills: Gather, record, classify and present data in a variety of ways to help in answering questions, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, report findings using simple scientific language. Drawings, labelled diagrams, keys, bar charts,</p>
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	<p>a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, 	<p>on findings from enquiries, including oral and written explanations, displays or presentations, displays or presentations of results and conclusions, identify differences, similarities or changes related to simple scientific ideas and processes, use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Key vocabulary: Nutrition, carbohydrate, protein, vitamin, mineral, nutrition label, portion, energy, balanced, diet, vertebrate, invertebrate, endoskeleton, exoskeleton, hydrostatic skeleton, humerus, radius, tibia, fibular, endoskeleton, vertebrate, skull, rib</p>	<p>rock, extrusive igneous, crystals, magma, sedimentary rock, metamorphic rock, limestone, marble, sandstone, weathering, chemical weathering, physical weathering, acid rain, appearance, texture, submerged, erosion, receding, fossil, sediment, embedded, amber, decompose, fragments, clay soil, sandy soil</p>	<p>Make 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>report findings using simple scientific language. Drawings, labelled diagrams, keys, bar charts, tables, report on findings from enquiries, including oral and written explanations, displays or presentations, displays or presentations of results and conclusions,</p> <p>Key vocabulary: Force, contact force, non-contact forces, air resistance, friction, motion, surface, texture, tilt, magnet, attract, repel bar magnet, horseshoe magnet, magnetism, magnetic, magnetic-filed, iron, steel, non-contact forces, recycle, compass, magnetic</p>	<p>where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Key vocabulary: Nutrients, fertiliser, nursery, potassium, stunted, chlorophyll, stomata, xylem, photosynthesis, UV light, xylem, phloem, absorb, transpiration, anther, stigma, style, style, filament, reproduction, pollination, pollen, nectar, seed dispersal, pollinator, germination, vulnerable, anchor, sapling, formation</p>	<p>tables, report on findings from enquiries, including oral and written explanations, displays or presentations, displays or presentations of results and conclusions,</p> <p>Key vocabulary: Light, source, natural, artificial, reflect, vitamin D, ultraviolet rays, sunburn, exposure, protection, fluorescent, high visibility, reflective, surface, materials, shadow, opaque, sundial, rays, blocks, position, cast, opposite, direction, length, size, shape, closer, further, puppet</p>
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	<p>similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> • Use straightforward scientific evidence to answer questions or to support their findings. <p>Key vocabulary: Solar, renewable energy, scientific investigation, prediction, plausible, record, results, data, table, graph, acid, alkali, PH, method, practical, conclusion, evidence, explanation, compare, enquiry, baking, measurements, fair test, control experiment, variable, conclusive, equipment, diagram, collated</p>	<p>cage, spine, muscle, contract, hamstrings, biceps, diaphragm</p>		<p>needle, direction, orienteering</p>		
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<p>Computing (Kapow)</p> <p>Year 3</p>	<p>Topic Title: Computing systems and networks 1: Networks</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that a network is a group of interconnected devices. To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). To know that a server is central to a network and responds to requests made. To know that the internet connects all the networks around the world. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning about the purpose of routers. Understanding the role of the key 	<p>Topic Title: Programming: Scratch</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code. <p>Key Skills:</p> <ul style="list-style-type: none"> Using decomposition to explore the code behind an animation. Using repetition in programs. Using logical reasoning to explain how simple algorithms work. Explaining the purpose of an algorithm. Forming algorithms independently. 	<p>Topic Title: Computing systems and networks 2: Emailing</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know that cyberbullying is bullying using electronics such as a computer or phone. <p>Key Skills:</p> <ul style="list-style-type: none"> Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from'. Sending an email with an attachment. Replying to an email. Understanding the purpose of emails. Learning about cyberbullying. Learning that not all emails are genuine, 	<p>Topic Title: Computing systems and networks 3: Journey inside a computer</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know the roles that inputs and outputs play on computers. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. To know what a tablet is and how it is different from a laptop/desktop computer. <p>Key Skills:</p> <ul style="list-style-type: none"> Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Using decomposition to explain the parts of a laptop computer. Explaining the purpose of an algorithm <p>Key vocabulary:</p> <p>algorithm, assemble, CPU (central processing unit), data,</p>	<p>Topic Title: Creating media: Video trailers (Previously called 'Digital literacy')</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video. <p>Key Skills:</p> <ul style="list-style-type: none"> Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music and text on screen with transitions. <p>Key vocabulary:</p> <p>application, camera angle, clip, edit, film editing software, graphics, import, key events, photo, plan, recording, sound effects, storyboard, time code,</p>	<p>Topic Title: Data handling: Comparison cards databases</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer. <p>Key Skills:</p> <ul style="list-style-type: none"> Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Understanding the vocabulary associated with databases: field, record, data. Learning about the pros and cons of digital versus paper databases.

	<p>components of a network.</p> <ul style="list-style-type: none"> Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Identifying the key components within a network, including whether they are wired or wireless. Recognising links between networks and the internet. Learning how data is transferred. <p>Key vocabulary: cables, component, connection, corrupted, data, desktop, device, DSL (digital subscriber line), fibre, file, internet, laptop, network, network map, network switch, packets, radio waves, router, server, submarine cables, tablet, text map, The Cloud, web server, website, website trackers, WiFi, wired, wireless, Wireless Access Points, World Wide Web</p>	<ul style="list-style-type: none"> Using logical thinking to explore more complex software; predicting, testing and explaining what it does. Incorporating loops to make code more efficient. Continuing existing code. Making reasonable suggestions for how to debug their own and others' code. <p>Key vocabulary: algorithm, animation, application, code, code block, coding application, debug, decompose, interface, game, loop, predict, program, remixing code, repetition code, review, Scratch, sprite, tinker</p>	<p>recognising when an email might be fake and what to do about it.</p> <p>Key vocabulary: attachment, bcc (blind carbon copy) cc (carbon copy), compose, content, cyberbullying, document, domain, download, email, email account, email, address, emoji, emotions, fake, font, genuine, hacker, icons, inbox, information, link, log in, log out, negative language, password, personal, information, positive language, reply, responsible digital citizen, scammer, settings, send, sign in, spam email, subject bar, theme, tone, username, virus, WiFi</p>	<p>decompose, desktop, disassemble, GPU (graphics processing unit), hard drive, HDD (hard disk drive), infinite loop, input, keyboard, laptop, memory, microphone, monitor, mouse, output, photocopier, program, QR code, RAM (random, access memory), ROM (read only memory), storage, tablet device, technology, touchscreen, touchpad</p>	<p>trailer, transition, video, voiceover (Option 1 - as above, plus: cross blur, cross fade, cross zoom, desktop, digital device, dip to black, directional wipe, laptop) (Option 2 - as above, plus: cross dissolve, fade to black/white, slide, wipe)</p>	<ul style="list-style-type: none"> Sorting and filtering databases to easily retrieve information. Creating and interpreting charts and graphs to understand data. <p>Key vocabulary: categorise, category, chart, data, database, fields, filter, graph, information, interpret, PDF, questionnaire, record, representation, sort, spreadsheet</p>
<p>RE Y3</p>	<p>Autumn 1/2 (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)</p>	<p>Spring ½ (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges Day/Mother's Day)</p>	<p>Summer ½ (optional religious festivals – to look at Ramadan/Eid/Father's Day)</p>			

<p>RE (Discovery RE scheme)</p> <p>RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 & AT2 targets or</p> <p>NC – national curriculum targets starting with Re have been selected.</p> <p>Key (T1) term 1 (T2) term 2</p> <p>Year 3</p>	<p>Topic Title: Hinduism – theme is Diwali</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2c: To recognise and explain diversity within religious expression, using appropriate concepts. AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging. AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Key knowledge: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (T1) Does joining the Khalsa make a person a better Sikh? (T1/2)</p>	<p>Topic Title: Sikhism – theme is Amrit Ceremony Christianity /Christmas</p> <p>(T2) RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2c: To recognise and explain diversity within religious expression, using appropriate concepts. AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth Key knowledge: Does joining the Khalsa make a person a better Sikh? (T1/2) Has Christmas lost its true meaning? (T2) Key Skills: To explore the reasons why a</p>	<p>Topic Title: Christianity – Jesus’ Miracles (T1)</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth AT1 C Forms of expressing meaning Key knowledge: To investigate could Jesus really heal people? Were these miracles or is there some other explanation? Key Skills: Explain how to make yourself feel better if you were ill. Role play story of blind man. Re-tell story of paralysed man.(T1) Key vocabulary: bible, Jesus, Old Testament, new testament, paralysed man, blind man, story, characters.</p>	<p>Topic Title: Christianity – Easter – Forgiveness. (T2)</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth AT1 C Forms of expressing meaning. Key knowledge: To debate and question what is ‘good’ about Good Friday? Key Skills: Ordering sequence of events leading up to Jesus’ death. To write about something you would like to be forgiven for doing.(T2) Key vocabulary: bible, Easter, crucifixion, cross, Palm Sunday, resurrection, Easter eggs</p>	<p>Topic Title: Sikhism – Sharing and Community (T1)</p> <p>Sikhism – Prayer and Worship RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p>	<p>Topic Title: Hinduism – Hindu Beliefs Pilgrimage to the River Ganges (T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth AT1 B Practices and ways of life AT2 F Values and commitments Key knowledge: Investigate would visiting the River Ganges feel special to a non-Hindu?(T2) Key Skills: Activities –A small box containing pictures/models of different Hindu deities Cards explaining the role of each of the Glass of water and salt</p>
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	<p>Key Skills: To investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. (T1)</p> <p>To explore the reasons why a Sikh may choose to join the Khalsa. (T1/2)</p> <p>Key vocabulary: Diwali, diva, lamp, light, Rama, Sita, Lakshmi. Sikh, Khalsa, Amrit, the 5ks, code of conduct</p>	<p>Sikh may choose to join the Khalsa. (T1/2)</p> <p>To research what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. (2)</p> <p>Key vocabulary: Sikh, Khalsa, Amrit, the 5ks, code of conduct Christmas, presents, Jesus Christ, nativity story.</p> <p>Year 3 assembly –Diwali: Autumn 2</p> <p>Christmas concert performances</p>			<p>AT1 B Practices and ways of life AT2 F Values and commitments Key knowledge: Research why Sikhs think it is important to share? (T1) What is the best way for a Sikh to show commitment to God? (T1)</p> <p>Key Skills: To explore how Sikh beliefs affect their way of life and the importance they place on sharing. Activities - Play a sharing game. Share rules we have in own lives. Ordering pictures of sharing into importance. Sharing bread with each other and focusing on ‘Thank you’s’. (T1)</p> <p>To understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. (T2)</p> <p>Key vocabulary: Sikh, langar, share, kirat kerna, vand shakna,.</p>	<p>To compare and understand the significance of the River</p> <p>Ganges both for a Hindu and non-Hindu.(T2)</p> <p>Key vocabulary: Hindu – Ganges, pilgrim, sins, pooja, (T2) Hindu- prayer, pooja, pooja tray, brahmin, Vishnu, Lakshmi, Rama. (T2)</p>
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					Sikh – ardas, mool mantar, guru granth sahib, guru, gurdwara. (T2)	
MUSIC Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Music (Charanga scheme)</p> <p>Year 3</p>	<p>Topic Title: Let your spirit fly & Christmas performance</p> <p>Style: R&B, Western Classical, Musicals, Motown, soul and festivals</p> <p>Key knowledge: NC objectives Mu2/1.1/1.5/1.6</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music.</p> <p>Topic and cross curricular links: Historical context of musical styles</p>	<p>Topic Title: Let your spirit fly & Christmas performance</p> <p>Style: R&B, Western Classical, Musicals, Motown, soul and festivals</p> <p>Key knowledge: NC objectives Mu2/1.1/1.5/1.6</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music.</p> <p>Topic and cross curricular links: Historical context of musical styles Links to other units: There was a Monkey-Britten-</p>	<p>Topic Title: Glockenspiel stage 1 & Three Little Birds - One class learning Ocarinas and 3 classes learning the other 2 units</p> <p>Style: Learning basic instrumental skills by playing tunes in various styles & Reggae</p> <p>Key knowledge: NC objectives Mu2/1.1/1.2/1.3/1.4</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>Topic and cross curricular links:</p>	<p>Topic Title: Glockenspiel stage 1 & Three Little Birds - One class learning Ocarinas and 3 classes learning the other 2 units</p> <p>Style: Learning basic instrumental skills by playing tunes in various styles & Reggae</p> <p>Key knowledge: NC objectives Mu2/1.1/1.2/1.3/1.4</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>Topic and cross curricular links:</p> <ul style="list-style-type: none"> - Introduction to the 	<p>Topic Title: The Dragon Song & Bringing Us Together - One class learning Ocarinas and 3 classes learning the other 2 units</p> <p>Style: A little bit funky and music from around the world & Disco</p> <p>Key knowledge: NC objectives Mu2/1.2/1.3/1.4</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>Topic and cross curricular links:</p> <ul style="list-style-type: none"> - Storytelling, creativity, PSHE, friendship, acceptance, using your imagination. <p>Links to other units: Your imagination – KS1/ages 5-7 (scheme Year 1)</p> <ul style="list-style-type: none"> - Friendship, being kind to one another, respect, accepting 	<p>Topic Title: The Dragon Song & Bringing Us Together - One class learning Ocarinas and 3 classes learning the other 2 units</p> <p>Style: A little bit funky and music from around the world & Disco</p> <p>Key knowledge: NC objectives Mu2/1.2/1.3/1.4</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>Topic and cross curricular links:</p> <ul style="list-style-type: none"> - Storytelling, creativity, PSHE, friendship, acceptance, using your imagination. <p>Links to other units: Your imagination – KS1/ages 5-7</p>

	<p>Links to other units: There was a Monkey- Britten-KS2/ages 7 – 11 (see freestyle)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To think about what the words of a song mean - To take it in turns to discuss how the song makes them feel - Listen carefully and respectfully to other people thoughts about the music - To sing in unison and in simple two-parts - To demonstrate a good singing posture - To follow a leader when singing 	<p>KS2/ages 7 – 11 (see freestyle)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To think about what the words of a song mean - To take it in turns to discuss how the song makes them feel - Listen carefully and respectfully to other people thoughts about the music - To sing in unison and in simple two-parts - To demonstrate a good singing posture - To follow a leader when singing - To sing with awareness of being in tune <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p>	<p>links:</p> <ul style="list-style-type: none"> - Introduction to the language of music, theory and composition. <p>Links to other units: Glockenspiel stage 2 – KS2/ages 7-11 (scheme year 4) using scores/notations in the units</p> <ul style="list-style-type: none"> - Animals, Jamaica, poetry and the historical context of musical styles <p>Links to other units: Zootime – KS1/ages 5. -7 (scheme year2) Britten – There was a Man of Newington – ks2/ages 7 – 11 (see Freestyle)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To think about what the words of a song mean - To take it in turns to discuss how the song makes them feel - Listen carefully and respectfully to other people thoughts about the music 	<p>language of music, theory and composition.</p> <p>Links to other units: Glockenspiel stage 2 – KS2/ages 7-11 (scheme year 4) using scores/notations in the units</p> <ul style="list-style-type: none"> - Animals, Jamaica, poetry and the historical context of musical styles <p>Links to other units: Zootime – KS1/ages 5. -7 (scheme year2) Britten – There was a Man of Newington – ks2/ages 7 – 11 (see Freestyle)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To think about what the words of a song mean - To take it in turns to discuss how the song makes them feel - Listen carefully and respectfully to other people thoughts about the music - To sing in unison and in simple two-parts - To demonstrate a good singing posture - To follow a leader when singing 	<p>everybody, peace, hope and unity.</p> <p>Links to other units: Friendship song – KS1/ages 5 – 7 (scheme Year 2), Stop! – KS2/ages 8-11 (scheme year 4), You’ve got a friend KS2/ages 8-11 (scheme year 6), I’ll be there – KS2/ages 9 – 11 (scheme year 6)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To think about what the words of a song mean - To take it in turns to discuss how the song makes them feel - Listen carefully and respectfully to other people thoughts about the music - To sing in unison and in simple two-parts - To demonstrate a good singing posture - To follow a leader when singing - To sing with awareness of being in tune - To treat instruments carefully and with respect - To rehearse and perform their part - To listen to and follow musical instructions from a leader 	<p>(scheme Year 1)</p> <ul style="list-style-type: none"> - Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity. <p>Links to other units: Friendship song – KS1/ages 5 – 7 (scheme Year 2), Stop! – KS2/ages 8-11 (scheme year 4), You’ve got a friend KS2/ages 8-11 (scheme year 6), I’ll be there – KS2/ages 9 – 11 (scheme year 6)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse - To think about what the words of a song mean - To take it in turns to discuss how the song makes them feel - Listen carefully and respectfully to other people thoughts about the music - To sing in unison and in simple two-parts - To demonstrate a good singing posture - To follow a leader when singing
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	<p>- To sing with awareness of being in tune</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Motown Classical</p>	<p>Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Motown Classical</p>	<p>- To sing in unison and in simple two-parts - To demonstrate a good singing posture - To follow a leader when singing - To sing with awareness of being in tune - To treat instruments carefully and with respect - To rehearse and perform their part - To listen to and follow musical instructions from a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Reggae</p>	<p>- To sing with awareness of being in tune - To treat instruments carefully and with respect - To rehearse and perform their part - To listen to and follow musical instructions from a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p>	<p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p>	<p>- To sing with awareness of being in tune - To treat instruments carefully and with respect - To rehearse and perform their part - To listen to and follow musical instructions from a leader</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p>
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			different sound quality to the violin. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Reggae			
PHSE Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE (JigSaw Scheme) Year 3	<p>Topic Title: Healthy me</p> <p>Article 24</p> <p>Key knowledge: Understand how exercise affects your body including external organs. Know that the amount of calories and sugar that food has affects your health. Know individuals that can help you and have strategies for keeping myself safe. Develop knowledge of drugs and understand a positive attitude towards it. Understand the complexity of our bodies.</p> <p>Key Skills: To choose healthy choices. I can make healthy choices including those towards drugs. To treat their bodies with respect.</p> <p>Key vocabulary: Healthy, unhealthy, fats, carbohydrates, protein,</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19</p> <p>Topic Title: Anti-Bullying Week</p> <p>Objectives To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p>Activities Depends on the theme for that year</p> <p>Topic Title: Black History Month</p> <p>Objectives To celebrate significant black figures and the diversity in our school.</p> <p>Activities: To research and create a written piece about a significant black figure</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19 Article 31</p> <p>Topic Title: Children’s Mental Health Week</p> <p>Objectives To understand how our mental health is important and strategies to help our mental health</p> <p>Activities Depend on the theme for that year</p> <p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p> <p>Activities: Depend on the theme for that year</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 38 And all of them</p> <p>Topic Title: Peace Day</p> <p>Objectives To understand what peace is and issues that effect the world</p> <p>Activities Depend on the theme for that year</p>	<p>Topic Title: Relationships</p> <p>Article 15 Article 16 Article 21 Article 22 Article 25</p> <p>Key knowledge: To understand different roles within a family and reflect on male and female roles. To understand what makes a good friendship. To understand how to stay safe online. Understand the actions of those around the world help and influence our lives. Understand the rights of child around the world. Understand how to express appreciation of friends and family</p> <p>Key Skills: To appreciate family members and not stereotype female and male roles. To take turns and listen effectively. To choose to be a global citizen. Be supportive of those less fortunate</p> <p>Key vocabulary:</p>	<p>Topic Title: Changing me</p> <p>Article 19 Article 31</p> <p>Key knowledge: To know physical differences between males and females. Understand appropriate physical contact and that each person is allowed to say if it is a touch they like or don’t like. Understand different families and those to go for help. Understand the changes for next year</p> <p>Key Skills: To understand the changes that I’m going through and to stay calm about this. To understand how to assertive in different situations and make my own choices</p> <p>Key vocabulary: Vagina, penis. Stereotypes,</p>

	fruit and vegetables, balanced diet, soap, water, shower, bath, pills, relaxation, exercise, films, reading				Mum, dad, brother, sister, step-dad, step mum etc. , physical contact, conflict, teacher, parents, doctors, nurses, police officer, global citizen, online, social media, chat rooms, blogs, internet	
PE Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Year 3	<p>Topic Title: Sport and Games</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.</p> <p>Key Skills: Dodge Ball, Bench Ball, Basketball and Netball – Spatial awareness during play, choose the best space to occupy, use throwing and catching skills, use tactical approaches to attack or defend during a game, apply game rules, demonstrate control whilst moving with the ball, change direction and speed whilst moving with the ball, look up whilst</p>	<p>Topic Title: Sport and Games</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.</p> <p>Key Skills: Dodge Ball, Bench Ball, Basketball and Netball – Spatial awareness during play, choose the best space to occupy, use throwing and catching skills, use tactical approaches to attack or defend during a game, apply game rules, demonstrate control whilst moving with the ball, change direction and speed whilst moving with the ball, look up whilst travelling with the ball, send the ball with control</p>	<p>Topic Title: Gymnastics and Dance</p> <p>Key knowledge: To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p> <p>Key Skills: Agility/balance and coordination. Use mats to do floor work. Creating shapes and movement through the air. Creating more complex routing individually and in pairs. Navigate changes fluently using correct posture.</p> <p>Dance: Link to topic work – River dance/Mexican traditional dancing. Create performances based on stories using emotive expression</p> <p>Key vocabulary: Formation, rhythm, movement, stretch, rebound, motif, dynamic, expression,</p>	<p>Topic Title: Invasion games</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.</p> <p>Key Skills: Netball/hockey - To stay in the correct space in a game. To choose the best space to occupy in a game. Use throwing and catching skills in a game. Use tactical skills to attack or defend during a game successfully. Follow rules to play a game.</p> <p>Key vocabulary: Movement, invasion, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>Topic Title: Sports day</p> <p>Key knowledge: Sports day - Throwing skills, use running, jumping and throwing and select a suitable running pace for the required distance.</p> <p>Key vocabulary: Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw.</p> <p>Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Topic Title: Sports day</p> <p>Key knowledge: Sports day - Throwing skills, use running, jumping and throwing and select a suitable running pace for the required distance.</p> <p>Key vocabulary: Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw.</p> <p>Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>travelling with the ball, send the ball with control and accuracy, send the ball over a range of distances, know when to use the right pass, understand the job of the defender and the defending team and know how to mark an opponent.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>and accuracy, send the ball over a range of distances, know when to use the right pass, understand the job of the defender and the defending team and know how to mark an opponent.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>tempo, pulse, speed, control, pace, synchronise and unison.</p> <p>Pass, throw, catch, pivot, strike, opposition, Sequence, pattern, team work, group performance and solo performance.</p> <p>Invasion game, invasion, possession, communication, attacking, attacker, defending, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>			
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SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS

HISTORY Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Year 3</p>	<p>Topic Title: Stone Age to Iron Age</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early 		<p>Topic Title: Ancient Egypt</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> An overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt. 		<p>Topic Title: Roman Britain</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Roman impact on the British Isles - including Julius Caesar's attempted invasion in 55-54 BCE, the structure and power of the Roman army - the successful 	

	<p>farmers, Skara Brae, Bronze Age religion eg. Stonehenge)</p> <ul style="list-style-type: none"> • Iron Age hill forts, tribal kingdoms and art and culture during the Iron Age. • Use evidence to describe the culture and traditions from Stone Age - Iron Age. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. 		<ul style="list-style-type: none"> • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. <p>Key Vocabulary Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort,</p>		<p>invasion by Claudius and the conquest of the British Isles (eg. Hardrian's Wall) and resistance to Roman conquest. (eg. Boudicea)</p> <ul style="list-style-type: none"> • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. • Identify key events in the history of the British Isles - understanding the significance of the Roman Empire upon the future developments of the British Isles (eg. Roman Baths, 	
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	<p>Key Vocabulary Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>		religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.		<p>Caerwent, Fishbourne Roman Palace)</p> <p>Key Vocabulary Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>	
GEOGRAPHY Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Geography</p> <p>Year 3</p>		<p>Topic Title: Stone Age to Iron age</p> <p>Key knowledge: To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key Skills: Begin to ask/initiate geographical questions^{[1][2]} Use NF books, stories,</p>		<p>Topic Title: Ancient Egyptians</p> <p>Key knowledge: To describe and understand key aspects of physical geography, including, rivers and mountains and the water cycle</p> <p>Key Skills: Begin to ask/initiate geographical questions^{[1][2]} Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Analyse evidence and begin to draw conclusions between two locations Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale^{[1][2]} Begin to collect and record</p>		<p>Topic Title: Roman Britain</p> <p>Key knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Key Skills: Begin to ask/initiate geographical questions. Analyse evidence and begin to draw conclusions between two locations Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale^{[1][2]} Begin to collect and record</p>

		<p>atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs. Begin to use map sites on internet</p> <p>Key vocabulary:</p> <p>Atlas, Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping,</p>		<p>evidence.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Begin to use map sites on internet</p> <p>Key vocabulary:</p> <p>Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge Tectonic plates, movement</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>Desert, grassland, tundra, rainforest, temperate forest</p>		<p>evidence.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs. Begin to use map sites on internet</p> <p>Key vocabulary:</p> <p>Similarities, differences, human, physical, region</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>
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		boundaries, scale, aerial/oblique				
SECTION E: ART AND D&T						
ART Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and design Year 3	<p>Topic Title: Drawing: growing artists</p> <p>Key knowledge: To know that different drawing tools can create different types of lines.</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <p>To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.</p> <p>To know that shading helps make drawn objects look more three dimensional.</p>		<p>Topic Title: Craft and design: Ancient Egyptian scrolls</p> <p>Key knowledge: To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p> <p>Key Skills: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct</p>		<p>Topic Title: Sculpture and 3D: Abstract shape and space</p> <p>Key knowledge: To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> <p>To know that artists can focus on shapes when making abstract art.</p> <p>To know that negative shapes show the space around and between objects.</p> <p>Key Skills: Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Planning and thinking through the making process to create 3D forms.</p> <p>Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p>	

	<p>To know that 'tone' in art means 'light and dark'.</p> <p>Key Skills: Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Confidently using a range of materials, selecting and using these appropriately with more independence. Drawing with expression and beginning to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently explaining their ideas and opinions about their own and other's art work, giving reasons. Using sketchbooks as part of the problem-solving process and making changes to improve their work.</p> <p>Key vocabulary: Abstract, blend, botanist, cut, even,</p>		<p>observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Using mixed media techniques to make different surfaces for painting and drawing.</p> <p>Learning a new making technique (paper making) and applying it as part of their own project.</p> <p>Investigating the history of a craft technique and sharing that knowledge in a personal way.</p> <p>Designing and making creative work for different purposes, evaluating the success of the techniques used.</p> <p>Using their own experiences to explain how art works may have been made.</p> <p>Key vocabulary: Ancient, civilisation, composition, design, fold, inform, material, papyrus, process, scroll, shape, audience, colour, convey, Egyptian, imagery...</p>		<p>Exploring how shapes can be used to create abstract artworks in 3D.</p> <p>Using subject vocabulary to describe and compare creative works.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Using sketchbooks as part of the problem-solving process and make changes to improve their work.</p> <p>Key vocabulary: Abstract, negative space, sculpture, structure, found objects, positive space, sculptor, 3D...</p>	
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	form, frottage, gestural, light, magnified, object, arrangement, botanical, composition, dark, expressive, frame, geometric, grip, line, organic...					
D&T Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and technology (DT Kapow) Year 3		<p>Topic Title: Cooking and nutrition: Eating seasonally</p> <p>Key knowledge: To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food that has been brought into the country.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Know how to prepare 		<p>Topic Title: textiles: Egyptian collars</p> <p>Key knowledge: To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric. To understand that a product's function relies on material choices. To identify and explain some materials and explain their aesthetic and/or functional properties.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design and make a template for an Egyptian collar and apply individual design criteria. • Follow their design criteria to create an Egyptian collar. • Select and cut fabrics with ease using fabric scissors. • Thread needles with greater independence. • Tie knots with greater independence. 		<p>Topic Title: structures: Constructing a castle</p> <p>Key knowledge: To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose. To know that a façade is the front of a structure. To understand that a castle needed to be strong and stable to withstand enemy attack.</p> <p>Key Skills: Design a castle with key features to appeal to a specific person/purpose. Draw a label a castle design using 2D shapes. Design and/or decorate a castle tower on CAD software. Construct a range of 3D geometric shapes using nets.</p>

		<p>themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.</p> <ul style="list-style-type: none"> • Follow the instructions within a recipe. • Establish and use design criteria to help test and review dishes. • Describe the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggest points for improvement when making a seasonal tart. <p>Key vocabulary: climate, imported, natural, reared, seasonal, diet, ingredients, processes, recipe, seasons, sugar</p>		<ul style="list-style-type: none"> • Sew cross stitch to decorate or join fabric. • Decorate fabric using applique, beads (or other embellishments), ribbon and pinking scissors. • Evaluate an end product. <p>Key vocabulary: applique, fabric, patch, embellish, cotton, polyester, tear, breathable, shiny, cross-stitch, running stitch, thread, template, silk, wrinkle, water-resistant, matt, biodegrade, pinking</p>		<p>Create special features from a range of recycled materials.</p> <p>Evaluate their own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design.</p> <p>Suggest points for modification of the individual design.</p> <p>Key vocabulary: 2D, 3D, castle, design, evaluate, façade, feature, flag, net, recyclable, scoring, stable, strong, structure, tab, weak</p>
BSL		<p>Topics: A Tune of Lies How to Make a One-String Guitar</p> <p>BSL Basic Skills.</p> <p>Key Knowledge:</p>	<p>Topics: A Tale of Two Robots Debate – how long should break be? BSL Basic Skills.</p> <p>Key Knowledge:</p>	To be added		

		<p>To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills: Receptive: To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary: A Tune of Lies A play Who is this? Sam What is he doing? Playing the trumpet. Who is this? Lucy What is she doing? Lying. Who is this? Fib</p>	<p>To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills: Receptive: To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary: What is Callum? An inventor What did he invent? A room-cleaning robot How did the robot come to life? Like a crazy firework display What is the robot's name? Robert What does Mum reward Callum with? Strawberry and ketchup milkshake</p>			
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		<p>What are they doing? Manipulating What was the lie? I can play the harp. What was the lie about her Mum? Mum is a famous author. What is her Mum's real job? Mum is a nurse. What does Lucy do to Fib? Pushes them. What happens at the end? Lucy stops lying... almost!</p> <p>What do you need? What verbs do you do? 1. 2 litre plastic bottle 2. Scissors 3. 1 metre of strong string 4. Tape 5. A pencil 6. A drill 7. An adult</p> <p>1. cut 2. ask 3. fold 4. pull 5. twist 6. pluck 7. Practise I can make a one-string guitar!</p>	<p>How did Robert convince Callum? Tidying his room. Why did Robert become sad? They didn't want to be his friend What did Shannon say? A robot friend Who had Shannon invented? Nita What do they like to do together? Complain!</p> <p>Person A: I think break is too long. Person B: I disagree. There is not enough time for football. Person A: I get too cold! Person B: I like playing with my friends. I can't do that at home. Person A: I like to have a quick chat – that's it. Person B: Also, there's not enough time for snacks! Person A: I want to save my energy for learning. Person B: I will ask school council!</p>		
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*Notes on key knowledge

The progression plan incorporates the Four areas of learning a foreign language (half termly) in every topic learnt: speaking, listening, reading and writing in which The National Curriculum objectives are presented in line with the KS2 Languages programmes of study where pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.