

Term 4	
TOPICS	
Literacy- Book Focus	Maths- Cross Curricular
<p>Performance Poetry and Poetry appreciation- Roald Dahl focus. The Firework Makers Daughter- Key Text Inspirational People- Biography Fact file or Report about the four countries in the UK</p>	<p>Multiplication Division Inverse operation of above Fractions Time Angles Problem solving Perpendicular and parallel lines Compass points Co-ordinates</p>
Science	Humanities (Geography)
<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p><u>Britain</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom (England, Scotland, Wales and Northern Ireland), geographical regions and their identifying human and physical characteristics, key topographical features (including rivers) <p>Human and physical geography</p> <ul style="list-style-type: none"> • physical geography, rivers – names and location • human geography, including: tourism and National Parks in UK <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied • use the 4 points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

Term 4		
TOPICS		
Computing	Art and design	Design and Technology
Binary Blogging Skype		
PE	RE CHRISTIANITY	PHSE (SEAL themes)
Sport Enrichment Block Sports enrichment chosen by coach and school to enhance curriculum.	Inspirational people - St Peter - St Francis - St Catherine - St Joan of Arc (or others – mixture of men and women if possible) Symbols and religious expression Easter - Joy, Sadness, Joy	5. Good to be me <ul style="list-style-type: none"> • Feeling good about myself • Surprised • Being assertive • Worried and anxious • Relaxation and visualisation
Music	French	Trip ideas
Composition – understanding of musical structures <ul style="list-style-type: none"> • Duration of notes • Body percussion Compose own piece • Symbols to represent a sound Instruments <ul style="list-style-type: none"> • Recorders History songsheet – Just like a Roman Science Song – Everybody feel the force 	Module 8 - Numbers to 31 Module 9 - Classroom Objects	

Term 5	
TOPICS	
Literacy- Book Focus	Maths- Cross Curricular
Meerkat Mail- Key text Comparisons between UK and France Prepare questions to ask a native French person	Using Number and Place Value to solve problems Addition and Subtraction 1000 Money-solving problems Capacity and volume- solving problems Fractions Data handling (weather and trade) Compass points Co-ordinates Problem solving (distances travelled)
Science	Humanities (Geography)
<p><u>Animals including humans (cont)</u></p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p><u>Britain’s place in Europe</u></p> <p style="text-align: center;">Locational knowledge</p> <p>locate countries, using maps to focus on Europe (including the location of Russia)</p> <p style="text-align: center;">human geography,</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p style="text-align: center;">Physical Geography</p> <p>look at similarities and differences of physical features between different countries in Europe (e.g.weather, natural resources, mountains/hills)</p> <p style="text-align: center;">Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied use the 4 points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe

Term 5		
TOPICS		
Computing	Art and design	Design and Technology
PE	RE JUDAISM	PHSE (SEAL themes)
Sports Day athletics Jumping, running and throwing skills, partner work <ul style="list-style-type: none"> • Hurdle • Running with a partner • Competition in pairs <ul style="list-style-type: none"> ○ Throwing ○ jumping 	Inspirational people Symbols and religious expression Moses Passover meal Seder plate	6. Relationships <ul style="list-style-type: none"> • special people • guilty • making amends • taking responsibility • making wise choices • sticks and stones
Music	French	Trip ideas
Composition, and Performance <ul style="list-style-type: none"> • to create a graphic score using own notation • keep a steady rhythm • perform from score Recorder Science song – Muscles and Bones	Module 10 – “Brown Bear” Module 11 - All About Me	

Term 6	
TOPICS	
Literacy- Book Focus	Maths- Cross Curricular
Science	Humanities(Geography)
<p>Plants</p> <ul style="list-style-type: none"> • 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><u>Britain's place in Europe (cont.)</u></p> <p>Locational knowledge locate countries, using maps to focus on Europe (including the location of Russia)</p> <p>human geography, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Physical Geography look at similarities and differences of physical features between different countries in Europe (e.g.weather, natural resources, mountains/hills)</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> •use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied •use the 4 points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe

Term 6		
TOPICS		
Computing	Art and design	Design and Technology
PE	RE JUDAISM	PHSE (SEAL themes)
Striking and Fielding Games Finding and closing down space <ul style="list-style-type: none"> • create small sided and modified games of cricket and rounders • basic rules of these sports 	Religion and the individual Journey of life and death Prayer Tefillin Tallith Prayer book Bar/Bat Mitzvah	7 Changes <ul style="list-style-type: none"> • positive changes • change is normal making a plan to bring about a change Sex Education
Music	French	Trip ideas
Composition, and Performance <ul style="list-style-type: none"> • to create a graphic score using own notation • keep a steady rhythm • perform from score Recorders Traditional English Folk Songs Vaughan Williams	Module 12 - The Very Hungry Caterpillar Revision of years content	

Science skills

- Pupils should **read** and **spell** scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Working scientifically:-

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

They should do this through

- exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments
- beginning to develop their ideas about functions, relationships and interactions.
- asking their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including
 - observing changes over time,
 - noticing patterns,
 - grouping and classifying things,
 - carrying out simple comparative and fair tests
 - finding things out using secondary sources of information.
- They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Year 3 Curriculum plan

History skills

Pupils should :-

- continue to develop a **chronologically** secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Geography Skills and fieldwork (KS2)

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps)
- to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including
 - sketch maps,
 - plans
 - graphs
 - and digital technologies.