

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Geography	History	Geography	History	History	
Question	Why should the rainforests matter to all of us?	Who first lived in Britain?	Why do I get tired when I fly across the world?	What did the Victorians do for fun?	Why were the Ancient Greeks ruled by their gods?	
High quality text	The Great Kapok Tree	Stone Age Boy	Around the World in 80 Days	Oliver Twist Alice in Wonderland	Greek Myths	
Visit / Hook	Visitor – rainforest animals/ bugs	Stone Age theme Day/ Campfire	Country a Day	Richmond Tea Rooms Victorian Loan Box	Ancient Greek Workshop/ Loan Box	
Science	Plants	Rocks and Soils	Light and Shadow	Forces and Magnets	Animals including Humans - Keeping Healthy	
History	X	Stone Age to Iron Age	X	Victorians	Ancient Greeks	X
Geography	Rainforests – Locational Knowledge	X	Locational Knowledge – time zones	X	X	Compare region of UK to another European country
Computing (Purple Mash Scheme)	Coding	Online Safety Spreadsheets	Touch Typing	Email	Branching Databases Simulations	Graphing
RE	Why are festivals important to religious communities?	Why is the symbol of light a key concept in Christianity?	What does it mean to be a Hindu in Britain today? (L2.8)	How is Easter celebrated around the world?	What do different people believe about God? (L2.1)	Why is the bible so important for Christians today? (L2.2)
French (Rising Stars Scheme)	Moi	Jeux et chansons	On fait la fete	Portraits	Les quarte amis	Ca pousse!
Art	Painting Henri Rousseau	X	X	Digital Media William Morris	Sculpture (Clay pots)	X
DT	X	Textiles - Stone Age Clothing	Construction Materials Shadow puppets		X	Food Technology Healthy Greek Food
PSHE	Goals and Achievements	Secrets	Balanced Diet	Finding Help	Bullying	Charity
Growth Mindset (Katherin Muncaster Book)	On the High Wire	Firing Neurons	Born to be...	Mistakes that Worked	Challenge Mountains	Never Give Up!
Music (Charanga) (Alternate Classes)	Let Your Spirit Fly	Three Little Birds	Bringing Us Together	Rochdale Music Service - Glockenspiels		

Links to wider community	Raise money for Rainforest Foundation Tree Champion – Woodland trust activity	Fashion show for parents.	World carnival	Performance for Parents – Oliver?	Host Greek meal for parents.	X
---------------------------------	---	---------------------------	----------------	-----------------------------------	------------------------------	---

Autumn 1	Question: Why should the rainforests matter to all of us?	High quality text: The Great Kapok Tree		Visit / Hook: Visitor- Ranger Rob	Links to wider community : Raise money for Rainforest Foundation	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Plants	<p>I know the functions of different parts of a plant.</p> <p>I know what plants need for life and growth.</p> <p>I know how water is transported within plants.</p> <p>I know the life cycle of plants.</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>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</p> <p>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>	<p>Transpiration</p> <p>Pollination</p> <p>Seedling</p> <p>Ovary</p> <p>Ovule</p> <p>Stigma</p> <p>Stamen / style</p> <p>Anther</p>	<p>Session 1: Vocab mat. Completion on KWL board (know, would like to know and learned)</p> <p>Session 2: Labelled diagram of parts of a plant/flower.</p> <p>Session 3: (I know what plants need to grow – completed in Year 1 and 2)</p> <p>I know the life cycle diagram with explanation of each part.</p> <p>Session 4: Scientific enquiry- planning an experiment Photographs of experiment</p> <p>Session 5: Scientific enquiry Photographs of experiment and evaluation</p> <p>Session 6: Presentation of individual learning from whole topic. (non chron report) Pub quiz assessment / key facts.</p>
Geography	Rainforests – Locational Knowledge	<p>I know how to identify the Northern and Southern Hemisphere and the Equator.</p> <p>I know I know the location of the Tropics of Cancer and Capricorn, Artic</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Identify the position and significance of</p>	<p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Canopy</p> <p>Emergent layer</p> <p>Understory</p> <p>Forest floor</p> <p>Vegetation</p> <p>Camouflage</p> <p>Deforestation</p> <p>Extinct</p>	<p>Session 1: Complete KWL for wall with facts already known and questions they want to find out. Match new vocabulary and write them in sentences in books.</p> <p>Session 2: Label map with Equator lines and both hemispheres. Write facts about Equator in books.</p>

		<p>and Antarctic Circle and Prime/Greenwich Meridian and time zones.</p> <p>I know how to define a rainforest and can name and locate the world's major rainforests (including the Amazon).</p> <p>I know the different layers of a rainforest and can talk about their characteristics and uses.</p>	<p>latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>			<p>Session 3: Add lines of latitude to map, use Atlas to locate countries under both tropics and list in books.</p> <p>On maps, add GMT and fill in a table in books with different time zones.</p> <p>Session 4: Label rainforests on map and write paragraph about one.</p> <p>Session 5: Label layers of R/forest and description of each one.</p> <p>Session 6: Assessment- of children's own choice.</p>
Art	Painting Henri Rousseau	<p>I know about the work of Henri Rousseau (and can record research in a sketch book).</p> <p>I know how to use a sketch book to improve my painting skills</p> <p>I know how to plan a painting, including the colours I will use.</p> <p>I know how to paint in the style of Henri Rousseau.</p> <p>I know how to evaluate my art work.</p>	<p>Experiment with different effects and textures inc. blocking in colour and washes.</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Colour</u> Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Texture Contrasting Subtle Vibrant Colour wash Effect Technique Colour wheel</p>	<p>Session 1: Vocab mat</p> <p>Session 2: Fact file about Henri Rousseau</p> <p>Session 3: Sketch of a plant with annotations</p> <p>Session4: Plan of what children intend to paint, including the colours that will be used.</p> <p>Session 5: Painting in the style of Henri Rousseau. Evaluation of their art work</p>
PSHE	Goals and Achievements	<p>I know what my achievements are.</p> <p>I know how to set and work towards goals.</p>	<p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p>	<p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>R11. to work collaboratively towards shared goals.</p>	<p>Goals Achievements Aspirations Improvements Collaboratively Reflect Evaluate Challenge</p>	<p>Weekly</p> <p>Session 1: Vocab mat- Red for said and green for mean plus vocabulary Taboo</p> <p>Session 2: Explore the definition of achievement. Give examples and discuss what our goals could be Create</p>

		I know about important events in the news..	R11. to work collaboratively towards shared goals. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.		a plan describing our achievements and how we can build on upon them. Chn to create and achievements illustration Session 3: Explore the definition of goal. Give examples and discuss what our goals could be Create a goals action plan Session 4: Exploring important events around the world. What are our hopes and dreams for ourselves and what are our hopes and dreams for the world? Hopes and dreams bubbles Session 5/6: child led outcome
R.E.	Why are festivals important to religious communities?	I know about the main Christian, Muslim, Hindu and Jewish festivals I know why these festivals are important to believers. I know that some non-religious people also celebrate festivals.	Describe religions and worldviews, connecting ideas. Give thoughtful responses using different forms of expression in R.E. Consider and discuss questions, ideas and points of view.		Festivals Celebration Hanukkah Eid Diwali Christmas Eid Ramadan	
Autumn 2	Question: Who first lived in Britain?	High quality text: The Boy with the Bronze Axe		Visit / Hook: Campfire/theme day	Links to wider community : Fashion Show for Parents	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Rocks and Soils	I know the different types of rock. I know how fossils are formed. I know how soil is made.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use straightforward scientific evidence to answer questions or to support his/her findings	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	Granite Limestone Sandstone Fossil Peat Compost Igneous Metamorphic Sedimentary	Session 1: Vocabulary Red for said/green for mean . KWL mat Session 2 : Detailed labelled drawings of 6 common rocks and write descriptions of their observable features. Session 3: Now how rocks are formed matching rock type to its formation (Photograph)

				recognise that soils are made from rocks and organic matter		<p>Session 4: Undertake a rock survey of the local area to answer questions on the local bedrock and other rocks seen Determine why particular rocks and man-made rocks were used for particular purposes</p> <p>Session 5: Learn how fossils are made and record by writing and illustrating the stages or through sequencing a text Make their own "fossil" of a shell using a plasticine mould and plaster of Paris Handle real fossils and rehearse the stages of fossil formation through oral retelling</p> <p>Session 6: Closely observe soil with hand lenses and list and classify the constituent parts Actively investigate and compare 3 different soils and their properties, recording findings With support, draw conclusions on the reasons for variation between soils</p>
History	Stone Age to Iron Age	<p>I know when the Stone Age, Bronze Age and Iron Age was.</p> <p>I know how things changed between the Palaeolithic, Mesolithic and Neolithic age.</p> <p>I know about the tools that were used in the different Ages and how they were similar and different to each other.</p> <p>I know the similarities and differences between the Stone Age, Bronze Age and Iron Age and can talk about how life improved over time.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p>	Changes in Britain from the Stone Age to the Iron Age	<p>Flint</p> <p>Cave painting</p> <p>Spear</p> <p>Archaeologist</p> <p>Neolithic</p> <p>Paleolithic</p> <p>Mesolithic</p> <p>Prehistoric</p>	<p>Hook Day: Vocabulary, Campfires and cave paintings.</p> <p>Session 1: Unlocking the skills(Skara Brae) and KUW</p> <p>Session 2: Create a timeline for Stone Age, Bronze Age and Iron Age.</p> <p>Session 3: Produce a poster about the 3 parts of the Stone Age and write a list of how things changed.</p> <p>Session 4: Complete a venn diagram about stone age tools and write about what they have learnt.</p> <p>Session 5: Each table will produce facts about how one aspect changed from Stone-Iron Age (eg; shelter) then write facts in their books after presenting back to the class.</p> <p>Session 6: Assessment</p>

			<p>Explore the idea that there are different accounts of history.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
DT	Textiles - Stone Age Clothing- materials have both functional properties and aesthetic qualities	<p>I know how to research and develop design criteria.</p> <p>I know how to develop ideas using annotated sketches.</p> <p>I know how to create pattern pieces using paper.</p> <p>I know how to use pattern pieces to make an item of clothing.</p>	<p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Sew using a range of different stitches, weave and knit</p>	<p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Needle</p> <p>Sew</p> <p>Hide</p> <p>Animal skin</p> <p>Leather</p> <p>Bore holes</p> <p>Thread</p> <p>linen</p>	<p>Session 1: Children to look at their item of clothing and write a poster, as a group, about what material it is, why they chose it, what it's used for and how they made it.</p> <p>Session 2: Children to sketch their ideas down and begin their design on the person template.</p> <p>Session 3: Children to get their old clothes and deconstruct them appropriately.</p> <p>Session 4: Children to sew together 2 pieces of small fabric to make one larger one.</p>

		<p>I know how to join materials to make an item of clothing.</p> <p>I know how evaluate my product against a design criteria.</p>				<p>Session 5: Children to sew together several pieces of fabric to make their fashion show piece.</p> <p>Session 6: Prepare for fashion show.</p>
PSHE	Secrets	<p>I know when it is appropriate to share a secret.</p> <p>I know how to have a healthy relationship with my friends.</p> <p>I know what to do during and after an argument.</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others.</p>	<p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Confidential</p> <p>Emotions</p> <p>Bullying</p> <p>Conflict</p> <p>Relatives</p> <p>acquaintances</p> <p>Boundaries</p> <p>Personal</p>	<p>Weekly</p> <p>Session 1 – Vocabulary Pre-teach Match key words to imprint pictures Complete red for Said and green for mean with key vocabulary words Children to put key words into a sentence. Vocabulary Taboo</p> <p>Session 2 – Sticky knowledge recap – in your own with partner explain the meaning of confidential. Explore the definition of secret. Using scenarios explore what is a safe secret to keep and what is an unsafe secret. Discuss who you can go to if you have an unsafe secret Task: Chn to write a letter /text of advice to a friend who has a secret they don't know whether to share to share.</p> <p>Session 3 – In teams (dojo teams), children to draw an outline of a person. Have a mat of adjectives. Children to decide as a table team what adjectives should be used to describe the perfect friend. Come together, as a class to discuss what the children decided makes the perfect friend, In this lesson explore key terms: Confidential, Emotions, acquaintances and Boundaries, Personal</p> <p>Session 4 – recap key phrases from last lesson – children to have a scenario sentence with word key vocab blanked out and they must guess the missing word using sentence context. Show the word bullying – children in teams to mind map with bullying means</p>

						<p>to them. They can draw pictures, give examples etc/. Come together to create class definition.</p> <p>Look back at our drawings of the perfect friend – now show children words like whispering, kicking, loving, caring etc. Children to decide which words describe healthy relationship.</p> <p>Task: 5 rules for a happy friendship</p> <p>Session 5 – Explore the term conflict. Listen to a few different scenarios of typical playground conflicts. What could we do in each situation. Children to act out the conflicts and resolutions.</p> <p>Session 6 and 7 – Presentation of learning / child led lessons</p>
RE	Why is the symbol of light a key concept in Christianity?	I know why light is an important symbol in Christianity. I understand why light is important in the Christmas Story I can make links to my own experiences..	Describe religions and worldviews, connecting ideas. Give thoughtful responses using different forms of expression in R.E. Consider and discuss questions, ideas and points of view.		Light of the world Symbolism Spiritual Light of men Darkness Chaos creation	<p>Session 1 – vocab. Red said green mean.</p> <p>Session 2 – discussion on festivals of light around the world. Compare and draw similarities to different faiths.</p> <p>Session 3 – Why is light important to Christians at Christmas? Discuss and observe similarities across the faiths.</p> <p>Session 4 – What different ways do Christians use lights at Christmas? And why do they do this?</p> <p>Session 5 – Quran verse about the light – discuss – what does it mean to you? What does it mean in Islam?</p>
Spring 1	Question: Why do I get tired when I fly across the world?	High quality text: Around the World in 80 Days		Visit / Hook: A country a day	Links to wider community : World Carnival	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Light and Shadow	I know why light is needed. I know how light is reflected. I know how to protect my eyes from the sun.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Reflect Surface Shadow Light source Dark / ness Absence Dusk Sunrise / set	<p>Session 1: Vocabulary</p> <p>Session: 2 I recognise that dark is the absence of light and understand that light is needed to see. List facts about light and dark in books.</p> <p>Session 3: Write a description as to how light is reflected.</p>

		<p>I know how shadows are formed.</p> <p>I know how shadows change.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions</p>	<p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>		<p>Complete a test to see which materials are most reflective.</p> <p>Session 4: I can explain the danger of direct sunlight and how to keep protected.</p> <p>Session 5: I can recognise that shadows are formed when the light from a light source is blocked by an opaque object. Complete investigation of different materials and classify as: transparent, Translucent or opaque,</p>
Geography	Time zones	<p>I know there are different time zones around the world.</p> <p>I know what GMT means.</p> <p>I know why we have time zones.</p> <p>I know what Meridians are.</p> <p>I know countries can have more than one time zone and can locate them on a map.</p> <p>I know why some countries put their clocks forwards and backwards during the year.</p>	<p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Greenwich Mean Time</p> <p>Time zone</p> <p>Daylight saving</p> <p>Meridians</p> <p>Prime Meridians</p> <p>Axis</p> <p>Hemispheres</p> <p>Greenwich</p>	<p>Lesson 1: I can define new words linked to time zones. Unlocking the skills- comprehension on daylight saving time.</p> <p>Lesson 2: Fill in KWL sheet. I can recall facts about time zones from a previous topic.</p> <p>Lesson 3: Looking at GMT and meridians and labelling them on a map.</p> <p>Lesson 4: Look at a map and label the countries with more than 1 time zone. Children to explain why this is.</p> <p>Lesson 5: Children to debate with their class DST and write their opinion in their books.</p> <p>Lesson 6: Evaluate their learning.</p>
DT	<p>Construction</p> <p>Materials</p> <p>Shadow puppets</p> <p>Technical Knowledge: using knowledge from maths and science to help design their products</p>	<p>I know how to design a puppet, which uses a lever.</p> <p>I know how to cross-sectional diagrams to show my design in detail.</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>Work safely and accurately with a range of simple tools</p>	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for</p>	<p>Puppet</p> <p>Puppeteer</p> <p>Translucent</p> <p>Opaque</p> <p>Research</p> <p>Appealing</p> <p>Evaluate</p> <p>Success</p> <p>Improve</p>	<p>Lesson 1 – vocab – red for said – green for mean.</p> <p>Lesson 2 – look at puppets from around the world. Where did they originate and why are they used?</p> <p>Lesson 3 – plan your puppet.</p> <p>Lesson 4 – make your puppet</p> <p>Lesson 5 – evaluate your puppet.</p> <p>Lesson 6 – puppet show.</p>

		<p>I know how to make a puppet, which uses a lever.</p> <p>I know how to use evaluations to improve my work.</p>		example, cutting, shaping, joining and finishing], accurately		
PSHE	Balanced Diet	I know how make healthy choice about food and explain what a healthy diet looks like.		H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	<p>Balanced Diet</p> <p>Healthy Benefits</p> <p>Choices</p> <p>Lifestyle</p> <p>Disadvantages</p> <p>Unhealthy</p>	<p>5 weeks</p> <p>Lesson 1 : Vocab lesson</p> <p>Lesson 2: Look at examples of healthy meals and unhealthy meals to sort. What makes them balanced and unbalanced? Compare to the eat well wheel.</p> <p>Outcome: Explanation of what makes a healthy meal with an example of foods.</p> <p>Lesson 3: Look at different food diaries and discuss where there were positives and where improvements are needed. Discuss portion sizes and the importance of meal planning. Send home blank food diary for pupils to complete.</p> <p>Outcome: Create a 3 course menu that is balanced and healthy.</p> <p>Lesson 4: Share food diaries from previous week – look at where improvements could be made and where healthy choices could be made.</p> <p>Outcome: Plan meals for a whole week.</p> <p>Lesson 5: Presentation of learning / child led lessons.</p>
RE	What does it mean to be a Hindu in Britain today? (L2.8)	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).	<p>Describe religions and worldviews, connecting ideas.</p> <p>Give thoughtful responses using different forms of expression in R.E.</p>		<p>Hinduism</p> <p>Diwali</p> <p>puja,</p> <p>aarti</p> <p>bhajans</p> <p>murtis</p> <p>Moksha</p> <p>Reincarnation</p>	<p>Lesson 1 – Vocab and KWL (Hinduism)</p> <p>Lesson 2 – main values within Hinduism and how they show their faith.</p> <p>Lesson 3 – Look at examples of puja, aarti and bhajans and places of worship.</p> <p>Lesson 4 – Explore Hindu ideas about the four aims of life (punusharthas) dharma:</p>

		Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).	Consider and discuss questions, ideas and points of view.			religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Lesson 5 – Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes Lesson 5 – assessment/presentation
Spring 2	Question: What did the Victorians do for fun?	High quality text: Oliver Twist Alice in Wonderland		Visit / Hook: Richmond Tea Rooms	Links to wider community : Performance for Parents – Oliver?	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Forces and Magnets	I know how magnets work compared to different forces. I know how magnets work. I know which materials are magnetic and which are not. I know why magnets attract or repel each other,	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether	Force Non / Contact Magnetic Field Attract Repel Pole North / south	Lesson 1 – vocab, comprehension KWL Lesson 2 – faster and slower – how do surfaces affect how objects move? Push and pull lesson. Lesson 3 – magnetic or non-magnetic objects. How far away can your magnet attract its metallic surface object? Does weight of the object matter? Does it affect the size of the magnet needed? Lesson 4 – magnetic poles Lesson 5 – testing magnets through various materials. I know how magnets work. Magnetic fields and pulling forces.

				<p>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>		
History	Victorians	<p>I know when the Victorian period was and why it is called the Victorian period.</p> <p>I know what the living conditions were like for different people during Victorian times.</p> <p>I know why the industrial revolution was important for Britain</p> <p>I know that Rochdale was one of Britain's biggest cotton producers.</p> <p>I know who Queen Victoria was and why she was an important person in British history.</p> <p>I know how life in Britain is different from life today and know how the Victorian era has shaped today's society.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Explore the idea that there are different accounts of history. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p>	<p>Queen Victoria Monarch British Empire Steam engine Cotton Mills Industrial revolution Orphan Poverty</p>	

			<p>and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
Art	Digital Media William Morris	<p>I know what types of designs are appropriate for my target audience.</p> <p>I know how to use a computer to aid my design.</p> <p>I know how to select materials based on their properties.</p> <p>I know how to join materials. I know how to evaluate my product.</p>	<p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software</p> <p>Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision</p> <p>Change the type of brush to an appropriate style Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Motif</p> <p>Tessellate</p> <p>Pattern</p> <p>Floral</p> <p>Line</p> <p>Inter-locking</p> <p>Repetition</p> <p>Geometric</p>	
PSHE	Finding Help	<p>I can keep myself safe when using technology.</p> <p>I know who I can go to when I need help.</p>		<p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>H21. strategies for keeping physically and emotionally safe</p>	<p>Password</p> <p>Address</p> <p>Images</p> <p>Distribution</p> <p>Strategies</p> <p>Personal Information</p> <p>Physical</p> <p>emotional</p>	<p>5 weeks</p> <p>Lesson 1 – vocabulary</p> <p>Lesson 2 – Discussion the different people who are responsible for keeping us safe. Discuss how we can help them to do their job of keeping us safe. Explain the importance of safety being a joint responsibility. Link to being safe online.</p> <p>Outcome: Speech bubbles of discussion.</p>

				including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).		Lesson 3- Help to plan trip to Richmond Tea Rooms, where chn will be going on the tram. Make a risk assessment together, rating the risks and explaining how they can be prevented. Outcome: independent risk assessments Based on activity/trip of their own. Lesson 4/ 5 - Presentation of learning / child led lessons Internet safety day – see separate planning
R.E.	How is Easter celebrated around the world?	I can retell the Easter story I know how Christians celebrate Easter differently around the world I know how the celebrations are similar and different to each other. I know why these celebrations happen at Easter time (symbolism in the Easter story).	Describe religions and worldviews, connecting ideas. Give thoughtful responses using different forms of expression in R.E. Consider and discuss questions, ideas and points of view.		Palm Sunday Maundy Thursday Good Friday Holy Saturday Celebration Symbolism Meaning Last Supper	

Summer 1	Question: Why were the Ancient Greeks ruled by their gods?	High quality text: Greek Myths		Visit / Hook: Ancient Greek Workshop	Links to wider community : Host Greek Meal for Parents	
Year 3	Summer 1	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Animals including humans	I know why nutrition is important. I know the diets of different animals and can compare them.	Identify differences, similarities or changes related to simple scientific ideas and processes	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	Balanced Diet Cereals Pulses Carbohydrate Vitamins Minerals Dairy	

History	Ancient Greeks	<p>I know about the daily lives, customs and routines of Ancient Greek citizens.</p> <p>I know the importance of Greek Gods in Ancient Greek civilisation.</p> <p>I know about the role of the slave in Ancient Greece.</p> <p>I know the Olympic Games was invented by the Ancient Greeks and know why it was an important event.</p> <p>I know what impact Ancient Greece has had on modern life.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and CE and BCE</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Explore the idea that there are different accounts of history. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<p>Empire</p> <p>Emperor</p> <p>Legionary</p> <p>Marathon</p> <p>Olympics</p> <p>Olympian</p> <p>Troy</p> <p>Athens</p>	
---------	----------------	---	---	---	---	--

<p>Geography</p>	<p>Compare region of UK to another European country</p>	<p>I know the physical features of the UK and another European country.</p> <p>I know the human features of the UK and another European country.</p> <p>I know the similarities and differences between two European countries.</p>	<p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Region Temperature Climate Human feature Physical feature Environmental region European Temperate region</p>	
------------------	---	---	--	---	---	--

Art	Sculpture (Clay pots)	<p>I know about famous Greek sculptures from ancient and modern Greece.</p> <p>I know how to record my design ideas in a sketchbook.</p> <p>I know different sculpting techniques.</p> <p>I know how to create a clay pot (as they did in Ancient Greece).</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier mache to create a simple 3D object and compare and contrast final effect.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Kiln</p> <p>Rim/lip</p> <p>Base</p> <p>Handle</p> <p>glaze</p> <p>Body</p> <p>Alabastron</p> <p>Amphora</p>	
PSHE	Bullying	<p>I know the different types of bullying.</p> <p>I know the different relationships in my life.</p> <p>I know everyone has the right to privacy and personal space.</p>	<p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>Prejudice</p> <p>Abuse</p> <p>Online</p> <p>Social media</p> <p>Boundaries</p> <p>Acquaintance</p> <p>Judgement</p> <p>Responding</p> <p>Retaliate</p>	<p>5 weeks</p> <p>Lesson 1: Vocabulary</p> <p>Lesson 2: Bullying and Abuse</p> <p>Look at different scenarios – sort them into teasing/ one off problems, bullying and abuse. Focus on online/social media.</p> <p>Outcome: Create a leaflet for others to know the difference between teasing, bullying and abuse.</p> <p>Lesson 3: Boundaries</p> <p>Explore what boundaries are and how they change for different people. Look at different groups of people in our lives and talk about where the boundaries are for each. Read different things you might share and decide</p>

						<p>which groups of people you would share these things with. Talk about rights to privacy and what type of physical contact is acceptable/ unacceptable for each group.</p> <p>Outcome: create a personal 'circle of trust'.</p> <p>Lesson 4: Complete lesson 3 and begin lesson 5.</p> <p>Lesson 5: Presentation of learning / child led lessons</p>
R.E.	What do different people believe about God? (L2.1)	<p>I know some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>I know how worshipping a God makes a difference in people's lives.</p> <p>I know what Christians mean when they say 'Father, Son and Holy Spirit' for God</p> <p>I know about some simple Muslim beliefs about God based on 12 of the 99 Names of Allah</p>	<p>Describe religions and worldviews, connecting ideas.</p> <p>Give thoughtful responses using different forms of expression in R.E.</p> <p>Consider and discuss questions, ideas and points of view.</p>		<p>Belief Faith Divine Father, Son Holy Spirit 99 names of Allah Almighty</p>	
Summer 2	Question: Why were the Ancient Greeks ruled by their gods?	High quality text: Greek Myths		Visit / Hook: Ancient Greek Workshop	Links to wider community : Host Greek Meal for Parents	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Animals including humans	I know why humans have skeletons and muscles.	Identify differences, similarities or changes related to simple scientific ideas and processes	identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<p>Balanced Diet Cereals Pulses Carbohydrate</p>	

					Vitamins Minerals Dairy	
DT	Food Technology Healthy Greek Food	I know the types of food consumed in Greece. I know which vegetables are in season. I know how to design a healthy, savoury Greek dish. I know the importance of food hygiene. I know how to prepare a Greek dish. I can evaluate someone else's Greek dish.	Use a range of cutting techniques including the claw and the bridge That food is grown, reared and caught in the UK, Europe and wider world. how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating.	understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Recipe Ingredient Flavour Aroma Appearance Nutritional Theme measuring	
PSHE	Enterprise: Charity	I know the important events in the news. I know what my responsibilities are in school and at home.	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.	L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	Responsibility Public Relief Gifting Fund Donation Assistance Offering	Lesson 1: vocabulary. Link to enterprise project. Enterprise project linked to topical event. Discuss our responsibilities in the wider world.
R.E.	Why is the bible so important for Christians today? (L2.2)	I know what Christians and/or people from other religions believe makes their book sacred or holy. I know how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'	Why is the bible so important for Christians today? (L2.2)		Bible Teaching Guidance Comfort Faith Creation Salvation wisdom	

		<p>I can describe some things that Christians find helpful about reading their Bible?</p> <p>I know about similarities and differences between my own ideas about God and some Christian ideas</p>				
--	--	--	--	--	--	--