

**Topic Title: Stone Age**

**Science**

- Identify and name a variety of plants and animals in their habitats, including micro-habitat.

**Rocks**

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Including working scientifically
- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods

**Working Scientifically**

- Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus)
- Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus)

**Real P.E.**

FUNS 10 and 1

**Games**

Hockey

**D.T.**

- Understand that food has to be grown, farmed or caught in Europe and the wider world
- Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.
- Evaluate and assess existing products and those that he/she has made using design criteria

**Art**

- Create a factfile on class artist and class artist-inspired artwork
- Know about some of the great artists, architects and designers in history and describe their work.
- Explore shading, using different media
- Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours
- Observational drawing: refine focus on shape and proportions. Focus on mark-making to create pattern and texture.
- Develop control of paint, focus on increased accuracy

**R.E.**

Creation stories across the faiths

- Identify ultimate questions and behaviour that there are no universally agreed answers to these
- Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews

**Computing**

- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private - PSHE
- Use technology safely and recognise acceptable and unacceptable behaviour – see PSHE

**Coding**

- Design, write and debug programs that control or simulate virtual events
- Use logical reasoning to explain how some simple algorithms work

**Using a computer**

- With support select, and use a variety of software to accomplish goals

**Music**

- Nuts and Berries
- Develop an understanding of formal, written notation which includes crotchets and rests
- Understand that improvisation is when a composer makes up a tune within boundaries
- Understand that composition is when a composer writes down and records a musical idea

**P.S.H.E.**

- Describe the importance for humans of exercise, eating the right amount of different foods and hygiene
- Lesson 1: Similarities and Differences - Boys v Girls
- Internet-Safety – How to use the internet safely.
- Dangers in using the internet and how to deal with them.
- E-Safety – Online Chat
- Online Privacy – The Secrets Jar
- Online Privacy – E-Protection
- Online Privacy – Its Personal

**M.F.L.**

**Greetings**

- Show that he/she recognises words and phrases heard by responding appropriately
- When listening to stories, rhymes, or songs, join in with repeated sections and identify particular phonemes and rhyming words
- Ask and answer simple questions, for example about personal information

## Geography

- Ask and respond to geographical questions e.g. describe the landscape.
- Identify physical and human features of the locality.
- Identify where counties are within the UK and the key topographical features
- Recognise that there are similarities and differences between places
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
- Name, locate and identify characteristics of the seas surrounding the United Kingdom
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- To recognise that different people hold different views about an issue and begin to understand some of the reasons why
- Stone Henge: To use basic geographical vocabulary.

## History

- Introduction to Stone Age
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- Stone Age Houses: To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.
- How do we know about the Stone Age?
- Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- Describe significant historical events, people and places in his/her own locality

Topic Title: Victorians	
<b>Science</b> <b>Forces and magnets</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus)</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus)</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus)</li> <li>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus)</li> </ul>	
<b>Real P.E.</b> <b>FUNS 6 and 2</b>	<b>Games</b> <b>Gymnastics</b>
<b>D.T.</b> <ul style="list-style-type: none"> <li>I can talk about the different food groups and name food from each group (PSHE)</li> <li>Safely measure, mark out, cut, assemble and join with some accuracy</li> </ul> <b>Art</b> <ul style="list-style-type: none"> <li>William Morris - Create printing blocks using relief or impressed techniques</li> <li>Explain what he/she likes or dislikes about their work.</li> </ul>	<b>R.E.</b> <b>Symbols of faith / Christmas</b> <ul style="list-style-type: none"> <li>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions</li> <li>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Recognise familiar forms of input and output devices and how they are used</li> <li>Make efficient use of familiar forms of input and output devices</li> </ul> <b>Using a computer</b> <ul style="list-style-type: none"> <li>With support select and use a variety of software to accomplish goals</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>Town Criers and Sounds on the Victorian high street</li> <li>Understand that improvisation is when a composer makes up a tune within boundaries</li> <li>Play and perform in solo or ensemble contexts with confidence</li> </ul>
<b>P.S.H.E.</b> <ul style="list-style-type: none"> <li>Fireworks night safety</li> <li>Lesson 2: The Human Body - Body Bits</li> <li>Rules – I'm In Charge!</li> <li>Thinking Ahead – Lesson Planning</li> <li>Taking the Lead – LearningTime</li> </ul>	<b>M.F.L.</b> <ul style="list-style-type: none"> <li>Use mostly accurate pronunciation and speak clearly when addressing an audience</li> <li>Write some single words from memory</li> <li>Follow simple instructions and link pictures or actions to language</li> </ul>
<b>Geography</b> <ul style="list-style-type: none"> <li>I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> <li>I can use an increasing range of common words and phrases relating to the passing of time.</li> </ul>	

## Topic Title: Ancient Egyptians

**Science****Light**

- Recognise that he/she needs light in order to see things and that dark is the absence of light
- Recognise that light from the sun can be dangerous and that there are ways to protect eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

**Working Scientifically**

- Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)
- Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus)
- Set up simple practical enquiries, comparative and fair tests (Year 3 focus)

**Real P.E.**

FUNS 5 and 4

**Games**

Dance

**D.T.**

- I can talk about the different food groups and name food from each group (PSHE)
- Safely measure, mark out, cut, assemble and join with some accuracy

**R.E.**

Welcoming a new baby- ceremonies across main faiths

- Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences
- Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities

**Computing**

- Recognise familiar forms of input and output devices and how they are used
- Make efficient use of familiar forms of input and output devices
- Using a computer
- With support select and use a variety of software to accomplish goals

**Music**

- Confidently recognise a range of musical instruments
- Listen with direction to a range of high-quality music

**P.S.H.E.**

- A Balanced Diet – Plant or Animal? Balancing Act
- Working With Food – Master Chef, Food Hall
- A Balanced Diet – Plant or Animal?
- A Balanced Diet – Balancing Act
- Working With Food – Master Chef

**M.F.L.**

- Repeat sentences heard and make simple adaptations to them
- Use simple adjectives such as colours and sizes to describe things orally
- Recognise some familiar words and phrases in written form
- Read some familiar words aloud using mostly accurate pronunciation
- Use simple adjectives such as colours and sizes to describe things in writing
- Recognise the main word classes e.g. nouns, adjectives and verbs
- Understand that nouns may have different genders and can recognize clues to identify this, such as the difference in articles

**Geography**

- I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office

**History**

- I can use an increasing range of common words and phrases relating to the passing of time.

## Topic Title: Natural Disasters

**Science****Plants**

- 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.
- 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 and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

**Working Scientifically**

- Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus)
- Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus)

**Real P.E.**

FUNS 9 and 7

**Games**

Netball

**D.T.**

- Know about some of the great artists, architects and designers in history and describe their work.
- Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

**Art**

- Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes
- Understand how mechanical systems such as levers and linkages or pneumatic systems create movement

**R.E.**

Prayer and worship in different faiths, inc. The Lord's Prayer

- Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour
- Appreciate and appraise varied dimensions of religion

**Computing**

We are Network Engineers

- Understand that computer networks enable the sharing of data and information
- Understand that the internet is a large network of computers and that information can be shared between computers

Using a computer

- With support select and use a variety of software to accomplish goals

**Music**

- Confidently recognise a range of musical instruments
- Listen with direction to a range of high-quality music
- Find the pulse within the context of different songs/music with ease
- Begin to listen to and recall sounds with increasing aural memory

**P.S.H.E.**

- Working With Food – Our Food Hall
- Physical, Emotional and Mental – I Am Who I Am!
- Physical, Emotional and Mental – Hearts and Minds
- Physical, Emotional and Mental – Three in One
- A Balanced Approach – Define: Healthy

**M.F.L.**

- Use simple adjectives such as colours and sizes to describe things in writing
- Recognise the main word classes e.g. nouns, adjectives and verbs
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles

**Geography**

- I can describe memories of key events in his/ her life using historical vocabulary.
- Link to plants in Science: Use fieldwork instruments e.g. camera, rain gauge

**History**

- I understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.
- I can explain about weather conditions / patterns around the UK and parts of Europe

## Topic Title: The Inca Empire

**Science****Plants continued until week 3**

- 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 and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

**Working Scientifically**

- Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus)
- Set up simple practical enquiries, comparative and fair tests (Year 3 focus)
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus)
- Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus)

**Real P.E.**

FUNS 8 and 12

**Games**

Tennis

**D.T.**

- I can talk about the different food groups and name food from each group (Science)

**Art**

- Explain what he/she likes or dislikes about their work.
- Explore shading, using different media (Tilgate Park trip)
- I can create a collage using overlapping and layering.
- Compare and recreate form of natural and manmade objects.

**R.E.**

Daniel and the Lion's Den

- Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions
- Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews

**Computing****Net Searching**

- Research African landscape using iPads and create PowerPoint
- Use simple search technologies
- Use simple search technologies and recognise that some sources are more reliable than others

**Using a computer**

- With support select and use a variety of software to accomplish goals

**Music – explore music used for festivals and in wars**

- Find the pulse within the context of different songs/music with ease
- Begin to listen to and recall sounds with increasing aural memory

**P.S.H.E.**

- Physical Exercise – Active Kids?
- Lifestyle Choices – It's Your Choice
- Before Puberty – You've Grown!
- Visible Changes – Mind the Gap
- How to Help – Who to Call
- Emergency Calls – Calling 999

**M.F.L.**

- Have basic understanding of the usual order of words in sentences in the target language
- Record descriptive sentences using a word bank
- Learn and remember new words encountered in writing

**Geography**

- I can analyse evidence and draw conclusions e.g. make comparisons between locations e.g. populations/ temperatures.
- Recognise that different people hold different about an issue and begin to understand some of the reasons why.

**History**

- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.
- Communicate findings in ways appropriate to the task or for the audience

## Topic Title: Africa

**Science****Animals including humans**

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- 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.

**Working scientifically**

- 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, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help with answering questions.
- 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, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support his/her findings.

**Real P.E.**

FUNS 11 and 3

**Games**

Athletics

**D.T.**

- Use knowledge of existing products to design his/her own functional product
- Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them
- Investigate and analyse existing products and those he/she has made, considering a wide range of factors

**Art****African Skins**

- I can experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
- I can add detail to work using different types of stitch, including cross-stitch.

**African masks**

- I can use a sketchbook for recording observations, for experimenting with techniques or planning

**R.E.****Hymns, songs and music in religion**

- Recognise what influences him/her in his/her life - identify the influence religion has on people's lives, including his/her own
- Appreciate and appraise varied dimensions of religion

**Computing****Net Searching**

- Research Nelson Mandela using iPads and create PowerPoint
- Use simple search technologies
- Use simple search technologies and recognise that some sources are more reliable than others

**Using a computer**

- With support select and use a variety of software to accomplish goals

**Music****African Drumming/Link to Nature Spirits in R.E**

- Play and perform in solo or ensemble contexts with confidence

**P.S.H.E.**

- Physical Exercise – Active Kids?
- Lifestyle Choices – It's Your Choice
- Favourite moments of Year 3, targets for next year, worries for next year.
- Plan and write a letter to new teacher.

**M.F.L.**

- Have basic understanding of the usual order of words in sentences in the target language
- Record descriptive sentences using a word bank
- Learn and remember new words encountered in writing

**Geography**

- Make more detailed fieldwork sketches/ diagrams
- Use fieldwork instruments e.g. camera, rain gauge
- Recognise there are similarities and differences between places
- Develop an awareness of how places relate each other

**History**

- Communicate findings in ways appropriate to the task or for the audience