




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Plant Power	Don't Tell Titus	Majestic Mountains	Why did the Egyptians build pyramids?	Caves and Chasms	Stone Age
					
Above and Beyond opportunities for our children in Year 3...					
Secret Garden Church visit The Big Start	Saltaire Visit Tom Palmer writing week - whole school	Poetry week - whole school Money Week	Leeds City Museum - Egyptian Workshop	Stump Cross Caverns	Rose Day Seaside Visit Stone Age Day
<div>Writing</div> <div></div> <div>Our children will</div>					

Write setting decription of your garden design.	Write a diary entry as Scrooge	Write the biography of Tenzing Norgay after studying the features of a biography.	Narrative writing - Write the end of the story - Marcy and the Riddle of the Sphinx	Create an information page about caves and chasms, using technical vocabulary and describing the features.	Write a postcard home from the Stone Age, describing what has been seen.
Write instructions for planting bulbs.	Create a tourism leaflet to advertise Saltaire	Poem to add to Poems from a Green and Blue Planet (Mountain theme)		Narrative writing - based on The Cave	Narrative writing - based on Stone Age Boy  Persuasive text/ advert

Reading




Our children will..




Vocabulary

Find and explain the meaning of words in context




Infer

Make and justify inferences using evidence from the text




Predict

Predict what might happen from the details given and implied




Explain

Explain how different aspects of the text affect the reader



Retrieve

Retrieve and record information directly from the text

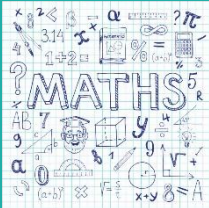


Summarise

Summarise the key information and events from the text

Decode new words and work out the meaning by reading around the word	Listen attentively to a longer and a wider range of texts	Summarise paragraphs and short texts	Make inferences about a range of different texts.	Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through volume, tone, intonation and action.	Ask self-directed questions to deepen their understanding of a text.  Answer the question stems on a range of different texts.
Read a wide range of text types and discuss the patterns and structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)	Orally retell what they have read.	Read for a range of different purposes.			

Maths





Our children will develop their knowledge in

Place Value Addition / Subtraction	Multiplication / Division	Length / Perimeter	Fractions A Mass and Capacity	Fractions B Money	Time Shape Statistics
<div>Science</div> <div></div> <div>Our children will...</div>					
<div>Plants</div> <div>Our children will 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.</div>	<div>Plants Continued..</div> <div>Growing plants...</div>	<div>Animals including humans</div> <div>Our children will.... Identify that humans and some animals have skeletons &amp; muscles for support, protection &amp; movement  Consider what would happen without skeletons</div>	<div>Forces and Magnets</div> <div>Our children will.... 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 they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing</div>	<div>Light</div> <div>Our children will 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 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</div>	<div>Rocks and Soils</div> <div>Our children will....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</div>
<div>Art</div> <div></div> <div>Our children will...</div>					



<p>Our children will....</p> <p>Printing - leaves flowers and gardens</p> <p>Artisits Studied: David Hockney</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing</p> <p>Demonstrate understanding and precision when they have opportunities to.</p>	<p>Our children will...</p> <p>improve their mastery of art and design techniques, including sculpture, with a range of materials</p> <p>Sculpting... Titus salt's Head (Bust)</p> <p>Use a variety of materials, inc. newspaper, foil, clay, natural materials, to create sculpture.</p> <p>Know the names of the tools and materials they have used.</p> <p>Develop skills in design and evaluation</p> <p>Learn to experiment with a range of textures, using tools and techniques.</p> <p>Joins clay adequately and work reasonably independently.</p> <p>Constructs a simple clay base for extending and modelling other shapes.</p> <p>Makes a simple papier mache object.</p> <p>Plans, designs and makes models</p>	<p>Our children will...</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Mountainous Landscapes</p> <p>Experiencing painting with smaller brushes, developing brush control.</p> <p>Explore what happens when secondary colours are mixed including tones and shades</p> <p>Know how to mix brown paint by mixing primary colours together. Be able to create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Explain ideas of how artists have used colour, pattern and shape. Know how to create a piece of art in response to the work of an artist</p> <p>Experiments with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Names different types of paint and their properties. Works on a range of scales e.g. large brush on large paper etc.</p>		<p>Our children will....</p> <p>improve their mastery of art and design techniques, including sculpture, with a range of materials</p> <p>Artisits Studied: Barbara Hepworth</p> <p>Have some awareness of three dimensional shape and shade.</p> <p>Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.</p> <p>Use clay to sculpt and design a 3D model dragon's eye</p> <p>Use a variety of materials, inc. newspaper, foil, clay, natural materials, to create sculpture.</p> <p>Know the names of the tools and materials they have used.</p> <p>Develop skills in design and evaluation</p> <p>Learn to experiment with a range of textures, using tools and techniques.</p> <p>Joins clay adequately and work reasonably independently.</p> <p>Constructs a simple clay base for extending and modelling other shapes.</p> <p>Makes a simple papier mache object.</p> <p>Plans, designs and makes models</p>	<p>Our children will...</p> <p>Drawing -Cave Art</p> <p>Differentiate between a range of media, make comparisons between effects</p> <p>Plan and begin to further develop own ideas</p> <p>Investigate tone by drawing light to dark lines</p> <p>Understand that producing patterns gives textures</p> <p>Study the work of famous artists</p> <p>USING SKETCHBOOKS</p> <p>Records observations and uses them to review and revisit ideas.</p> <p>Develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.</p> <p>Incorporates previously learned techniques, line, shape, appropriate use of colour</p> <p>Textiles: Sewing - Stone Age clothing.</p> <p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p> <p>Selects and arranges materials for a striking effect.</p> <p>Ensure work is increasingly precise.</p> <p>Shapes and stitches materials.</p>
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Geography					
As Geographers we will:					
					
KAPOW - <b>Are all settlements the same?</b>	<p>Our children will...</p> <p>Create sketch maps of a visited location (Saltiare)</p>	<p>Our children will...</p> <p>Locate significant mountains and mountain ranges around the UK and the world.</p> <p>Know what a mountain is and explain in simple terms how they are formed.</p> <p>Locate the countries of Europe (including Russia). Understand the physical geography and human geography of Europe, including major cities.</p>	<p>Our children will...</p> <p>Complete a country study of Egypt. Compare Egypt to the U.K</p> <p>Identify key features of the Nile and why it was important to Ancient Egyptians.</p> <p>Create a RightMove for an Ancient Egyptian home, using the water source as a selling point.</p>	<p>Our children will...</p> <p>Learn the 8 points of a compass</p> <p>Understand how caves, and features of a cave are formed - explore how erosion impacts other areas (coasts, etc)</p>	<p>Our children will...</p> <p>Describe and understand why early people chose to settle in particular areas of Britain (e.g. Skara Brae in the Stone Age).</p> <p>Describe and understand the different types of settlement in early Britain.</p> <p>Understand the importance of the distribution of natural resources in early Britain including minerals.</p> <p>Create videos on iMovie to explain why they have chosen a specific settlement. (Stone Age Day)</p>
History					
					
Our children will ask...					
	<p>Our children will...</p> <p>Learn about Sir Titus Salt's rules, what he built for his workers and why, how his practises differed from factory owners in Bradford.</p> <p>Explore the idea that there are different accounts of history Sir Titus Salt - Hero or villain?</p> <p>Distinguish between different sources - compare different versions of the same story Sir Titus Salt</p>		<p>KAPOW - <b>What did the ancient Egyptians believe?</b></p> <p>Our children will...</p> <p>Use a timeline to place Ancient Egyptians period in History, relative to the Stone Age and previous Year 1 &amp;2 learning. Historical events from the period studied in chronological order. United by King Narmer, first steps of pyramids built, introduction of Gods, through to Queen Cleopatra's reign and Romans conquering Egypt).</p> <p>Use evidence to describe the everyday lives of people in Ancient</p>		<p>KAPOW - <b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p> <p>Our children will...</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place Stone Age period in History, relative to previous Year 1 &amp;2 learning. Historical events from the period studied in chronological order (Stone Age, Bronze Age, Iron Age).</p> <p>Use evidence to describe the</p>



		<p>Egypt. Use artefacts and examples of living, hieroglyphs, The Rosetta Stone, tools and weapons and how these have developed and changed ways of living. Link to Geography with The Nile and uses for transport and irrigation.</p> <p>Use evidence to understand and explain the actions of people from the past including historical figures (Tutankhamun and Howard Carter). Role of the Gods – religion, beliefs (Curse of Tut's tomb, mummification).</p> <p>Begin to use the library and internet to research Select and record information relevant to the study What wonderful things did Howard Carter find?</p>	<p>everyday lives of people in the past. Use artefacts and examples of housing (Skara-Brae), cave paintings, Stone Henge, tools and weapons and how these have developed and changed ways of living.</p> <p>Use evidence to understand and explain the actions of people from the past. Role of the Druids – worshipping gods, sacrifices</p> <p>Use a range of sources to find out about a significant artefacts from a period. Observe small details in artefacts and pictures. Analyse photographs and drawings of housing in each period, Stone Henge and its significance to religion and beliefs celts.</p> <p>Compare the lives of people from each period of the Stone Age</p> <p>Compare Stone Age developments and Ancient Egyptians from similar time periods. Opinions of when would you have preferred to live?</p>
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Design and Technology



Our children will...



Making a Gruell Great!	Design and make an Egyptian Shaduf	Designing Stone Age Clothing
<ul style="list-style-type: none"><li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li><li>• Understand and apply the principles of a healthy and varied diet.</li><li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li><li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li><li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>• Understand how key events and individuals in design and</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li><li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li><li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul>

		technology have helped shape the world.			<ul style="list-style-type: none"> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
<div>Computing</div> <div>  </div> <div> <a href="https://teachcomputing.org/curriculum/key-stage-2">https://teachcomputing.org/curriculum/key-stage-2</a> </div> <div>Our children will..</div>					
<u>Computer Science</u>  <u>CS10</u> Understand that all computers allow data to be input, processed and output.  <u>CS11</u> Understand all computer systems need programs / software to work.  <u>CS12</u> Decompose and sequence a range of algorithms & programs.	<u>Data Handling</u>  <u>DH6</u> Collect and organise information to find answers to questions.  <u>DH7</u> Create different graphs that show data for different purposes across the curriculum.  <u>DH8</u> Store and access data using a database.	<u>Media</u>  <u>M12</u> Combine and refine text, sound and graphics to communicate information for a given audience.  <u>M13</u> Recognise the key features of different types of information/genres and use appropriate layouts  <u>M14</u> Understand how audio can enhance multimedia projects including radio and films by creating/choosing appropriate audio to fit a given context	<u>Computer Science</u>  <u>CS13</u> Create and refine programs that use simple inputs and output to control events.  <u>CS14</u> Understand and use the concept of repetition to write more efficient code.	<u>Media</u>  <u>M15</u> Capture, create and enhance new and existing digital images to communicate ideas  <u>M16</u> Plan and create a simple animation  <u>M17</u> Understand that evaluation and improvement is a vital part of a design process and technology allows changes to be made quickly and efficiently (no resources, discuss in class)	<u>Computer Science</u>  <u>CS10</u> Understand that all computers allow data to be input, processed and output.  <u>CS11</u> Understand all computer systems need programs / software to work.  <u>CS12</u> Decompose and sequence a range of algorithms & programs.
<div>Character and culture (R.E. P.S.H.E. R.S.E.)</div> <div>  </div> <div>Our children will ask..</div>					
How can we be a good friend?  Our children will learn.. <ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance</li> </ul>	What keeps us safe?  Our children will learn.. <ul style="list-style-type: none"> <li>how to recognise hazards</li> </ul>	What are families like?  Our children will learn.. <ul style="list-style-type: none"> <li>how families differ from each other (including</li> </ul>	What makes a community?  Our children will learn.. <ul style="list-style-type: none"> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs,</li> </ul>	Why should we eat well and look after our teeth?  Our children will learn.. <ul style="list-style-type: none"> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> </ul>	Why should we keep active and sleep well?  Our children will learn.. <ul style="list-style-type: none"> <li>how regular physical activity benefits bodies and feelings</li> </ul>



<div>of seeking support if feeling lonely or excluded</div> <div><ul style="list-style-type: none"><li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li><li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li><li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li><li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li></ul></div> <div><div>RE</div><div>What is Spirituality and how do people experience this?</div></div> <div><div>British Values</div><div>Respect</div></div> <div><div>Celebrations</div><div>Harvest Festival, Halloween, Black History Month, rosh hashanah</div></div>	<div><div>that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</div><div><ul style="list-style-type: none"><li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li><li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li><li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li><li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li><li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li><li>• what to do in an emergency, including calling for help and speaking to the emergency services</li></ul></div><div><div>RE</div><div>Who can inspire us?</div></div><div><div>British Values</div><div>Tolerance</div></div><div><div>Celebrations</div><div>World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah</div></div></div>	<div><div>that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</div><div><ul style="list-style-type: none"><li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li><li>• how people within families should care for each other and the different ways they demonstrate this</li><li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li></ul></div><div><div>RE</div><div>What do the creation stories tell us?</div></div><div><div>British Values</div><div>Rule of Law New Year resolutions</div></div><div><div>Celebrations</div><div>Epiphany, Holocaust Memorial Day, Chinese New Year Money Week</div></div></div>	<div><div>classes/year groups</div><div><ul style="list-style-type: none"><li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li><li>• how the community helps everyone to feel included and values the different contributions that people make</li><li>• how to be respectful towards people who may live differently to them</li></ul></div><div><div>RE</div><div>What do Christians believe about a good life?</div></div><div><div>British Values</div><div>Individual Liberty</div></div><div><div>Celebrations</div><div>Children's Mental Health Week, Safer Internet Day, International Women's Day Lent, Easter, Ramadan</div></div></div>	<div><ul style="list-style-type: none"><li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li><li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li><li>• how people make choices about what to eat and drink, including who or what influences these</li><li>• how, when and where to ask for advice and help about healthy eating and dental care</li></ul></div> <div><div>RE</div><div>How do Jews remember God's covenant with Abraham and Moses?</div></div> <div><div>British Values</div><div>Democracy</div></div> <div><div>Celebrations</div><div>St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week</div></div>	<div><ul style="list-style-type: none"><li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li><li>• how to make choices about physical activity, including what and who influences decisions</li><li>• how the lack of physical activity can affect health and wellbeing</li><li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li><li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li></ul></div> <div><div>RE</div><div>Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</div></div>
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P.E.					
					
Athletics. (recapping fundamental skills).  Outdoor Adventurous Activity (I)  Swimming (NC & above and beyond)	Gymnastics (I)  Dance (I)	Invasion Games (Tag Rugby)  Invasion Games (Netball.)	Net and Wall (Tennis)  Net and Wall (Badminton/ table tennis)	Striking and Fielding (Cricket)  Striking and Fielding (Rounders)	Dance (2)  Athletics (I)
Music					
					
Modern Foreign Languages					



<p><b>Kapow:</b> <u>French greetings with puppets</u></p> <p>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.</p>	<p><u>French adjectives of colour, size and shape</u></p> <p>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills</p>	<p><u>French playground games - numbers and age</u></p> <p>Counting in French from one to twelve, asking how old someone is and answering the same question; comparing sentence structures in French and English.</p>	<p><u>In a French classroom</u></p> <p>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine'.</p>	<p><u>French transport</u></p> <p>Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' - to go.</p>	<p><u>A circle of life in French</u></p> <p>Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains</p>
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