



Year 3 Medium Term Plan



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider Curriculum Offer	The Stone Age (History)		Rainforests trip to Flamingo Land (Geography)	Rainforests (Geography)	Planting seeds (Science)	Countryside Day visit (Science & Geography – local area).
OJS Passports	Moral - Donate to a charity in some way – which did you choose and why?	Social - Take part in a TTRS Battle of the Bands	Social – trip to Flamingo Land	Spiritual – hold an exotic animal.	Cultural – learn to play the violin.	Social – Countryside Day Moral - Go on local walk to identify land use in Harrogate
Themed days and events	<ul style="list-style-type: none"> • Anti-Bullying Week • Macmillan Coffee Morning. Charity event, Macmillan. Community links • Harvest – Harrogate Homeless The whole school donates to Harrogate Homeless, supporting our community and understanding privilege. • National Poetry Day 	<p>Remembrance. Charity event – British Legions. Opportunity to challenge stereotypes.</p> <p>Anti-bullying Week Annual awareness is raised around different types of bullying, how to be an ‘upstander’ as well as the school’s STOP acronym.</p> <p>Children in Need. Charity event – to change the lives of children and young people across the UK.</p> <p>Fire Safety. Annual awareness and challenging stereotypes (female firefighter).</p> <p>Christmas Jumper Day. Charity event, Save the Children.</p>	<p>Chinese New Year. EDI event</p> <p>World Braille Day. EDI event</p> <p>NSPCC Number Day. Annual awareness of the different types of child abuse and how children can report abuse.</p> <p>Charity event – prevention of cruelty to children.</p> <p>Mental Health Awareness Week</p> <p>Safer Internet Day. Annual awareness of online safety</p>	<p>Comic Relief / Sports Relief. Charity event – a just world, free from poverty.</p> <p>World Book Day</p> <p>Decorated egg competition. Annual community event.</p> <p>British Science Week. Annual event to raise awareness of science in the everyday world. Parents and carers invited into school to share expertise.</p>	<p>French Week. Bi-annual celebration of French culture.</p> <p>Countryside Day – local schools visit Yorkshire showground & join in local agricultural themed activities & workshops.</p>	
English <i>English is how we explore and express ourselves through reading, writing and speaking</i> Class Story						
Reading	Ug: Boy Genius of the Stone Age – Raymond Briggs The Iron Man – Ted Hughes Skara Brae – Dawn Finch Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval		The Great Kapok Tree – Lynne Cherry The Incredible Book Eating Boy – Oliver Jeffers Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval		Marcy & the Riddle of the Sphinx – Joe Tod-Stanton An Anthology of Intriguing Animals – Ben Hoare Key comprehension skills – inference and deduction, summarising, explaining, vocabulary, predicting, retrieval	
Writing Opportunities	Story (writing to entertain) TWS unit – Stone Age Boy		Dilemma Story (writing to entertain) Own TWS unit - The Great Kapok Tree – Lynne Cherry		Myth (writing to entertain)	

	<p>Story opening (writing to entertain) <i>The Write Stuff Unit – The Iron Man</i> </p> <p>Holiday brochure (writing to persuade) <i>The Write Stuff Unit – Skara Brae</i></p> <p>Golden Threads: Promote Equality and Diversity – treating people fairly & not being judgemental about appearances.  Provoke Curiosity – long time ago, real-life links to the past. Embed Safe Behaviours – explain anachronisms (not literal), emphasising safe behaviours (e.g. Iron Man jumps off a cliff)</p>	<p>Humorous story (writing to entertain) <i>The Write Stuff Unit – The Incredible Book Eating Boy – Oliver Jeffers</i> </p> <p>Golden Threads: Promote Equality and Diversity – tribes, deforestation, threat of extinction of animals Provoke Curiosity – exploring a vulnerable environment and animals which live there Embed Safe Behaviours – healthy eating </p>	<p><i>Own TWS unit – Marcy & the Riddle of the Sphinx – Joe Tod-Stanton</i></p> <p>Non-chronological report (writing to inform) <i>The Write Stuff Unit – An Anthology of Intriguing Animals by Ben Hoare</i> </p> <p>Golden Threads: Promote Equality and Diversity – different culture & time, explorer is a girl. Provoke Curiosity – Myths & legends, riddles.  Embed Safe Behaviours – travelling alone, visiting other countries, interacting with strangers.</p>																		
<p>Y3 EGPS Objectives to be covered in each unit:</p>	<p>Transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, including words and punctuation taught so far <p>Y3 Read Write Inc Spelling Units –</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">The /i / sound spelt y elsewhere than at the end of words</td> <td style="width: 15%;">More prefixes</td> <td style="width: 15%;">The suffix –ation</td> <td style="width: 15%;">The suffix –ly</td> <td style="width: 15%;">Words with endings sounding like /zə/ or /tʃə/</td> <td style="width: 15%;">The suffix –ous</td> </tr> <tr> <td>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</td> <td></td> <td>Words with the /k/ sound spelt ch (Greek in origin)</td> <td></td> <td>Words with the /ʃ/ sound spelt ch (mostly French in origin)</td> <td></td> </tr> <tr> <td>Homophones and near-homophones</td> <td>Y3</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			The /i / sound spelt y elsewhere than at the end of words	More prefixes	The suffix –ation	The suffix –ly	Words with endings sounding like /zə/ or /tʃə/	The suffix –ous	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian		Words with the /k/ sound spelt ch (Greek in origin)		Words with the /ʃ/ sound spelt ch (mostly French in origin)		Homophones and near-homophones	Y3				
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	<p>Adventure Story (writing to entertain) <i>TWS unit – Stone Age Boy</i></p> <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause 	<p>Dilemma Story (writing to entertain) <i>Own TWS unit - The Great Kapok Tree – Lynne Cherry</i></p> <ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech indicating possession by using the possessive apostrophe with plural nouns 	<p>Myth (writing to entertain) <i>Own TWS unit – Marcy & the Riddle of the Sphinx – Joe Tod-Stanton</i></p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense indicating possession by using the possessive apostrophe with plural nouns <p>using and punctuating direct speech</p>																		
	<p>Story opening (writing to entertain) <i>The Write Stuff Unit – The Iron Man</i></p> <ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause using and punctuating direct speech 	<p>Humorous story (writing to entertain) <i>The Write Stuff Unit – The Incredible Book Eating Boy – Oliver Jeffers</i></p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials <p>using and punctuating direct speech</p>	<p>Non-chronological report (writing to inform) <i>The Write Stuff Unit – An Anthology of Intriguing Animals by Ben Hoare</i></p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 																		

	Holiday brochure (writing to persuade) <i>The Write Stuff Unit – Skara Brae</i> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials using commas after fronted adverbials					
Creative writing journal	Story inspired by a short film (Literacy Shed +) The Sleeping Giant – Pobble 365.		My hopes for the year Recount of visit tot Flamingo Land The House in the Rainforest – Pobble 365	Story inspired by Pobble image – The Garden of Life Story inspired by a short film (Literacy Shed +)		
Maths <i>Maths is the poetry of logical ideas</i>	Key Learning: Number: Place Value <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent, and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. Number: Addition and Subtraction <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers Key Vocabulary	Key Learning: Number: Money linked to addition & subtraction <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Number: Multiplication and Division <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers of times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	Key Learning: Number: Fractions <ul style="list-style-type: none"> count and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $7\ 5 + 7\ 1 = 7\ 6$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all the above. Measurement: Length & Perimeter	Key Learning: Measurement: Time Statistics <ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, and midnight compare durations of events [for example to calculate the time taken by events or tasks]. know the number of seconds in a minute and the number of days in each month, year, and leap year Measurement – money <ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts Key Vocabulary <ul style="list-style-type: none"> From OJS key vocabulary for subject. 	Key Learning: Measurement – mass & capacity <ul style="list-style-type: none"> measure, compare, add, and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Geometry – properties of shapes <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	Key Learning: Measurement: Time Statistics <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms, and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables Calculation problem solving: <ul style="list-style-type: none"> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. solve number problems and practical problems involving these ideas solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

- From OJS key vocabulary for subject.

Wider Offer

Complete Maths Tutor, TTRS, Numbots, Sport Numeracy, pre-teaching, weekly TTRS winners, Achievement Awards, Mathematician of the Month

Curriculum Threads



We are curious about links within and between areas of mathematics.



We learn about famous mathematicians across the world from different faiths and cultures.



We are safe when accessing TTRS, Numbots and Complete Maths Tutor.

Key Vocabulary

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- measure the perimeter of simple 2-D shapes.

Key Vocabulary

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<p>Science</p> <p><i>Science is using enquiry to explain the physical and natural world</i></p>	<p><u>The power of forces</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <p>Key Vocabulary</p> <ul style="list-style-type: none"> push pull twist friction gravity Newton Attract Repel Magnetic Non-magnetic <p>Wider Offer</p>	<p><u>Rock detectives</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Mineral Metamorphic Igneous Sedimentary Crystalline Permeable Durable Ammonite Fossilise Fossil <p>Wider Offer</p> <ul style="list-style-type: none"> Handling samples of rocks and fossils. <p>Curriculum Threads</p>  <p>All lessons are question-led. Pupils consider the formation of rocks and exactly why and how rocks are important in our daily lives.</p>	<p><u>Amazing bodies</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat; identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Balanced diet Fruit and vegetables Carbohydrates Protein Fibre Fat Dairy Hinge joint Sliding joint Ball and socket joint <p>Wider Offer</p> <ul style="list-style-type: none"> Cross-curricular application of scientific learning in PE lessons. <p>Curriculum Threads</p>  <p>Lessons are investigation-led. Pupils ask questions about their own health and explore ways in which to maximise this.</p>	<p><u>Can you see me?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Light Dark Shadow Opaque Transparent Translucent Luminous Non-luminous Absorb Reflect Refract Spectrum <p>Wider Offer</p> <ul style="list-style-type: none"> Real-life application of scientific learning to assist solving a fictionalized police investigation. 	<p><u>How does your garden grow?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Stigma Stamen Style Anther Filament Ovary Ovule Sepal Carpel Seed dispersal Germination Pollination <p>Wider Offer</p> <ul style="list-style-type: none"> Children support development of the outdoor environment by planting and nurturing their own seedlings in classroom planters. <p>Curriculum Threads</p>  <p>Lessons begin with a question that supports child-led investigation. Children apply the botanical knowledge acquired to their own plants and designing a 'perfect' flower.</p>
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- Investigation of real-life use of forces and exploration of magnetic materials within the local environment.

Curriculum Threads



All lessons are question-led. Pupils consider the use of forces within our everyday lives and magnetic materials within our local environment.



Pupils will practice the enquiry type: comparative and fair testing and will develop skills for safe scientific investigation.

Fundamental British Values
Discussion around **Respect and Tolerance** when examining magnets and the idea that 'opposites attract'.



Pupils study the work of female palaeontologists of different eras: Holly Betts (contemporary) and Mary Anning and focus on their contributions to paleontology.



Pupils will practice the enquiry types comparative and fair testing and classifying and grouping. They will develop skills for safe scientific investigation.

Fundamental British Values
Conversations about **Respect and Tolerance** when identifying the properties of different rocks and the ways in which shared characteristics can be used to group and classify



Pupils consider whether physical attributes such as lung capacity are affected by height, biological sex and age.



Pupils develop their skills in comparative and fair testing and ensure sterility of equipment used for experimentation such as straws used when investigating lung capacity.

Children investigate the requirements for healthy living and the potential impact of unhealthy behaviours.

Fundamental British Values
Respect and Tolerance is explored when pupils investigate their own lung capacities.

Individual Liberty forms an element of discussions around nutrition and the right to choose the diet you believe to be the best for you.

Curriculum Threads



All lessons begin with a question that prompts child-led investigation of a fictionalized theft. Children apply acquired scientific knowledge to identifying the method of the theft and its perpetrator.



Children learn the science behind forensic investigation and profiling. Suspects for the fictionalised crime investigated represent varied backgrounds and characteristics.



Pupils discuss the importance of keeping our eyes safe from the sun and opportunity to put into practice ways to mitigate this risk.

Fundamental British Values
The nature of the investigation leading this unit provokes conversations around the **Rule of Law**, the reasons behind the necessity of law and the consequences of failing to adhere to laws established.

In addition, the role of **Democracy** in law formation in the U.K. and the **Respect and Tolerance** of differing laws around the globe can also be touched upon.



Pupils consider the reproduction of plants and the concept of biological sex. Opportunities exist to address misconceptions relating to gender stereotypes.



Children identify safe and edible plants and know how to approach plants about which we are uncertain.

Fundamental British Values
Discussion around differing characteristics of plants and biological sex when identifying parts of a flower promote **Respect and Tolerance**.

<p>History and Geography</p> <p><i>History is the study of people and change over time</i></p> <p><i>Geography is the study of people and places</i></p>	<p style="text-align: center;"><u>Stone Age and Iron Age</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Know how tools changed during the Stone Age to make hunting more successful. • Explain how Skara Brae shows that Stone Age people were beginning to change how they lived. • Explain why there are many ideas about how Stonehenge was used. • Raise questions when confronted with an artefact in order to understand more about this ancient civilisation. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Pre-history • Century • Ancient • Hunter-gatherer • Settlement <p>Wider Offer</p> <ul style="list-style-type: none"> • Use of replica handling objects. <p>Curriculum Threads</p> <p> Pupils will ponder questions considered by archaeologists and historians before them.</p> <p> Whilst handling replica objects pupils will consider what function stone tools performed.</p> <p> Pupils will learn about Skara Brae and consider in a time before police forces, how did people keep themselves safe, did they have to?</p> <p>British Values</p> <p>Discussion around Individual Liberty when looking at the nomadic way of life.</p>	<p style="text-align: center;"><u>Local Study - Harrogate</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Locate Harrogate on different maps. • Use the 8 points of a compass, know 4-figure grid references and begin to use an Ordnance Survey Map. • Describe the land use of the local area. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Land use • Residential • Recreational • Commercial • Transport <p>Wider Offer</p> <ul style="list-style-type: none"> • Fieldwork walk around local area. <p>Curriculum Threads</p> <p> Pupils will safely observe, record and present fieldwork findings through research.</p> <p> During fieldwork studies, pupils will visit variety of residential, recreation areas understanding patterns and the needs to suit needs of community.</p>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Know where and when the Egyptians lived through looking at maps and artefacts. • Address and sometimes devise historically valid questions about the daily lives of many ancient Egyptian people. • Select information about mummification and Egyptian gods carefully when learning about these areas. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Archaeology • Artefact • Gods/ goddesses • Agriculture • Slave <p>Wider Offer</p> <ul style="list-style-type: none"> • Use of replica handling objects. <p>Curriculum Threads</p> <p> Pupils will learn about the culture of Ancient Egypt. They will discover that woman could be Pharos.</p> <p> Pupils will know about the mummification process and engage with mummifying their own orange.</p> <p>British Values</p> <p>Study of different belief system and gender equality, which promotes tolerance and respect.</p>	<p style="text-align: center;"><u>Rainforests</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Locate the world's rainforests. • Describe and understand the features of the layers of the rainforest and understand the key aspects of a rainforest climate. • Compare life in the city of Rio de Janeiro to life in the amazon rainforest. • Explain the effects humans have on the physical and human geography of the rainforest. • Understand why some rainforest creatures have become endangered. • Explain the effect humans have on the rainforest and understand how these changes can be reduced. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Equator • Longitude • Latitude • Deforestation • Endangered • Biodiversity <p>Wider Offer</p> <ul style="list-style-type: none"> • Trip to Flamingo Land <p>Curriculum Threads</p> <p> Pupils will know and use different map representations; in Year 3 pupils will use the Robinson and Mercator projections. Pupils will also study the Amazon rainforest, learning about the cultural of those who live there.</p> <p> Pupils will listen to the stories of people and places in rainforests by engaging and understanding alternative perspectives.</p> <p>British Values</p> <p>Work on cultural differences and way of life in the city compared with the favelas promotes tolerance and respect.</p> <p>Touches on rule of law through discussion around deforestation and ownership of the rainforest.</p>
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<p>Music</p> <p><i>Music is expressing ourselves using instruments, singing, rhythms and melodies</i></p>	<p>Music Theory with Keyboards L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils will understand how scales are constructed and will begin to read stave notation, by visually identifying the notes C, D and E on the treble clef stave. ●Pupils will gain confidence in performing their own rhythmic and melodic ideas. ●Pupils will begin to understand expression within music and how indicative musical features can reflect emotion <p>Key Vocabulary</p> <p>Genre Rhythm Major Minor</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Keyboard afterschool club -Choir -Individual Peripatetic lessons <p>Curriculum Threads</p>	<p>Samba Drumming L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can explain the origins of Samba music. ●Pupils can perform basic rhythms on each Samba instrument. ●Pupils can play the intro break and groove on multiple instruments. ●Pupils can follow the conductor to play Samba music with confidence. <p>Key Vocabulary</p> <p>Rhythm Ostinato Break Samba Conductor Bateria Começar Pare Groove</p> <p>Tempo</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Samba Drums afterschool club -Choir -Individual Peripatetic lessons -Opportunities to perform in Christmas music assembly <p>Curriculum Threads</p> <p>Fundamental British Values Discussions around Respect and Tolerance, learning about traditions and beliefs of other cultures.</p>	<p>Ukuleles L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils know that the Ukulele is an example of a string instrument. ●Pupils understand that Ukulele music can be written down using tablature or staff notation. ●Pupils can play a C Major chord. ●Pupils can correctly hold a Ukulele. <p>Key Vocabulary</p> <p>Strumming Pitch Fret Tablature Chord Strings</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Ukulele afterschool club -Choir -Individual Peripatetic lessons <p>Curriculum Threads</p>	<p>Song writing with Glockenspiels L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils know the difference between a singer and a songwriter. ●Pupils know how to create a soundscape. ●Pupils can explain what plagiarism is. ●Pupils can explain what a melody is. <p>Key Vocabulary</p> <p>Songwriter Soundscape Theme Target market Plagiarism Melody Structure Lyrics</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Glockenspiel afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival <p>Curriculum Threads</p>	<p>Keyboards L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can find and play a C, D and E notes with their right hand. ●Pupils can play from C to G with their left hand. ●Pupils know where the time signature is placed on a piece of notated music. ●Pupils can play a piece of music while keeping a steady pulse. <p>Key Vocabulary</p> <table border="1" data-bbox="2154 779 2436 1108"> <tr> <td></td> <td>Crotchet (1 Beat)</td> </tr> <tr> <td></td> <td>Minim (2 Beats)</td> </tr> <tr> <td></td> <td>Semibreve (4 Beats)</td> </tr> <tr> <td></td> <td>Piano (Quiet)</td> </tr> <tr> <td></td> <td>Forte (Loud)</td> </tr> <tr> <td></td> <td>Flat</td> </tr> <tr> <td></td> <td>Sharp</td> </tr> <tr> <td></td> <td>4 Beats in a bar</td> </tr> </table> <p>Wider Offer</p> <ul style="list-style-type: none"> -Keyboard afterschool club -Choir -Individual Peripatetic lessons <p>Curriculum Threads</p>		Crotchet (1 Beat)		Minim (2 Beats)		Semibreve (4 Beats)		Piano (Quiet)		Forte (Loud)		Flat		Sharp		4 Beats in a bar	<p>Singing L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can sing songs on pitch. ●Pupils can explain what pitch matching is. ●Pupils know how good posture can improve singing. ●Pupils understand why breathing in the right place is important while singing. ●Pupils can sing in a two-part round. ●Pupils understand what a time signature is. ●Pupils can sing songs in 3/4 and 4/4 time signatures. ●Pupils can name the anatomical factors that affect the singing voice. <p>Key Vocabulary</p> <p>Warmup Cool down Vocal chords Pitch Posture Breathing Pitch-matching</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Singing afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies <p>Curriculum Threads</p> 
	Crotchet (1 Beat)																					
	Minim (2 Beats)																					
	Semibreve (4 Beats)																					
	Piano (Quiet)																					
	Forte (Loud)																					
	Flat																					
	Sharp																					
	4 Beats in a bar																					
<p>MFL</p> <p><i>MFL is the study of language and cultures</i></p>	<p>Moi!</p> <p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Learn to greet others • Learn to say how they are 	<p>L'alphabet</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Learn how to recite the alphabet in French • Identify similarities and 	<p>Les Couleurs</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Learn the colours in French • Express what colours they 	<p>Tutti Frutti</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Learn the names of some fruits • Read descriptions 	<p>Vive le Sport</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Learn the days of the week 	<p>La Météo</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Learn the names and locations of some towns in 																

	<ul style="list-style-type: none"> Learn how to ask and answer questions about names Learn that French is spoken in France and elsewhere in the world Discuss linguistic diversity within their class <p>Key Vocabulary</p> <ul style="list-style-type: none"> Bonjour! Ca va? Comment t'appelles-tu? Je m'appelle... Il/Elle sa'appelle.. <p>Wider Offer</p> <ul style="list-style-type: none"> Register language - French <p>Curriculum Threads</p>  <p>Learning about where French is spoken around the world</p> <p>British Values Respect and Tolerance</p>	<p>differences with English alphabet</p> <ul style="list-style-type: none"> Be able to spell names using French alphabet Ask how something is written <p>Key Vocabulary Comment ca s'écrit? L'alphabet</p> <p>Wider Offer Register Language</p> <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance expressing our preferences</p>	<p>like and dislike</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> Quelle est ta couleur préférée? C'est le rouge etc. J'aime le bleu Les couleurs <p>Wider Offer Register Language</p> <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance expressing our preferences</p>	<ul style="list-style-type: none"> Write simple sentences to describe their own fruit kebab Express likes and dislikes about fruit <p>Key Vocabulary</p> <ul style="list-style-type: none"> Qu'est-ce que c'est? Les fruits J'aime... Je n'aime pas... J'adore... Je déteste... <p>Wider Offer</p> <ul style="list-style-type: none"> Register language French week (biannual) <p>Curriculum Threads</p>  <p>During French week, children discuss safe research.</p> <p>British Values Respect and Tolerance</p>	<ul style="list-style-type: none"> Learn the names for some sports Learn to say what activities they play/do on particular days <p>Key Vocabulary</p> <ul style="list-style-type: none"> Qu'est ce que tu fais? Je joue au.. Je fais de... lundi-dimanche es jours de la semaine <p>Wider Offer</p> <ul style="list-style-type: none"> Register language <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance Individual Liberty – learning about national sports in France</p>	<p>France</p> <ul style="list-style-type: none"> Learn some phrases about the weather <p>Key Vocabulary</p> <ul style="list-style-type: none"> Quel temps fait-il? la météo il pleut il fait du soleil il neige <p>Wider Offer •Register language</p> <p>Curriculum Threads</p>  <p>British Values Respect and Tolerance</p>
<p>P.E</p> <p>PE is engaging in physical activity, competitive sport and learning how to live healthy lives</p>	<p><u>Learning basic skills using netball and basketball</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know and demonstrate the correct technique for catching a larger ball Know and demonstrate the different ways to pass a larger ball Demonstrate dribbling a ball with control <p>Key Vocabulary</p>	<p><u>Learning basic foot-eye co-ordination skills using football and hockey</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know and demonstrate the correct technique for dribbling balls of different weights and sizes with their feet and a stick Know and demonstrate the correct technique for passing and receiving with their feet and a stick 	<p><u>Learning basic skills using gymnastics</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know and demonstrate the different shapes in gymnastics Explain and demonstrate the difference between point and patch balances Describe and demonstrate the different methods of travelling in gymnastics 	<p><u>Learning basic skills using dance (Ancient Egyptian)</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> To perform dances using simple movement patterns To explore different elements of Ancient Egypt and include these themes within a dance To create Egyptian themed shapes and movements that flow 	<p><u>Improving fundamental movement skills using athletics</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> I can run at a speed appropriate to the distance I am running. I can jump for distance from a standing position. I can throw a variety of objects in one hand. 	<p><u>Developing hand-eye co-ordination skills using striking and fielding games</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> I can throw underarm and overarm to a target. I can catch a small ball two handed. I can hit a ball with a bat with control. <p>Key Vocabulary</p>

- Footwork
- Interception
- Consistency
- Accuracy
- Contact
- Obstruction

Wider Offer

- Weekly netball clubs for Year 3/4 and 5/6 all of Autumn Term
- Competing in netball tournaments
- Students told about local clubs

Curriculum Threads

Pupils will consider how the technique of the different passes link with each other, when they should be used in a game (and how to decide), and how the technique can link with skills in other sports.



Netball is being offered as a mixed sport for both boys and girls. Children will be prompted to think about the popularity of women's netball in comparison to men's sports like football despite the successes of our women's netball team - televised, role models, pay, media, etc.



Pupils will learn some of the rules of netball to allow them to play safely (contact), and how to also behave safely within the lesson in different drills and games (e.g. reminders of how hard to pass the

- Explain what foot-eye co-ordination is and identify the skills that link between football, hockey, and other sports

Key Vocabulary

- Interception
- Dribbling
- Handball
- Contact
- Accuracy
- Consistency

Wider Offer

- A football club offered for Year 3/4 and 5/6 all of Spring Term
- Competing in football and hockey tournaments
- Students told about local clubs
- Working with Harrogate Town FC to do physical activity competitions between local schools such as the October Challenge

Curriculum Threads

There is a large emphasis in this unit of work on the links between hockey and football, and what foot-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (particularly invasion games) will also be considered.



Football and hockey are being offered as a mixed sport for both boys and girls. Children

- Identify how we achieve quality in gymnastics

Key Vocabulary

- Shapes
- Balances
- Travelling
- Tension
- Extension
- Point
- Patch
- Choreograph

Wider Offer

- Students told about local clubs
- Competing in gymnastics festivals and competitions

Curriculum Threads

Pupils will consider how the different components of fitness required for gymnastics (balance, flexibility, strength, muscular endurance) of the different skills in gymnastics how these components can be linked to, and are useful for, other sports.



Safety will be a large emphasis in every gymnastics lesson. Pupils will be taught how to set out mats safely, perform different skills safely, and how to work safely on equipment.



- To choreograph a group dance that includes clear Ancient Egypt themes, using moves, shapes and choreography

Key Vocabulary

- Beats
- Choreography
- Gods / Goddesses
- Shapes
- Fluidity

Wider Offer

- Students told about local clubs
- Competing in dance festivals and competitions
- Disability in Sport week

Curriculum Threads

Ancient Egypt has been chosen as this is Year 3's Geography and History topic during this half-term. Pupils will explore themes and try to represent what they have been learning in lesson through dance e.g. daily lives of Ancient Egyptians, Gods/Goddesses, mummification, artefacts.



Pupils will demonstrate their learning from Geography / History about the culture of Ancient Egypt. They will show these themes in their dances e.g. that woman could be Pharo.



Pupils will participate in a Disability in Sport week in the

Key Vocabulary

- Jog
- Run
- Sprint
- Throw
- Jump
- Land
- Record
- Measure
- Personal best

Wider Offer

- Participating in athletics festivals, events and competitions
- Participating in cross country meets
- Promoting local clubs e.g. Harrogate Harriers
- Sports Afternoons

Curriculum Threads

Pupils will consider how the technique of the different fundamental skills can link with skills in other sports. They will explore when those FMS are used in other sports and activities (running, throwing, jumping).



Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when throwing and jumping is introduced, where students will be taught how to use the equipment (mainly the

- Catching
- Underarm
- Overarm
- Batting
- Fielding
- Bowler
- Innings
- Stance

Wider Offer

- Yorkshire Cricket Board deliver 2 x 2 hour sessions to all Year 3 classes with class teacher
- After school clubs for Year 3/4 and 5/6 for striking and fielding in Summer term
- Competing in cricket and rounders tournaments

Curriculum Threads

There is a large emphasis in this unit of work on the links between cricket and rounders, and what hand-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (e.g. net/wall) will also be considered to draw links.



Promotion of women's cricket through mixed gender PE lessons and promotion of clubs / competing in girls' cricket competitions.



	<p>ball depending on the distance and how to catch properly).</p>  <p>Fundamental British Values Discussions around Respect and Tolerance, working as a team and coaching others.</p>	<p>will be prompted to think about the popularity of women's football in comparison to men's sports like football despite the successes of our women's team - televised, role models, pay, media, etc. Promotion of girls' football through mixed gender PE and promotion of clubs / competing in girls' football competitions.</p>  <p>Pupils will be taught how to safely perform skills in these sports. A particular safety focus will take place within hockey lessons, where students will be taught how to use the equipment (mainly the stick) safely.</p> 		<p>final week of half-term. They will have a talk from a Commonwealth / Invictus / Paralympic athlete who will do an assembly on their disability, their sport, etc to raise awareness. They will also participate in disability sports in their PPA PE lessons this week.</p>  <p>Pupils will learn the important safety elements of dance: warming up and cooling down properly, being aware of spatial awareness, and there will be rules surrounding what they can/cannot do for safety reasons.</p> 	<p>different types of bats) safely and land safely. Soft equipment will be used.</p> 	<p>Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when batting is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely. Soft balls and plastic bats/equipment will be used.</p> 
<p>ART and DT</p> <p><i>Art is Expressing feelings and ideas creatively.</i></p> <p><i>DT is planning, designing and creating products</i></p>	<p>Art – Mark Making including printmaking.</p> <p>Key Learning Objectives</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 and printmaking.</p> <p>Learn about great artists</p> <p>Mark Making - Explore line, shape, colour and tone. Use hands, mouths and feet to create marks. Observational drawings using a</p>	<p>Textiles – Design and Make an Applique cushion.</p> <p>=</p> <p>Mechanical Systems – Moving Story Book</p> <p>Key Learning Objectives</p> <p>Research, design and make a cross stitch and applique cushion. Develop technical knowledge of joining fabrics and attaching detailing.</p> <p>-</p> <p>Mechanical Systems.</p> <p>Research, design and make an interactive, moving story book, (Rainforests). Include sliders, levers, wheels and axles.</p>	<p>Art – Using Natural Materials to Make Images</p> <p>Key Learning Objectives</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 sculpture and painting</p> <p>Learn about great artists</p> <p>Explore prehistoric art - make their own pigments from natural materials such as rocks, vegetables, flowers etc, and use them to create prehistoric inspired artworks.</p> <p>Land art – Understand what land art is, looking at the works of different land artists, what they use and where they construct their work dependant on several factors including geographical elements such as location and climate. What message, if any, do</p>		<p>Structures – Building Castles</p> <p>=</p> <p>Digital world and Food – Product design and packaging</p> <p>Key Learning Objectives</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Research and design a new healthy food product from a given brief. Research ingredients and develop a recipe. Design appropriate packaging and develop a unique logo for their product before preparing and cooking their product.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> Food, hygiene, ingredients, recipe, healthy, unhealthy, harvest, seasonal, grow, produce, logo, unique, packaging, nutritional information, computer aided design (CAD). 	

range of different mediums. Including printmaking.

Look at a wide range of artists to inform discussions, including artists who draw with their mouths and feet.

Reflect on print work by Xgaoc'σ X'are.

Develop personal sketchbooks.

Key Vocabulary

Elements, line, shape, colour, tone, texture, brayer, relief, print, press

Curriculum Threads



Look at a range of artists' work both current and historical. Considering how marks can be created with other areas of the body including hands, feet and mouths (MFPA).



Explore a range of mediums following their own curiosities and give time to explore their own creative ideas.



Use brushes sensibly when using mouths to make marks.

Evaluate and explain how their product can move.

Key Vocabulary

Design, product, purpose, function, design criteria, annotate, aesthetic, fabric, applique, embellish, evaluate

Sliders, levers, cams, system, components, strength, linkages

Curriculum Threads



Look at a range of designers/makers.



Explore how mechanical systems work / fabrics are joined.



Using resources including split pins, needles, fabric scissors and pins safely.

British Values

Individual liberty through the multiple personal choices that is essential to creativity and design

these artists convey through their artwork? In groups, design (can be verbal), construct and photograph land art within the school grounds considering these factors.

Develop personal sketchbooks.

Key Vocabulary

Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form

Wider Offer

- Working outdoors

Curriculum Threads



Discover how pigments are made around the world both current and historically. Research land artists locally and globally.



Develop their own pigments from a range of local sources.



Safe use of natural products, water temperature and ingestion safety during the making process.

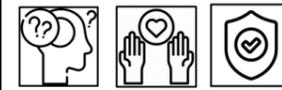
British Values

Individual liberty through the multiple personal choices that is essential to creativity

Wider Offer

- Visitor – What makes a new product desirable?

Curriculum Threads



Explore diverse eating choices/religious requirements including vegetarian/vegan/halal/etc



Visitor – What makes a new product desirable?



e-safety / using a kitchen and preparing food safely. Safe use of tools.

British Values

Individual liberty through the multiple personal choices that is essential to creativity

Rule of law – discussions about the laws of food preparation, allergies and selling produce to the public.

	<p>British Values</p> <p>Individual liberty through the multiple personal choices that is essential to creativity</p> <p>Respect and Tolerance of our own and others' differences</p>					
<p>Computing</p> <p>Computing is the safe use of technology to enhance our lives</p>	<p>Online Safety Spreadsheets</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Carry out searches to find digital content on a range of online systems. - Consider what the most appropriate software to use when given a task. - Collect data and input it into software. - Analyse data using features within software to help. - Present data and information using different software. - Understand the importance of keeping safe online and behaving respectfully. - Report unacceptable content and contact online in more than one way to a trusted adult. <p>Key Vocabulary</p> <p>Appropriate, inappropriate, internet, password, personal information, permission, spoof, verify</p> <p>Bar chart, cell, data, equals, advanced mode, pie chart, quiz tool, spinner tool, table</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • <p>Curriculum Threads</p>	<p>Coding</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Make a real-life situation into an algorithm for a program. - Design an algorithm carefully. - Identify an error in a program and fix it. - Experiment with timers in programs. - Know that a variable stores information while a program is running. - Identify 'If' statements, repetition and variables. - Read programs with several steps and predict what it will do. - Identify the difference in using between the effect of a timer or repeat command in code. <p>Key Vocabulary</p> <p>Action, alert, algorithm, background, bug, button, events, code, command, debug, object, flowchart, repeat, scene, run</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • Hour of the Code (December) 	<p>Email</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Create purposeful (appropriate) content and attach this to emails. - Explain the negative consequences of not keeping passwords safe and secure. - Use communication tools such as 2Email respectfully and use good etiquette. - Create a secure password and explain the importance of having a secure password and not sharing it with others. <p>Key Vocabulary</p> <p>Address book, attachment, BCC (blind carbon copy), CC (carbon copy), communication, inbox, password, personal information, trusted contact</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • Safer Internet Day (February) <p>Curriculum Threads</p> <p> Write emails safely and respectfully.</p>	<p>Branching Databases</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Sort objects using just 'yes' or 'no' questions. - Complete a branching database using 2Question. - Create a branching database of the children's choice. <p>Key Vocabulary</p> <p>Binary tree, database, debugging</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • <p>Curriculum Threads</p> <p> Carry out safe searches online.</p>	<p>Simulations</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Consider what simulations are. - Explore a simulation. - Analyse and evaluate a simulation. <p>Key Vocabulary</p> <p>Advantages, analysis, decision, disadvantages, evaluation, modelling, point-of-view, realistic, simulation, solution, unrealistic</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • <p>Curriculum Threads</p> <p> Link to other areas of learning.</p> <p> Select appropriate software.</p>	<p>Graphing and Presenting</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> - Enter data into a graph and answer questions. - Solve an investigation and present the results in graphic form. - Understand the uses of PowerPoint. - Create a page in a presentation. - Add media to a presentation. - Add animations to a presentation. - Add timings to a presentation. - Use the skills learnt to design and create an engaging presentation. <p>Key Vocabulary</p> <p>Axis, chart, column, graph, investigation, row, sorting, survey, tally, title</p> <p>Animation, audio, properties, duration, editing, fill colour, layer, media, design, preview, slideshow, sound effect, theme, transition</p> <p>Wider Offer</p> <ul style="list-style-type: none"> • <p>Curriculum Threads</p>

	 Ensure that everyone is safe online.  Link searches to History and Geography units.  Create secure passwords Fundamental British Values Introduction to Rule Of Law through discussions about privacy and personal information. Introduction to Respect and Tolerance through discussion of respect online.	Curriculum Threads  Create animations.	Fundamental British Values Introduction to respect and tolerance through communicating to others.		 Create a presentation for another lesson.
RE RE is understanding beliefs across the world	<u>What does it mean to be Christian in Britain today?</u> Key Learning Objectives <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<u>What do different people believe about God?</u> Key Learning Objectives <ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Key Vocabulary <ul style="list-style-type: none"> The Holy Trinity The Trimurti Brahma Vishnu Shiva Pentecost Wider Offer	<u>Why are festivals important to religious communities? (Christianity and Islam focus)</u> Key Learning Objectives <ul style="list-style-type: none"> Make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)(B2). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Key Vocabulary	<u>Why do people pray?</u> Key Learning Objectives <ul style="list-style-type: none"> Describe the practise of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. Key Vocabulary <ul style="list-style-type: none"> First Surah Lord's Prayer Gayatri Mantra Atheists Curriculum Threads	<u>Why is the Bible so important for Christians today?</u> Key Learning Objectives <ul style="list-style-type: none"> Make connections about stories in the bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Key Vocabulary <ul style="list-style-type: none"> Bible – Books, Chapter, Verse Gospel Creation, the fall, incarnation, salvation. Wider Offer <ul style="list-style-type: none"> Use of Bibles within lessons. Curriculum Threads Pupils will have the opportunity to use real Bibles and understand how they are used. 

	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Crucifix • Priest • Vicar • Pastor • Communion <p>Wider Offer</p> <ul style="list-style-type: none"> • Use of Bibles within lessons. • Exposure and use of artefacts linked to the Christian faith. • Assemblies led by Church leader – John Bentley. <p>Curriculum Threads</p> <p>Pupils will look closely at how religions (Christianity) operate in Britain today.</p>  <p>Pupils will understand what Christianity looks like in Britain today, and what is considered as respectful to followers of the faith.</p>  <p>British Values</p> <p>Tolerance and respect – learning about Christian beliefs.</p>	<ul style="list-style-type: none"> • Use of artefacts from key religions being studied. <p>Curriculum Threads</p> <p>Pupils will look at two religions side by side to compare similarities and differences.</p>  <p>Pupils to look at the different understanding and representations of God.</p>  <p>Pupils will learn how to talk respectfully about God in accordance with others' religious views.</p>  <p>British Values</p> <p>Tolerance and respect – learning about different religions and beliefs.</p> <p>Individual liberty – the right to choose what to believe.</p>	<ul style="list-style-type: none"> • Eid • The last supper • Holy Week <p>Curriculum Threads</p> <p>Pupils will make connections between a variety of religious festivals across a variety of religions.</p>  <p>Pupils will understand the reasoning behind festivals and how they are celebrated in religious communities.</p>  <p>British Values</p> <p>Tolerance and respect – learning about different religions and beliefs.</p> <p>Individual liberty – the right to choose what to celebrate.</p>	<p>Pupils will look at religions side by side to compare similarities and differences.</p>  <p>Pupils will learn about what prayer means to followers of different religions and how to be respectful of the different ideas.</p>  <p>British Values</p> <p>Tolerance and respect – learning about different religions and beliefs.</p> <p>Individual liberty – the right to choose whether to pray/who to pray to.</p>	<p>Pupils will learn how to use and treat the Bible with respect.</p>  <p>British Values</p> <p>Tolerance and respect – learning about different religions and beliefs.</p> <p>Rule of law – following guidelines.</p>
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<p>PSHE</p> <p>PSHE is learning about ourselves and others</p>	<p>Being Me In My World</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Recognise own worth and identify positive things and achievements about themselves. • Set personal goals • Consider how to face new challenges positively, make responsible choices and ask for help when I need it 	<p>Celebrating Difference</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Understand that everybody's family is different and important to them. • Understand that differences and conflicts sometimes happen among family members • Know what it means to be a witness to bullying. 	<p>Dreams and Goals</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Think about a person who has faced difficult challenges and achieved success. • identify a dream/ambition that is important to them. • Consider facing new learning challenges and 	<p>Healthy Me</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • understand how exercise affects my body and know why my heart and lungs are such important organs. • Know that the amount of calories, fat and sugar that goes into a body will affect health. 	<p>Relationships</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • Identify and put into practice some of the skills of friendship eg. 	<p>Changing me</p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Understand and learn/consolidate the PANTs rule. • Identify slang words used to describe body parts for girls and boys. • Name body parts and know which parts should be private.
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- Understand why rules are needed and how they relate to rights and responsibilities.
- Understand that my actions affect myself and others and I care about other people's feelings.
- Consider what responsible choices are and how to take them.
- Try to see things from another's point of view.

Key Vocabulary

- From OJS key vocabulary for subject.

Curriculum Threads



Children express and respond to others' feelings and explain why they may be feeling that way. They consider how to help themselves and others to feel valued.



Evaluate different choices that they, or others might make in school and explain what the consequences might be. Link these choices to the need for rules, rights and responsibilities. Ground rules/expectations agreed and set through class charter.

- Know that witnesses can make the situation better or worse by what they do.
- Recognise that some words are used in hurtful ways.
- Consider a time when my words affected someone's feelings and what the consequences were.

Key Vocabulary

- From OJS key vocabulary for subject.

Curriculum Threads



Real-life thought-provoking situations looking at when involvement with conflict situations has affected other people's feelings and why this made the situations better or worse. Work done on explaining the effect this had on relationships.



Children explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions.

- work out the best ways to achieve them.
- Think of ways to keep motivated and enthusiastic about achieving new challenges.
 - Recognise obstacles which might hinder achievement and take steps to overcome them.
 - Evaluate own learning process and identify how it can be better next time.

Key Vocabulary

- From OJS key vocabulary for subject.

Curriculum Threads



Children discuss successes and difficulties with others. They analyse these feelings and explain how they can assist them in the future

- Think about their knowledge and attitude towards drugs.
- Identify things, people and places that I need to keep safe from.
- Know some strategies for keeping myself safe, who to go to for help and how to call emergency services.
- Identify when something feels safe or unsafe.
- Understand how complex their bodies are and how important it is to take care of them.

Key Vocabulary

- From OJS key vocabulary for subject.

Curriculum Threads



Children judge the levels of risk involved in different situations and select and describe suitable strategies for keeping themselves safe and healthy, including knowing how to seek help and from whom. They learn strategies to express and respond appropriately to feelings of anxiety or fear or when feeling unwell.

- taking turns, being a good listener.
- Know and can use some strategies for keeping myself safe online.
 - Explain how some of the actions and work of people around the world help and influence my life.
 - Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
 - Know how to express my appreciation to my friends and family.

Key Vocabulary

- From OJS key vocabulary for subject.

Curriculum Threads



Children explain some of the rights and responsibilities that they and others have in their family, friendships and as global citizens.



Real-life situations used

- Know the difference between appropriate and inappropriate touch.
- Know that they have the right to say 'no' to unwanted touch.
- Think about who they can trust and who they can ask for help from.
- Understand that in animals and humans lots of changes happen from birth to fully grown.

Key Vocabulary

- From OJS key vocabulary for subject.

Curriculum Threads



Children look at how their body belongs to them and that they should tell someone they trust if anything makes them feel upset or worried

