



Year 3 Curriculum Topic Map

September 2019



This curriculum is standardised across The Forge Trust. Where it differs in each academy, local context is taken into account.

	Autumn 1							Autumn 2						
	Week 1 02/09/19	Week 2 09/09/19	Week 3 16/09/19	Week 4 23/09/19	Week 5 30/09/19	Week 6 07/10/19	Week 7 14/10/19	Week 1 04/11/19	Week 2 11/11/19	Week 3 18/11/19	Week 4 25/11/19	Week 5 02/12/19	Week 6 09/12/19	Week 7 16/12/19
Curriculum Drivers/ Enrichment	Visit to Creswell Crags Cultural Diversity: looking at the movement of people; where did the Neolithic people come from originally and where did the celts come from. Britain as an island with a long and diverse history. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.							Visit to Newark Parish Church during Advent/ Christmas Tree Festival. Cultural Diversity: Learning about holy buildings in different faith traditions. Discussing different beliefs in the community (wider Nottinghamshire). Revisit themes of how people get on with differing beliefs. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.						
PE	Throwing and catching <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Compare their performances with previous ones and demonstrate improvement to achieve their personal best; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. 			Attacking and defending <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				Gymnastics <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			Dance <ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best; Perform dances using a range of movement patterns 			
Science	Rocks and Soil <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. 			Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 				Light <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 a solid object; Find patterns in the way that the size of shadows change. 			Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 			

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Art & Design								<p>Cave Art</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 						
								<p>Positive and Negative Cave Art Images: explore related techniques used by Andy Warhol</p> <p>Aims:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history. 						
DT	<p>DT: Design and make a frame to hold a fossil for display (Four week block: teach the children to make a basic frame using sawing techniques with card and glue to join. Children evaluate and then design and make an improved version.)</p> <p>Design</p> <ul style="list-style-type: none"> 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; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; 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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 							<p>Using Textiles to make a Christmas Decoration (running stitch to join etc)</p> <ul style="list-style-type: none"> 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; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; 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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. 						

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History	From Stone Age to Iron Age <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age; • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; • Bronze Age religion, technology and travel, for example, Stonehenge; • Iron Age hill forts: tribal kingdoms, farming, art and culture. 													
RE											Worship and sacred places: Pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); <ul style="list-style-type: none"> • consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1); • discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1). Religious content will include: exploring religious buildings in Nottinghamshire and the region, connecting the buildings to religious beliefs, teachings, practices and ways of living. 			
Geography								<u>Settlements</u> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans. 						

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Computing															
Music	External Provider Musical Instrument Tuition <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 							External Provider Musical Instrument Tuition <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 							
MFL															
Composition - Writing	Letter to class country organising paragraphs around a theme discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	Baseline Assessment Week	Creswell Crags – Recount composing and rehearsing sentences orally Plan writing recording ideas	Creswell Crags – Recount non-narrative material, using simple organisational devices choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Instructions-How to wash a woolly mammoth Plan writing by discussing writing similar to that which they are planning to write	Enterprise Week	Instructions-How to wash a woolly mammoth Using prepositions Fronted adverbials	Instructions-How to wash a woolly mammoth non-narrative material, using simple organisational devices	Narrative. Re-writing the opening to a well-known story. The Croods Fronted adverbials Direct speech	Narrative. Re-writing the opening to a well-known story. The Croods Extend the range of sentences with more than one clause by using a wider range of conjunctions.	Narrative. Re-writing the opening to a well-known story. The Croods In narratives create settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements proofread for spelling and punctuation errors	Assessment Week	Letter to Santa Fronted adverbials Plan writing by discussing writing similar to that which they are planning to write choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Letter to Santa proofread for spelling and punctuation errors	

Reading	Establish reading system and expectations	Baseline Assessment Week	Whole class text Stone Age Boy	Whole class text Stone Age Boy	Whole class text Stone Age Boy	Non-fiction text – All About Rocks	Video – Opening credits to The Croods	Whole class text Cave Baby	Whole class text Cave Baby	Whole class text Cave Baby	Poem / Classic Twas the night before Christmas	Assessment Week	Poem / Video Somewhere in my memory	Video Monty the Penguin
Spelling		Ed word ending	Ing word endings	Dictation 1	Dictation 1	homophones	homophones	homophones	Dictation 2	Dictation 2	Ly suffix	I sound spelt with a y	Bronze spelling	
Spoken Language	Show and tell	Show and tell	Class Audience – share trip experiences	Class Audience – share trip experiences		Wider Audience – speak to members of the public				Wider Audience – production	Wider Audience – production	Wider Audience – production	Wider Audience – production	Wider Audience – production
Maths	Number – Place Value	Baseline Assessment Week	Number – Place Value	Number – Addition & Subtraction	Number – Addition & Subtraction	Number – Addition & Subtraction Enterprise Week	Number – Addition & Subtraction	Number – Multiplication & Division	Assessment Week Measures	Measures	Consolidation			

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Curriculum Drivers/ Enrichment	<p>Visit to Conkers or suitable science park with a focus on forces.</p> <p>Aspiration: visitor with a focus on a career in stem subject. What do they do? How did they qualify? The story of Isaac Newton (perseverance, work ethic etc. with local link.</p> <p>Cultural Diversity: Profiles of other influential scientists: Einstein and Marie Curie. The achievements of non- European cultures. Explore the achievements of the Egyptians and the influence they had on later civilisations.</p>						<p>Visit to a local river (stimulus for observational art work using learned techniques and to reinforce work on the water cycle/ rain/ tributaries etc.</p> <p>Aspiration:</p> <ul style="list-style-type: none"> The achievements of the great artists: how they persevered often through many years of being unsuccessful before being recognised; Visitor local artist to talk to the group about what they do and why they do it? What inspired them to paint, draw sculpt etc. <p>Cultural Diversity:</p> <ul style="list-style-type: none"> Understanding what it is like to be a Christian in modern Britain and how this affects the way you behave and the choices you make; Exploration of the importance of rivers to many cultures. How we all depend on water to live and for our crops to grow in the same way as the Egyptians needed the Nile to flood; The role of organisations such as Water Aid in places where water is scarce and the concept of gratitude for things we take for granted. 						
PE	<p>Team Games</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Health and Fitness</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal. 						<p>OAA</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations. 						
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces; 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. 						<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 						<p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

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Art							<p>Impressions of rivers: explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. 					
DT							<p>The Pharos Gold (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure.</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; • 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; • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 					
History	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 											
Geography							<p>Water Cycle and the River Nile</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); • Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 					

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RE							<p>Beliefs and questions: Pupils:</p> <ul style="list-style-type: none"> • Learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all (A1); • Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); • Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2); • Discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different creation stories do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1). Religious content will include: stories and celebrations of Christmas, Easter, Pentecost, Harvest, exploring stories and Christian beliefs about creation, God, community and commitment to God and humanity. 					
Computing	<p>3.1 Coding</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 											
MFL							<p>Common Words and Phrases</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 					

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Curriculum Drivers/ Enrichment	<p>Islamic Visitor: Cultural Diversity: Visitor from the Islamic Tradition to share stories from the Quran and to explore Islam as meaning peace. Quotes from the Quran relating to this. Aspiration: How did the visitor learn about the tradition?- His or her experience as a child.</p> <ul style="list-style-type: none"> Visit to a Bakery or arranged visit e.g. Warburtons to demonstrate bread-making <p>Cultural Diversity: different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan. Aspiration: Baker to discuss role and training undertaken.</p>					<p>Visit to Matlock or suitable contrasting locality in the Peak District. Cultural Diversity: consider how varied the British Isles are. Our areas are very different. What values unite us?</p> <p>Visiting Artist: To be arranged by year group. Aspiration: Artist to discuss inspiration and how they learned their skills. The importance of looking after tools and caring about what you do. The rewards and challenges of producing a piece of art. Cultural Diversity: John Constable to Hannah Woodman: discuss how in the past it was harder for women to be seen as artists. Remind pupils of the challenges faced by Florence Nightingale. Consider writing to an artist to ask about the challenges she has faced. Consider and examine landscapes from a range of cultural traditions. How do they differ from the work we have studied? How might the impressionists have influenced Hannah's work and where do they sit on the timeline between Constable and Woodman.</p>						
PE	<p>Netball/ Tennis</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations. 					<p>Athletics</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; Perform safe self-rescue in different water-based situations. 						

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	Science	Plants (contd) <ul style="list-style-type: none"> 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. 			Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 					Animals including Humans <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. 					Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 	

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Art						<p>Exploring the UK: John Constable to Hannah Woodman (using the works of Constable and Woodman as a basis for exploring and developing techniques. Drawing through to painting and final products exploring modern British landscapes.</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history. 						
DT						<p>Breads around the world</p> <p>Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet; Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design</p> <ul style="list-style-type: none"> 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; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Accurately 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. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. 						

	Summer 1					Summer 2						
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History												
RE	<p>Inspirational People from the Past</p> <p>Explore the lives of key religious people in Christian and Jewish stories, describing the challenges they faced, and commitments by which they lived (A2).</p> <ul style="list-style-type: none"> • respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); • respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) • respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2) • consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslim Prophets are not seen in drama or imagery) (A3) • respond thoughtfully to these 'great lives', and to the idea of inspiration, learning from their challenges and commitments, linking to History (B2) • use their thinking about stories of Moses, Jesus and Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) • discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1) • express and communicate their own ideas about questions on fairness, forgiveness, friendship, commitment, and courage. (C3) Religious content will include: examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth. Examples of stories and teaching from the Gospels on the life and example of Jesus. Examples from history and current affairs. Islamic examples from stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. 										<p>An enquiry into Christian and Islamic prayer:</p> <ul style="list-style-type: none"> • Finding out about and exploring beliefs about worship, God and human life for Christian and Muslim people (A3); • Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3); • Find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together (B2); • Investigate the meaning of prayer in these communities, and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? 	
Geography						<p>Let's Explore the UK</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America; • Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links; the distribution of natural resources including energy, food, minerals & water; • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 						

							<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 						
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Computing	3.4 Touch Typing <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	3.5 Email <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 											
MFL						At School <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language; Write phrases from memory. 				Food <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language Write Phrases from memory. 			