Year Three Curriculum Map

Ladbrooke JMI School

ENGLISH CURRICULUM – YEAR 3

Autumn Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Autumn 1	Nouns and Pronouns for Clarity	Verbs	Past Tense	Apostrophes	Inverted Commas
Autumn 2	Consonants and Vowels	Adjectives	Prefix super-auto- anti-	Homophones	Prepositions

Autumn Term Writing Units

Recount 2 weeks	Narrative (Dialogue) 1 week	Narrative (Setting) 2 weeks	Poetry 4 weeks	Non Chronological Report 2 weeks
A sunny day trip	**BOOK STUDY: THE QUEEN'S HAT**	**By Steve Anthony**	**Autumn /Winter is here**	**Reindeer(Wolves by Emily Gravett)**
Begin to use paragraphs **Subordination & Coordination** **Past Tense** **Expanded sentences** **Use a and an appropriately** **Range of punctuation** **Use of adjectives** **Use of adverbs – then, next, soon** Elements of recount writing – past tense, first person, simple time adverbials	**Paragraphs** **Subordination** **Coordination** Expanded sentences Past Tense – Use a and an appropriately Range of punctuation **Use a or an accurately.** **Using conjunctions** **Introduce inverted commas for speech** **Well selected verbs for effect.** **Use of paragraphs for change of time or place** **Prefixes** Adjectives and adverbs Use of co-ordinating conjunctions	and/or/but Apostrophes for possession (singular)	**Coordination** Expanded sentences – including adjectives and adverbs Use a and an appropriately **Descriptive words and phrases** **Word families based on common words** **Structure and shape of poem** Use of rhyme and alliteration and repetition Expanded noun phrases	**Subordination** **Coordination** Future tense/ Present Tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Range of punctuation – including apostrophes for contraction and commas in lists **Use of prepositions such as before, after, during, in, because of** **Grouping related items in paragraphs** **Use headings and sub-headings** **Commas in lists** Layout with title, headings, text and pictures
A Sunny Day Trip recount			Winter is Here based poem	Non-chronological report about Reindeer

Autumn Term Spelling Focus

Autumn 1	Words with the long /eɪ/ sound spelt with 'ei'	Words with the long /ei/ sound spelt with 'ey'	Words with the long /eɪ/ sound spelt with 'ai'	Words with /ur / sound spelt with 'ear'	Homophones andnear homophones	Homophones andnear homophones
Autumn 2	Creating adverbs using the suffix -ly (nochange to root word)	Creating adverbs using the suffix -ly (root word ends in '-y'with more than one syllable)	Creating adverbs using the suffix -ly(root word ends in ' le)	Creating adverbs using the suffix -ly (root word ends in '-ic'or '-al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory spelling challenge words

Spring Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Spring 1	Present Tense	Co-ordinate conjunctions	Subordinate Conjunctions	Subordinate clauses	Suffix -ly
Spring 2	Adverbs - Time, Place & Cause	Prefixes: in-	Word families	Suffix -ation	Compound nouns

Spring Term Writing Units

Explanation (2 weeks)	Description (1 week)	Poetry 3 weeks	Letter Writing 2 weeks	Fact File (2 weeks)	Story Ending (2 weeks)
The Pebble in My Pocket		**CLPE poetry unit**	**BOOK STUDY: THE LOST HAPPY ENDINGS**		
Subordination **Coordination** Past tense/ present tense Expanded sentences – including adjectives and adverbs Use a and an appropriately **Extending range of conjunctions: before/after/ while/so** Use of language for cohesion. **Begin to use apostrophes to mark plural possession** Use a or an accurately Prepositions and conjunctions when if because before after… Grouping related items in paragraphs		Expanded sentences – including adjectives and adverbs Use a and an appropriately Extending vocabulary ABCB rhyme pattern of the poem. Use of verses/ stanzas Expanded noun phrases	Paragraphs Subordination Coordination Present tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Range of punctuation – including apostrophes for contraction and commas in lists Use of present perfect tense **Using subordinating conjunctions when, if, because, before, after** Persuasive vocabulary Prepositions Conjunctions	Expanded sentences – including adjectives and adverbs Use a and an appropriately Selection of higher level vocabulary Introductory question/paragraph Extended noun phrases	Paragraphs Subordination Past tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Extending range of punctuation Use of paragraphs for change of person/time/place Inverted commas for dialogue Adjective and adverb use to extend detail Time adverbs
Explanation about The Rock Cycle		Poems	Letter from Jub	Woodland fact file	Own story ending

Spring Term Spelling Focus

Spring 1	Words with short /i/sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with morethan one syllable – not doubling and then doubling		Creating negativemeanings using prefix mis-	Creating negativemeanings using prefix dis-	Words with a /k/ sound spelt with 'ch'
Spring 2	Homophones andnear homophones	Homophones andnear homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt '-gue'and the /k/ sound spelt '-que'	Words with a /sh/ sound spelt with 'ch'	Statutory spellings challenge words

Summer Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Summer 1	Time Conjunction	Suffixes beginning with Vowels	Suffix -ous	Prefix re- sub- inter-	Paragraphs
Summer 2	Place and cause conjunctions	Editing / Evaluation	A or An	Organisational devices	Prefix dis- mis- un-

Summer Term Writing Units

Narrative 4 weeks	Report 2 weeks	Narrative Character Description / Setting 2 weeks	Instructions 1 week	Persuasive Writing 2 weeks
Secret of Black Rock	The Whale	BOOK STUDY: ONE PLASTIC BAG		
Paragraphs Subordination Past tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Using nouns and pronouns Using commas after adverbs Synonyms Verb selection	Coordination Present tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Using structure to assist reader – headings, subheadings, listing formats Comparatives	Paragraphs Subordination Present tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Range of punctuation – including apostrophes for contraction and commas in lists Using planning for writing narrative	Coordination Imperative tense Expanded sentences – including adjectives and adverbs Use a and an appropriately Imperative verbs Adverbial words and phrases to order Then, next, after that, When you have…first, finally	Subordination Coordination Future tense Expanded sentences – including adjectives and adverbs Use a and an appropriately
The Secret of Black Rock retold	Report on Whales	Isatou's plastic bag	How to make a recycled rope	What can you do to help the environment?

Summer Term Spelling Focus

Summer 1	Words ending in -ary	Words with a short /u/ sound speltwith 'o'	Words with a short /u/ sound speltwith 'ou'	Word families basedon common words, showing how words are related in form and meaning	Word families basedon common words, showing how words are related in form and meaning	Word families basedon common words, showing how words are related in form and meaning
Summer 2	Words ending in thesuffix -al	Words ending with an /zhuh/ sound speltwith 'sure'	Words ending with a /chuh/ sound speltwith 'ture'	Words ending with a /chuh/ sound spelt as 'ture'	Silent letters revision	Silent letters revision

Y3 National Curriculum Reading Skills

To maintain positive attitudes to reading and understanding of what they read by:

- develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning (E2)
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (E1/S5)
- reading books that are structured in different ways and reading for a range of purposes (E2)
- using dictionaries to check the meaning of words that they have read (V4)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (E1/E5)
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (E1)
- discussing words and phrases that capture the reader's interest and imagination (V2)
- recognising some different forms of poetry [for example, free verse, narrative poetry] (E1/E5)
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context (V3/S2)
- asking questions to improve their understanding of a text (I3)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (I2/3)
- identifying main ideas drawn from more than one paragraph and summarising these (S1)
- retrieve and record information from non-fiction (R5)
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say(E1/2/3)

Vocabulary

- use dictionaries to check the meaning of words that they have read
- discuss words that capture the readers interest or imagination
- identify how language choices help build meaning
- find the meaning of new words using substitution within a sentence.

Inference

- children can infer characters' feelings, thoughts and motives from their stated actions.
- justify inferences by referencing a specific point in the text.
- ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- make inferences about actions or events

Prediction

- justify predictions using evidence from the text.
- use relevant prior knowledge to make predictions and justify them.
- use details from the text to form further predictions.

Explaining

- discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books
- identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts
- recognise authorial choices and the purpose of these

Retrieval

- use contents page and subheadings to locate information
- learn the skill of 'skim and scan' to retrieve details.
- begin to use quotations from the text.
- retrieve and record information from a fiction text.
- retrieve information from a non-fiction text

Summarise

- identifying main ideas drawn from a key paragraph or page and summarising these
- begin to distinguish between the important and less important information in a text.
- give a brief verbal summary of a story.
- teachers begin to model how to record summary writing.
- identify themes from a wide range of books make simple notes from one source of writing

YEAR THREE MATHS OVERVIEW

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Statistics
Pupils should be taught to: 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	Pupils should be taught to: add and subtract numbers mentally, including: - 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 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Pupils should be taught to: 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 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	Pupils should be taught to: count up 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, $^5/_7 + ^1/_7 = ^6/_7$) compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above	Pupils should be taught to: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts 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 know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]	Pupils should be taught to: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise that angles are 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	Pupils should be taught to: 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

Y3 Curriculum – White Rose Maths

Term by Term Objectives

Year 3

Year 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value		Number – Addition and Subtraction				Number – Multiplication and Division				Measurement	
Spring	Number - Multiplication and Division			Measurement			Number - Fractions				Consolidation	
Summer	Number – fractions				Geometry – Properties of Shapes		Measurement				Statistics	Consolidation

ART & DESIGN OVERVIEW

3	Autumn 1		Autumn 2		Spring 1	
		Portraits (Drawing)		**Colour Mixing**		**Textiles**
End Product	Children to compete a self portrait Leaf Portrait		Children create their own version of Starry Night by Vincent Van Gogh and Colour Study with Concentric Circles by Kandinsky		Binka Mr. Men picture with variety of stitches.	
Skills	Demonstrate experience in different grades of pencil Develop use of charcoal and pastels. Begin to show an awareness of objects having a third dimension and perspective. Position features accurately on portraits (A,B & C) Begin to develop detail in shape and proportion of features Children collect and use leaves to create a natural materials portrait		Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, tints and tones Apply colour using dotting, scratching, splashing Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.		To perform simple sewing stitches Apply decoration using beads, buttons, feathers etc. Show further experience in changing and modifying threads and fabrics.	
Vocabulary & Resources	charcoal cross hatch dark light outline	proportion pattern shading shape	grades portrait oil pastel depth	blending hue tints tone texture splashing	tertiary primary secondary shades background brush techniques	colour line mixing mood warm	sew over stitch running stitch	fabric decoration joining	needle stitch thread
Linked Artist	Lucy Stopford Leonardo da Vinci		Vincent Van Gogh Wassily Kandinsky Claude Monet		The Bayeux Tapestry Roger Hargreaves	

3	Spring 2		Summer 1		Summer 2	
		Sculpture/Form		**Printing**		**Artist Study**
End Product	Roman Jug Andy Goldsworthy rock sculpture		Woodblock Relief print. Repeated impress print.		Mountain Landscape Images. African palette compositions.	
Skills	Join two parts successfully. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Rock balance sculpture and photography.		Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Demonstrate experience in 3 colour printing.		Create mountain landscape composition using perspective layering. Use colour theory to explore collage art. Mixed media study to create African landscapes.	
Vocabulary & Resources	natural implements manmade scratching 2d/3d shape	clay combine detail edging form	joining techniques light sculpt shadow	dip dye press print mono print	impressed relief repeating	block coiled string line	collage mosaic	overlapping pattern refine	shape
Linked Artist	Roman Pottery Grayson Perry Keith Brymer Jones Andy Goldsworthy		Katushika Hokusai Andy Warhol		Ted Harrison Bob Ross Henri Mattisse Liz Hammond	

YEAR 3 COMPUTING CURRICULUM OVERVIEW

3	Autumn		Spring		Summer	
	Coding	**Online Safety**	**Graphing** **Branched Databases**	**Presenting**	**Email**	**Simulations**
Key Learning	• To understand what a flowchart is and how flowcharts are used in computer programming. • To understand that there are different types of timers and select the right type for purpose. • To understand how to use the repeat command. • To understand the importance of nesting. • To design and create an interactive scene.	• To know what makes a safe password. • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices.	• To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice. • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form.	• To understand the uses of PowerPoint. • To create a page in a presentation. • To add media to a presentation. • To add animations to a presentation. • To add timings to a presentation. • To use the skills learnt to design and create an engaging presentation.	• To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.	• To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation.
Touch Type Focus	**Punctuation and Symbols 1** • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard.	**Punctuation and Symbols 2** • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard.	**Words (A and E)** To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.	**Words (I and O)** To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.	**Words (U and Q)** To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.	**Words (B and Z)** To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.

Vocabulary	Action, alert, algorithm, background, bug, button, click event, code, collision detection event, command, debug/debugging	Appropriate, blog, inappropriate, password, personal information, internet, spoof, reputable source, permission, reliable source, verify, website, vlog	Binary tree, branching database, data, database, debugging Axis, chart, column, data, graph, investigation, row, sorting, tally chart	Animation, border properties, font formatting, layer, media, presentation, slide, slideshow, text box, transition, word art	Address book, attachment, BCC, CC, communication, compose, email, inbox, password, personal information, save to draft, trusted contact,	Analysis, simulation, evaluation, modelling, decision
Skills	**Pupils should be taught to:** ♣ 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 ♣ 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 ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ 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.					

DT CURRICULUM OVERVIEW – Y3

3	Autumn		Spring		Summer	
		Clock Making		**Roman Chariots**		**Soup**
Brief	**To design and construct a stable and freestanding clock structure with mechanical gears.**		**To design and construct a model roman horse drawn chariot with moving mechanical parts.**		**To use home grown ingredients to prepare and cook vegetable soup, with a bread roll.**	
Skills	Confidently generate ideas for an item Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Start to understand whether products can be recycled or reused. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. **Start to understand that mechanical and electrical systems have an input, process and output.** **Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.** **Know how simple electrical circuits and components can be used to create functional products.** Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose. Evaluate the key designs of individuals in design and technology has helped shape the world.		Understand how well products have been designed, made, what materials have been used and the construction technique. Know to make drawings with labels when designing. When planning explains their choice of materials and components including function and aesthetics. When planning explains their choice of materials and components including function and aesthetics. **Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.** **Explain their choice of tools and equipment in relation to the skills and techniques they will be using.** **Measure, mark out, cut, score and assemble components with more accuracy.** **Start to work safely and accurately with a range of simple tools. Start to measure, tape or pin, cut and join fabric** Begin to disassemble and evaluate familiar products and consider the views of others to improve them.		Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.	
Vocabulary	MDF, shape, form, sand, freestanding, dowel, join, PVA wood glue, measure and mark, cut, junior hacksaw, bench hook, g- clamp, design style, movements, layout, numbers, hole, drill, mechanism, gears, hands, thread, washer, nut, push fit		horse, chariot base, axles, strengthen, wheels, dowel, metal hook, wire, shaping, accuracy, aesthetic, abrasives, decoupage, decoration		vegetable names, equipment, utensils, slicing, peeling, cutting, crunchy, sticky, smooth, sharp, soften, hard, healthy diet, ingredients, planning, tasting, design, evaluate, criteria, knead, roll, mixture, dough, seasoning	
Inventor	**Thomas Tompion**, FRS (1639–1713) was an English clockmaker, watchmaker and mechanician who is still regarded to this day as the "Father of English Clockmaking".		1872 Invention of the penny-farthing bicycle. by British engineer, **James Starley**. The huge front wheel was almost six feet from top to bottom. and the seat was above the wheel. It had no brakes!		**Delia Ann Smith** CH CBE is an English cook and television presenter, known for teaching basic cookery skills in a direct style. One of the best-known celebrity chefs in British popular culture, Smith has influenced viewers to become more culinarily adventurous	

GEOGRAPHY OVERVIEW

3	Autumn	Spring	Summer
	The Americas	**Water Cycle**	**Earthquakes and Volcanoes**
Key Questions	What are North American cities like? What are South American cities like? Are South American cities similar to North American cities? What are the Americas' main environmental regions? What is Route 66? Big Finish – Have you been along Route 66?	Where does all the rain go? Where does all the rainfall come from? What can we learn about the River Thames? How and where do people use and change rivers? How do rivers wear away mountains? Can we model a river or a stream?	What is happening when the Earth shakes? What is happening when the Earth rattles and rolls? Does the Earth shake, rattle and roll all over? How and why do people live where the Earth shakes, rattles and rolls? How disastrous have recent earthquakes and/or volcanic eruptions been? Can we make a model volcano that erupts?
Vocabulary	state route British Isles county topographical feature North America South America USA hemisphere Tropic of Cancer Tropic of Capricorn landscape Caribbean stream water cycle source mouth	estuary terrain tributary confluence meander evaporation condensation clouds transpiration hydrological cycle (Thames) basin rural reservoir glacier tributary confluence OS (Ordnance Survey) Map grid reference key upstream downstream	volcano earthquake settlement volcanic rock strata core mantle eruption
Skills	Locate countries on a map Locate countries with in a continent Discuss different climates Recognise different natural features Describe the water cycle using simple vocabulary Identify land uses and how they vary Compare areas using similarities and differences Describe how physical process can harm people Recognise advantages and disadvantages of living in specific areas		

HISTORY OVERVIEW

3	Autumn	Spring	Summer
	The Stone Age	**The Bronze & Iron Age**	**Roman Britain**
Key Questions	Why is it called the 'Stone Age'? What was life like in the Old and Middle Stone Ages? How much change happened in the New Stone Age? What can the village of Skara Brae tell us about life in Neolithic times? Why did the Neolithic people build monuments? **Big Finish – Was great progress made in the Stone Age?**	What difference did bronze make? How do we know about the Bronze Age? Do we agree that not much happened in the Iron Age? Was home life much better in the Iron Age than the Bronze Age? Do you think this was a dangerous time for people to live? **Big Finish – Are you more impressed by the Bronze Age or the Iron Age?**	Why did the Romans invade Britain? How easy was it for the Romans to take over Britain? Was life hard for a Roman soldier on Hadrian's Wall? Were the Roman roads a positive development for everyone? What did the Romans leave behind that is still of significance today? **Big Finish – A Roman army experience**
Vocabulary	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.	Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.	Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.
Skills	Describes details from different from different eras Describe relevant causes and effects on some of the key events Sequence events on a timeline using AD and BC Describe some similarities, differences and changes occurring within different ages Identify what is significant in a historic account Can explain why two accounts may differ Ask valid questions Use sources to answer questions about the past Begin to undertake own research		

Y3 FRENCH CURRICULUM OVERVIEW

3	**Autumn**		**Spring**			**Summer**	
Context	**Describing me and Others**	**Saying what I and others have**	**Saying what I and others do** in class in Haiti and in France	**Saying what I and others like** family & friends at home	**Saying how many and describing things**	**Describing things and people** Mother's day at the zoo Tintin, favourites	**Expressing likes and saying what I and others do** at school friendship
Grammar	**Talking about being** Essential verb: to be, being – **ÊTRE** I am – **je suis** you are – **tu es** he is – **il est** she is – **elle est** it is, it's – **c'est** Adjective agreement for masculine/feminine Yes/no questions with raised intonation	**Talking about having** Essential verb: to have, having – **AVOIR** I have – **j'ai** you have – **tu as** he has – **il a** she has – **elle a** Indefinite, singular articles and gender **Talking about identifying** **C'est un/une**… Intonation questions with **quoi** ?	**Talking about doing** Infinitive – regular ER verbs (singular) Definite articles – **le, la, l'** **Talking about possession** Possessive adjectives – **mon, ma, ton, ta** **'de'** for possession	**Talking about liking, preferring** Essential verb: to like – **AIMER,** to prefer – **PRÉFÉRER** **Joining ideas together** Conjunctions **et, mais, aussi**	**Talking about more than one** Essential verb: there is/are – **il y a** Plural indefinite article **– des** Regular plural marking on nouns [-s]	**Talking about being (2)** Postnominal adjective agreement Subject pronouns – **il, elle** – meaning 'it' Noun + **préféré**(**e**) **Avoir** meaning 'be' for age and states	**Talking about liking doing** 2-verb structures: **AIMER, DÉTESTER** + infinitive Plural definite article **les**
Phonics	Vowels [a] [e] [i] [o] [u] Silent final consonants [SFC] – t, s, d SSC [an/en] SSC closed [eu]	Liaison (t) SSC [ch] SSC [on] SSC [au/eau/o] SSC [ou] [u]	SSC [é] [er] SSC [ez] & **et** (and) SSC open [eu] SSC [è] [ê]	SSC [ai] SSC [oi]	Liaison (s), (x) SSC [(a)in]	Silent final 'e' [Sfe] SSC [ç], soft [c] SSC [ien] SSC [qu] SSC [j], soft [g]	SSC [-tion] SSC [r]

Vocabulary	Simple greetings Verb **être** Range of adjectives Days of the week	Verb **avoir** Range of singular masculine and feminine nouns	Range of regular –ER verbs Family members Range of nouns, adjectives and adverbs	Range of regular –ER verbs Range of singular masculine and feminine nouns	Numbers 1-12 Parts of the body (Jaune only)	Range of nouns Range of adjectives Months of the year (J	Range of regular –ER verbs Please, thank you, you're welcome
Skills	**PHONICS** I have learnt the SSC and phonics key words and remember them. I can match the French SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes. I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time. **VOCABULARY** I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures. **GRAMMAR** I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking(-s), intonation questions, including question words quoi, où, combien, comment, quand)						

MUSIC CURRICULUM OVERVIEW

	The national curriculum for music aims to ensure that all pupils: **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**	
Listening and Appraisal Skills	**Pupils should be taught to:** • listen with attention to detail and recall sounds with increasing aural memory • 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.	

3	Knowledge	**Skills**
Singing	To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must • listen to each other • To know why you must warm up your voice	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing.
Playing	To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder)	• To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – • a one-note, simple or medium part or the melody of the song) from • memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.

Composition	To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)	• Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music	• To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand • or sit. • To record the performance and say how they were feeling, what they • were pleased with what they would change and why.

PE CURRICULUM OVERVIEW

3	Autumn 1		Autumn 2	
	Hockey	**Flag Football**	**Gymnastics**	**Dance**
Key Skills	**Physical:** run, dribble, pass, receive, intercept, shoot **Social:** communication, collaboration, work safely **Emotional:** honesty, perseverance, determination, support others **Thinking:** decision making, selecting and apply, comprehension, identifying strengths and areas for development	**Physical:** running, throwing, catching **Social:** Be able to play in a team **Emotional:** Can you move on from dropping the ball and ending the play? Can we be happy when completing a play and a touchdown **Thinking:** what jobs do all the positions have?	**Physical:** point and patch, balances, jumps, straight roll, barrel toll, forward roll **Social:** work safely, collaboration, supportive **Emotional:** perseverance, confidence, independence **Thinking:** use tactics, observe and provide feedback, creativity, select and apply skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, share ideas, inclusion **Emotional**: sensitivity, confidence, perseverance, acceptance **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To send and receive with some control. To move safely and with control when dribbling. To develop decision making in attack. To understand the role of a defender. To apply tactics to small, sided games. To apply rules, skills and tactics to play in a tournament.	**By the end of the lesson, students will** have a basic understanding of the key skills involved in Flag Football. be able to describe and demonstrate how to grip and throw a football. be able to describe and demonstrate how to snap a football. be able to demonstrate and describe three basic passing routes: hook, slant and fade. be able to describe and demonstrate at least three different football plays that involve C, QB, RB and WR be able to play a full game of flag football and play all positions	To be able to create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus.	THEME: Machines To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. THEME: A Trip to... To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance.
Vocab	Accurate, attack, attacker, control, decision, defender, defend, dribble, intercept, invasion, opposition, possession, receiver, tactics, teamwork, tournament	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off	Action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison
Assessment	I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can dribble, pass, receive and shoot the ball with some control I can find space away from others and near my goal I can track an opponent to slow them down understand my role as an attacker an as a defender I work cooperatively with my group to self-manage games	Do they know the difference between offence and defence Are they able to throw a ball as a quarterback to a member of their team? Are we able to use sportsmanship when we win and lose?	I can adapt sequences to suit different types of apparatus I can choose actions that flow well into one another I can complete actions with increasing balance and control I can provide feedback using key words I can sue matching and contrasting actions in a partner sequence I use a greater number of my own ideas for movements in response to a task With help, I can recognise how performances could be improved	I am respectful of others when watching them perform I can provide feedback using key words I can repeat, remember and perform a dance phrase I can use counts to keep in time with a partner and group I can sue dynamic and expressive qualities in relation to an idea I can work with a partner and in a small group, sharing ideas I create short dance phrases that communicate the idea

3	Spring 1		Spring 2	
	Swimming	**Netball**	**Swimming**	**Athletics**
Key Skills	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** run, throw, catch, change direction, change speed, shoot **Social:** communication, collaboration, sporting behaviour **Emotional:** honesty, perseverance, confidence **Thinking:** select and apply skills, apply tactics, observation, apply rules	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** sprint, jump for distance, push throw, pull throw **Social:** collaborate, work safely **Emotional:** determination, perseverance **Thinking:** observe and provide feedback, comprehension, explore technique
Learning Objectives	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.	To understand the role of an attacker when in possession. To develop movement skills to lose a defender. To understand that scoring goals is an attacking skill and learn how to do this. To understand the role of defender. To remember that intercepting is a defending skill and explore ways to do this. To apply skills and knowledge to play games using netball rules.	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.	To develop sprinting techniques and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.
Vocab	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Attack, control, court, defend, intercept, invasion, opposition, possession, receive, technique, teammate tournament umpire	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Accuracy, baton, control, event, further, personal best, power, relay, speed, strength, technique
Assessment	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can communicate with my team and move into space to support them I can defend an opponent and try to win the ball I can pass, receive and shoot the ball with some control I can provide feedback using key words I understand my tole as an attacker and as a defender I work cooperatively with my group to self-manage games	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I am developing jumping for distance I can identify when I was successful I can take part in a relay activity, remembering when to run and what to do I can throw a variety of objects, changing my action for accuracy and distance I can use different take off and landings when jumping I can use key points to help me to improve my sprinting technique I can show determination to achieve my personal best

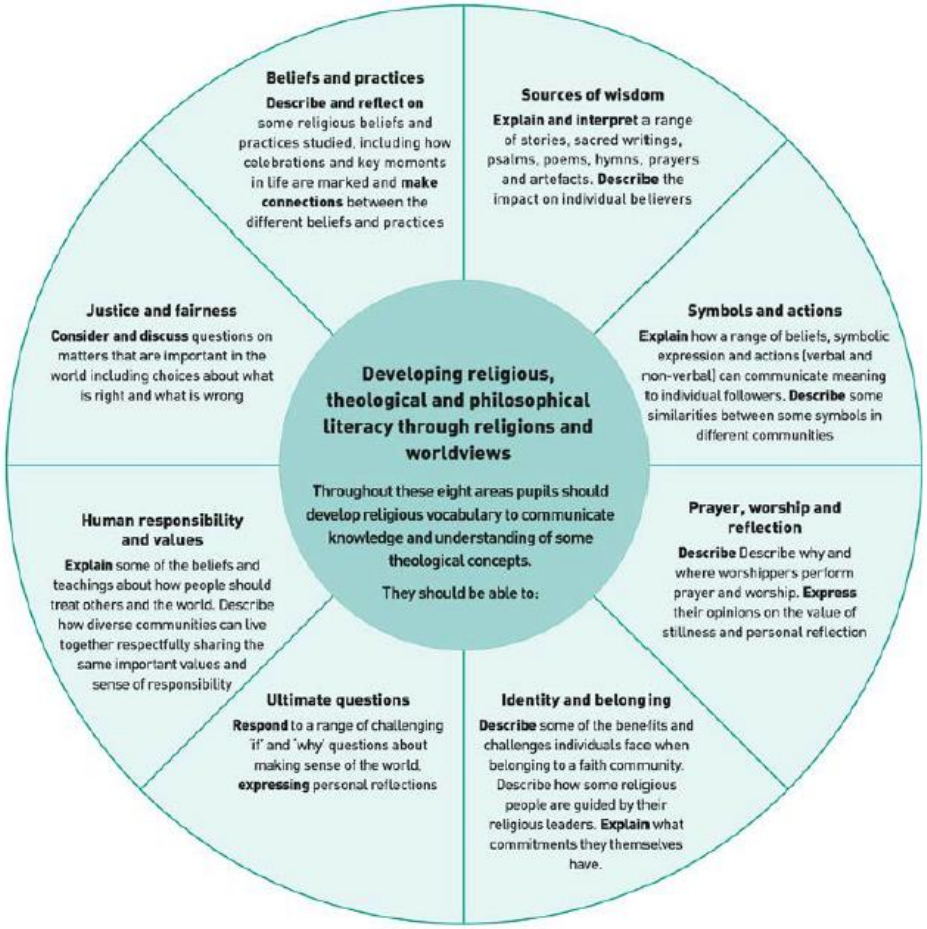
3	Summer 1		Summer 2	
	Cricket	**Gymnastics**	**Fitness/OAA**	**Tennis**
Key Skills	**Physical:** underarm and over=rm throwing, underarm bowling, batting and catching **Social:** communication, support, collaboration, respect **Emotional:** honesty, perseverance determination **Thinking:** select and apply skills and tactics, make decisions	**Physical:** point and patch, balances, jumps, straight roll, barrel toll, forward roll **Social:** work safely, collaboration, supportive **Emotional:** perseverance, confidence, independence **Thinking: use tactics,** observe and provide feedback, creativity, select and apply skills	**Physical:** balance, dodge, hop, jump, skip **Social:** respect, communication, cooperation, safety **Emotional:** determination, perseverance, honesty, independence **Thinking:** comprehension select and apply, tactics, exploration	**Physical:** forehand, backhand, throwing, catching, rallying **Socia**l: cooperation, collaboration, respect, support and encourage others **Emotional:** perseverance, honesty, **Thinking:** comprehension select and apply, use tactics, reflection, decision making
Learning Objectives	To learn how to score points in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules.	To be able to transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using the skills I have learnt including a hoop and apparatus.	To understand how balance helps us in everyday life. To understand how co-ordination and strength helps us in everyday life. To understand how speed helps us in everyday life. To understand how agility helps us in everyday life. To understand how stamina helps us in everyday life.	To develop racket and ball control. To explore rallying using a forehand. To explore returning the ball using a forehand. To explore returning the ball using a backhand. To learn how to score and use simple rules. To work co-operatively with others to begin to manage a game.
Vocab	Accuracy, caught out, no ball, runs, strike, tactics, technique, tournament, track, umpire, wicket	Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off	Agility, balance, co-ordination, control, muscle, progress, speed, stamina, strength, technique	Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track
Assessment	I can bowl a ball towards a target I am beginning to strike a bowled ball after a bounce I am developing an understanding of tactics, and I am beginning to use them in game situations I am learning the rules of the game and beginning to use them honestly I can persevere when learning a new skill I can provide feedback using key words I can use overarm and underarm throwing, and catching skills I work cooperatively with my group to self-manage games	I can adapt sequences to suit different types of apparatus I can choose actions that flow well into one another I can complete actions with increasing balance and control I can provide feedback using key words I can sue matching and contrasting actions in a partner sequence I use a greater number of my own ideas for movements in response to a task With help, I can recognise how performances could be improved	I can go slower or stop then go again when I get tired I can lean forward to speed up I can persevere when I find a challenge hard I can take small steps to change direction, I can work safely with others I demonstrate balance when performing other fundamental skills I understand that there are different areas of fitness.	I am learning the rules of the game, and I am beginning to use them fairly I can provide feedback using key words I can return a ball to a partner I can use basic racket skills I understand the aim of the game I understand the benefits of exercise I work cooperatively with my group to self-manage games

Y4 PSHE CURRICULUM OVERVIEW

4	Autumn		Spring		Summer	
	Families and people who care for me	**Caring Friendships**	**Online Relationships**	**Respectful Relationships**	**Being Safe**	**Mental Wellbeing**
Key Questions	Explore ways in which families can offer protection and care for one another, including extended family Explore how families can support one another in times of difficulty	Understand how to recognise who to trust and who not to trust and how to judge is a friendship is making them feel uncomfortable Understand that healthy friendships make people feel included & learn some strategies for how to include others as well as how to seek help if you're feeling lonely	Consider why someone might behave differently online, including pretending to be someone they are not Learn some strategies for recognising risks, harmful content and contact; how to report concerns	Understand that personal behaviour can affect other people: to recognise and model respectful behaviour online To understand the responsibility of the bystander regarding any type of bullying	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)	Continue to develop a plethora of self-care techniques including the importance of seeking help or support from others. Begin to consider how you know when your feelings and/ or actions are appropriate or justified
Vocabulary	acquaintances, actions, alternatives, anonymous, anti-bullying, arguments, behaviour, bully, bullying, care, choices, complimenting, compromise, conflict, consideration, cyber, dares, decisions,	differences, discrimination, disputes, diversity, equality, equity, falling-out, families, family, friends, friendship, healthy, help, hobbies, honest, impact, important, interests, kindness, loyal, negotiation, opinions, physical,	prejudice, prejudiced, reflect, relationship, relatives, resolution, resolving, respect, self-preservation, strategies, support, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs	achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise,	conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, group, helpful,	impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, ripple, scenarios, team, teammates, teamwork, transition, unhelpful
Skills	These objectives are taught through the whole curriculum/assemblies: **Physical Health and Wellbeing** – Understand how and when to seek support and who to speak to if they are concerned about their health. To understand the importance of building regular exercise into their routines and how to achieve this. **Internet Safety** – Understand how to use search engines effectively to ensure the most accurate information. Begin to understand how to display respectful behaviour online and what to do if they experience something that worries them. **Healthy Eating** – Begin to understand what is meant by a poor diet and the potential risks associated with unhealthy eating. **Basic first Aid** - Understand how to identify someone who is having an asthma attack, how to give first aid. Demonstrate some ways to deal with head injuries and how to access further medical support if necessary. **Health and Prevention** - Understand some ways to identify physical illness. Begin to understand some common allergies they may encounter. **Drugs, Alcohol and Tobacco -** Alcohol and risk. Effects of alcohol. Limits to drinking alcohol			**Sex and Relationship Education** Explore the human lifecycle Explore how puberty is linked to reproduction Identify some basic facts about puberty. 		

Y4 RELIGIOUS EDUCATION OVERVIEW

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews1, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate2 so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.	
	Beliefs and practices **Describe, make connections and reflect upon** different features of the religions and worldview studied, **discovering more about the significance** of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations
	Sources of wisdom **Investigate interpret and respond to** a range of stories, sacred writings and sources of wisdom and authority **reflecting on the impact** of beliefs and teachings as ways of seeing the world in different communities
	Symbols and actions **Explore and describe** beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning
	Prayer, worship and reflection **Research and explore** varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness
	Identity and belonging to a family **Explore and describe** the challenges of individual commitment to a community of faith or belief. **Examine** the role of religious leadership **and consider why** belonging to a community may be valuable in their own lives
	Ultimate questions **Discuss and present thoughtfully**, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth
	Human responsibility and values **Consider and apply** ideas about ways in which diverse communities can live together for the well-being of all. **Respond thoughtfully** to ideas about values, respect and human responsibility

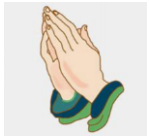


Justice and fairness

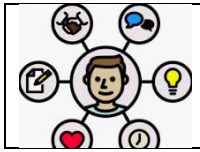
Discuss and apply their own and others' ideas about ethical questions **reflecting** on ideas about what is right and wrong and what is just and fair

Y4 RELIGIOUS EDUCATION OVERVIEW

	Autumn	Spring	Summer
4	**Beliefs and Practices** **Ultimate Questions**	**Justice and Fairness** **Ultimate Questions**	**Sources of Wisdom** **Ultimate Questions**

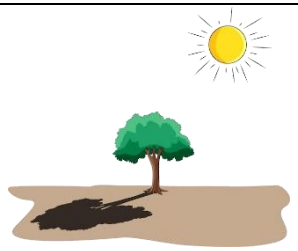
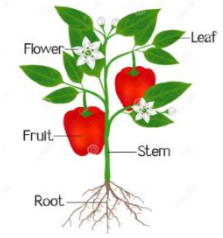
Key Focus	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Reflect on the impact of beliefs and teachings from a range of sacred writings and sources of wisdom. Apply ideas about ways in which diverse communities can live together for the wellbeing of all.
Key Questions	**I can describe and make connections on features of religions and worldviews.** **I know how pilgrimages, worship and rituals can mark important events in life.**	**I can discuss ideas about ethical questions.** **I can reflect on ideas about what is right and wrong, and what is just and unfair.**	**I can understand why religious songs and stories affect followers in different ways.** **I can understand how believers interpret stories in their different communities.** **I can understand how diverse communities can live together respectfully sharing the same values and responsibilities.**
Vocabulary	Festivals, Sikh, celebrating, marking of life's journey, Christian, Hindu, Myrrh, Muslim, Christmas, Lent, Advent, resurrection, Saints, incarnation, forgiven, honey, Good Friday, Guru Granth Sahib, Easter, salvation, Hajj, Kumbha Mela Golden Temple, pilgrimages, Karah Parshad	Development charities, Christian Aid, Islamic Relief Oxfam, harmlessness (ahimsa), Langar, equality, Gandhi	Impact, followers, wisdom, sacred, artefacts, parable, origins, authority, deities, Muhammad, Ramayana, personal hero, psalm, inspire, forgiveness, crisis, religious code, worldview, value, harmlessness
	Other Events Harvest and Remembrance 	Other Events 	Other Events

Y3 SCIENCE OVERVIEW

	hardness, reaction, bar chart, pictogram, data, increase, decrease, prediction, dissection, scales, filter paper, filter funnel, measuring cylinder, thermometer, conclusion, evaluation, data, volume, decibel, meter, stopwatch, beaker, temperature, Petri	Exposure words fair test, identify, group and classify, model, modelling, investigate, changed, measured, stayed the same, millimetres, millilitres, data

	dish, block chart, bar graph, classifying, classification key	logger, tape measure, features, scientists, diagram, sorting diagram, block diagram, distance, results

3	Autumn 1	Autumn 2		Spring 1
	Skeletons and movement	**Nutrition and diet**	**Rocks**	**Fossils and soils**
Key Learning	Can I identify and name bones? What are the functions of the skeleton? Can I identify and name bones in different animals? Can I name animals with and without a spine? Are all skeletons the same? What are joints? How do we move?	What are food groups? Do I know the 5 different food groups? Why do we need a balanced diet? Can I compare diets? Do all animals have the same diet?	Can I identify rocks? Can I group rocks? Can I test rocks? Can I carry out a local rock survey?	Can I explore fossils? How are fossils formed? Can I explore soils? Why is soil important?
Skills	Ask questions Gather, record and classify data Present findings Answer questions and make conclusions	Gather, record and classify data Present findings Ask questions	Make observations Gather, record and classify data	Ask questions Present findings Gather and classify data Take measurements Answer questions and make conclusions
Vocabulary	skeleton, skull, ribcage, pelvis, femur, spine, antennae, exoskeleton, joint, hinge joint, ball-andsocket joint, muscle, biceps, triceps, contract, relax	carbohydrates, proteins, dairy products, fats, fruit and vegetables, balanced diet, balanced meal, nutrition, Eatwell Guide, vegan diet, vegetarian diet, omnivorous diet, pescatarian diet	granite, pumice, sandstone, chalk, marble, gneiss, crystals, grains, layers, texture, hardness, weathering, fossil, shell, fossilisation, sediment, sandy soil, clay soil, peat soil, chalky soil, organic matter, nutrients, deforestation, habitat loss	

3	Spring 2	Summer 1	Summer 2	
	Light	**Plants**	**Forces**	**Magnets**

Key Questions	What are light sources? Why is the sun important? How do we see? What causes shadows? What is opaque, translucent and transparent?	What are the parts of a plant and their function? Can I dissect a plant? What do plants need for healthy growth? What is the stem and how is water transported? What is a seed? What parts of a plant help it reproduce? What is pollination? How are seeds dispersed? What is a life cycle of a plant?	Can I explore forces? What is friction?	What is a magnet? Which materials are magnetic and non-magnetic? What is the north pole and south pole on a magnet?
Skills	Make observations Gather, record and classify data Ask questions Plan Answer questions and make conclusions	Answer questions and make conclusions Gather, record and classify data Ask questions Plan Make observations Present findings	Make observations Answer questions and make conclusions Plan Present findings	
Vocabulary	light sources, natural light sources, artificial light sources, Sun, sunglasses, protect, reflection, shadow	water transportation, seedling, seed coating, germination, stamen, pistil, pollen, reproductive organs, pollination, pollinators, wind dispersal, animal dispersal, water dispersal, explosion dispersal, seed dispersal	push, pull, force, contact force, friction, magnet, magnetic, poles, magnetic force, non-metal, iron, aluminum, steel, attract, repel