



Year group 3: Learning in each half term This MUST cover everything in the long-term coverage document.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Beginning of Britain		Where We Live		Our Awesome Earth (Mountains and Deserts)	
Topic Title	Stones and Bones	The Brilliant Bronze Age!	Rocks, Relics and Rumbles	Nurturing Nature	Majestic Mountains	Mighty Metals
Topic Theme (Topic driven by)	The Stone Age (Animals)	Bronze/Iron Age Light (Science & link to Diwali)	(Rocks & Fossils)	(Plants)	(Mountains & Deserts)	(Forces & Magnets) (France - Comparison with UK)
Hook/Special events/trips	Stonehenge What is the secret of the standing stones?	Badbury Rings Paul Nolan Author Visit (Bronze Age Workshop) Hindu visitor?	Lulworth Cove Charmouth fossil hunting?	Compton Acres Kingston Lacy	Hambledon Hill?	French-themed Day? Winchester Science Centre?
Class texts Fiction Bold text = key texts Non-bold = optional/recommended Bug Club Texts	Stone Age Boy Stig of the Dump How to Skin a Bear	The Boy with the Bronze Axe The Age of Bronze by Paul Nolan	The Iron Man Stone Girl Bone Girl Pebble in My Pocket The Street Beneath My Feet	The Tin Forest Tree Lady	The Abominables? Himalayan Mountains: Simon Chapman (Expedition Diaries)? Bug Club:	The Pied Piper of Hamelin by Michael Morpurgo (myths) Bird Builds a Nest : A Science Storybook about Forces Bug Club:



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					<p>“Escape from Balck Mountain” by Martin Chatterton</p> <p>“Hot Spots and other Extreme Places to Live”</p> <p>“Mountain Tales of Norway”</p>	<p>“Fairy Tales: The Fountains of Gold” and “The Snow Queen”</p> <p>“King Kafu and the Moon”</p>
<p>Supporting Non-Fiction texts (Topic Text Books) & Reference (dictionary, thesauruses, atlases)</p> <p>Bug Club Texts</p>	<p>The Variety of Life Nicola Davies & Lorna Scobie</p> <p>Book of Bones: 10 Record-Breaking Animals</p> <p>The Big Book of Beasts</p> <p>Stone Age Bone Age (narrative & non-fiction)</p> <p>+The Secrets of Stonehenge</p> <p>The Stone Age: Hunters, Gatherers and Woolly Mammoths</p>	<p>The History Detective Investigates: Stone Age to Iron Age</p> <p>Prehistoric Adventures Hillforts</p> <p>Bug Club: “Living Lights” by Bernadette Kelly</p>	<p>VIP Mary Anning</p> <p>Where we live by Dr Brian Knapp</p> <p>A Rock is Lively</p> <p>The Rock Factory: A Story About Rocks & Stones</p> <p>This Little Pebble</p> <p>Bug Club: “Fossils” by Jill McDougal</p>	<p>The Dandelion Seed</p> <p>Botanicum</p> <p>The Tale of Three Trees (Easter link)</p> <p>Bug Club: “Birds of Prey”</p> <p>“Big Cats”</p>	<p>“River Story”</p> <p>Meredith Hooper & Bee Willey (recounts the journey of a river from its beginnings in the mountains all the way to the sea)</p> <p>Highest Mountain, Deepest Ocean by Kate Baker</p> <p>Bug Club: “A Volcano Wakes Up” (to introduce volcanoes)</p> <p>“Earth’s Amazing Environments”</p>	<p>Be a Scientist: Investigating Magnets</p> <p>BOOM! Science: Forces</p> <p>Bug Club: “Friends Around the World”</p> <p>“Great Cities: Exploring London”</p>



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	<p>Bug Club: “Gross Things About Animals” “Awesome Animal Adventures” “Exploring Caves” “Big Cats” “The Food You Eat”</p>					
Poetry & Plays	<p>Poem: I Was Born in the Stone Age by Michael Rosen</p>	<p>Play: Rama and Sita (RE link)</p> <p>Bug Club Plays: “Wicked Baba Yaga” “Step Inside a Story”</p>	<p>Iron Man poem by Brenda Williams</p>	<p>“I am the Seed That Grew the Tree” by Fiona Waters and Frann PrestonGannon</p> <p>Bug Club Poetry: “Wizards, Spiders and Castles” “Bumblebees, Sweets and a See-Through Stomach”</p>	<p>Mountain Poetry Cinquain & Tanka</p>	<p>The Pied Piper of Hamelin by Robert Browning</p>
Spoken Language/drama	<p>Drama Opportunities in “Stone Age Boy” Establish a character with control over movement and voice Reflect on the issues or dilemmas being</p>	<p>Research the context of a drama piece (Rama and Sita) Evaluate quality of performance referring to gesture action and costume</p>	<p>Drama Opportunities in “Iron Man” - reflect on dilemmas Establish a character with control over movement and voice Reflect on the issues or dilemmas being</p>	<p>Perform/Read poetry</p>	<p>Drama opportunities in “The Abominables” Establish a character with control over movement and voice Reflect on the issues or dilemmas being</p>	<p>Drama opportunities in “The Pied Piper of Hamelin” Establish a character with control over movement and voice Role play characters from the story</p>



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	explored through drama	Reflect on the issues or dilemmas being explored through drama	explored through drama		explored through drama	Creating interviews with key characters to gather thoughts and opinions.
Spoken Language/drama	<p>On an ongoing basis, pupils will be learning to:</p> <p>Spoken Language:</p> <p>When listening to information, work out which information is the most key in order to organise and present an answer</p> <p>Explains the consequences if instructions are not followed</p> <p>Use a series of questions to explore topic further</p> <p>Be aware of when they haven't understood something because of the vocabulary used, and ask a general clarification with a question</p> <p>Experiment with new vocabulary in different contexts to test out understanding and learn from mistakes</p> <p>Rephrase what they want to say according to the audience</p> <p>Describe events clearly including key details with a clear narrative structure</p> <p>Vary voice and language to express feelings at key moments in the story</p> <p>Explain reason for choices and viewpoints in class discussions</p> <p>Initiate and sustain a conversation remaining on topic</p> <p>Understand another's point of view and show whether they agree or disagree</p>					
Reading Entitlement	<p>Continue reading to and with children:</p> <p>fiction, poetry, plays, non-fiction texts, reference (eg dictionary, thesauruses, atlases), topic text books</p> <p>Reading books that are structured in different ways and reading for a range of purposes (enjoyment, information, communication)</p>					
Reading Terminology (use when discussing texts with children)	<p>Summarise, Condense, Morphology, Etymology, Explicit, Implicit, Motive, Effect, Evidence, Strategy, Purpose, Genre, Audience, Context</p> <p>Choice, Theme, fact opinion, Language</p>					
Reading: phonics/decoding	<p>On an ongoing basis, pupils will be learning to:</p> <p>Read words containing the common prefixes (un-, dis-, mis-,in-, il-, re-, sub-, inter-, super-, anti-, auto-), and know how this changes the meaning of the word</p> <p>Read words containing the common suffixes (-ous,), where -ly is used to change adjectives to adverbs</p> <p>Read Year 3 words that are spelling exceptions, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>					



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<p>Reading: Comprehension</p>	<p>On an ongoing basis, pupils will be learning to:</p> <p>Retrieval: Find words that capture the reader’s interest and imagination. Identify the main ideas from one paragraph and summarise it. Use graphs, charts or diagrams to find factual information Skim a text quickly to get a general idea of meaning</p> <p>Inference: (Elaborative) Make knowledge based inferences linked to topic specific vocab Infer the meaning of a word from its context eg within a sentence, subheading (Coherence) Identify grammatical features of a sentence that infer additional information – differences between tenses, prefixes and word families, conjunctions, adverbs and prepositions, inverted commas. (Global) Identify a theme in individual paragraphs and chapters Understand that some inferences are drawn after reading the whole text Infer characters’ feelings, thoughts from their actions Justify inferences with at least two source of evidence Explain why they have modified a prediction</p>					
<p>Reading: comprehension</p>	<p><u>Narrative</u> Stone Age Boy Inference: infer characters’ feelings, thoughts from their actions</p> <p>Stig of the Dump</p> <p>Retrieval: find words that capture the</p>	<p><u>Recounts/Diaries</u> Identify the main ideas from one paragraph and summarise it. Explain why they have modified a prediction</p> <p><u>Narrative</u></p>	<p><u>Narrative</u> The Iron Man Retrieval: find words that capture the reader’s interest and imagination. Inference: identify a theme in individual paragraphs and chapters</p>	<p><u>Narrative</u> The Tin Forest</p> <p><u>Information Leaflets</u> Listening to and discussing a wide range of non-fiction Read for a range of purposes</p>	<p><u>Narrative</u> The Abominables</p> <p><u>Structured Poetry (Cinquain and Tanka)</u></p> <p>Poetry Retrieval: find words that capture the reader’s interest and imagination.</p>	<p><u>Traditional Tales - Myths</u> The Pied Piper of Hamelin by Michael Morpurgo</p> <p><u>Non-Chronological Reports</u></p>



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	<p>reader's interest and imagination. Inference: identify a theme in individual paragraphs and chapters Justify inferences with at least two source of evidence <u>Narrative (Adventure)</u></p> <p><u>Non-chron texts about animals</u> Retrieval: identify the main ideas from one paragraph and summarise it. Use graphs, charts or diagrams to find factual information Skim a text quickly to get a general idea of meaning</p> <p>Poetry: Michael Rosen</p>	<p>The Boy with the Bronze Axe Inference: identify a theme in individual paragraphs and chapters Inference: infer characters' feelings, thoughts from their actions Justify inferences with at least two source of evidence Identify a theme in individual paragraphs and chapters</p>	<p>Inference: infer characters' feelings, thoughts from their actions Justify inferences with at least two source of evidence Non-fiction texts about Mary Anning Retrieval: identify the main ideas from one paragraph and summarise it. Skim a text quickly to get a general idea of meaning</p>	<p>Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p> <p><u>Poetry (Free Verse)</u> Retrieval: find words that capture the reader's interest and imagination.</p>		<p>Bird Builds a Nest : A Science Storybook about Forces</p>
<p>Writing Ongoing throughout the teaching of writing</p>	<p><u>Composition</u> <u>Ongoing Planning and Drafting Objectives:</u></p>					



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	<p>Understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar</p> <p>Discuss and record ideas and vocabulary</p> <p>Identify the audience and purpose for their writing</p> <p>Use a simple given planning tool, e.g. basic genre snippet*</p> <p>Make detailed notes to explain stages of a process</p> <p>Follow their own notes and plans</p> <p><u>Ongoing Evaluating and Editing Objectives:</u></p> <p>Proofread to check for spelling and punctuation errors</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p><u>Word Structure</u></p> <p>Use noun prefixes- see spelling appendix 1</p> <p>Use a/an according to noun</p> <p>Identify word families related to common words, and use in context</p> <p><u>Sentence Structure</u></p> <p>Express time, place and cause, using conjunctions, adverbs or prepositions</p> <p><u>Punctuation:</u></p> <p>Use apostrophe for irregular plural possession</p> <p><u>Handwriting:</u></p> <p>Always use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency of their handwriting</p>					
<p>Writing</p> <p>Outcome</p>	<p>Narrative (writing a climax)</p> <p><i>An adventure narrative</i></p> <p>Non-Chronological Report</p>	<p>Chronological Report (Recount)</p> <p><i>Recount: Bronze Age/Iron Age Diary (chronological report)</i></p> <p><u>Text Structure:</u></p>	<p>Narrative: Adventure & a dilemma (using The Iron Man)</p> <p><i>Adventure/dilemma narrative inspired by Iron Man</i></p> <p><u>Text Structure:</u></p>	<p>Non-Chronological Report <i>Informative leaflet (using The Tin Forest)</i></p> <p><u>Text Structure:</u></p>	<p>Newspaper Report</p> <p>Poetry: Cinquain and Tanka (revise Haiku from Y2)</p> <p><i>Haiku Poem</i></p> <p><i>Cinquain Poem</i></p>	<p>Narrative: Traditional Tales - Myth</p> <p><i>Write own myth using "The Pied Piper of Hamelin" by Michael Morpurgo</i></p>



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	<p>Non-chronological report about an imaginary Stone Age animal</p> <p><u>Text Structure:</u> In narratives, create settings, characters and plots Use paragraphs to show change in place or time</p> <p>In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to group related sentences</p> <p><u>Punctuation:</u> Use inverted commas to punctuate direct speech</p>	<p>In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to organise ideas around a theme Use past progressive to mark actions in progress</p>	<p>In narratives, create settings, characters and plots Use paragraphs to show change in place or time</p> <p><u>Punctuation:</u> Use inverted commas to punctuate direct speech</p>	<p>In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to organise ideas around a theme Use past progressive to mark actions in progress Use paragraphs to show change in place or time</p>	<p>Tanka Poem</p> <p><u>Text Structure:</u> In non-narrative use simple organisational devices, such as headings and subheadings Use paragraphs to group related sentences Use present perfect form of verbs instead of simple past</p>	<p><u>Text Structure:</u> In narratives, create settings, characters and plots Use paragraphs to show change in place or time <u>Punctuation:</u> Use inverted commas to punctuate direct speech</p>
<p>Spelling (Ongoing)</p>	<p>Spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3) Spell further homophones (see appendix for which in Year 3)</p>					



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	<p>Spell words that are often misspelt (see appendix for which in Year 3) Write from memory simple dictated sentences, including Y3 taught words and punctuation Use first 2 letters to find words in a junior dictionary Use a first thesaurus See Y3 Spelling and Handwriting Planning Document: https://docs.google.com/document/d/1-5CPBohomP2tph-BSPKsm2-PFGqebWvv/edit?rtpof=true</p>					
Terminology	preposition, conjunction, word family, prefix, (main) clause, subordinate clause, direct speech, inverted commas (speech marks), consonant consonant letter vowel, vowel letter, paragraph, present perfect, heading, subheading					
Maths (See MNP Y3 Scheme of Work document) (5 hrs per week)	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division	Measurement: Length Measurement: Mass Measurement: Volume Mid-year (A) Tests and Remediation Measurement: Money Measurement: Time	Statistics: Picture and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry – Properties of Shapes: Angles Geometry – Properties of Shapes: Lines and Shapes Measurement: Perimeter of Figures End-of-year (B) Tests and Remediation			
Topic Theme	The Stone Age	Bronze/Iron Age	Rocks & Fossils	Plants	Mountains & Deserts	France (Comparison with UK) Forces & Magnets
	Animals	Light (link to Diwali)				
Science (1.5 hrs per week for 5 half terms)	<u>Animals:</u> Know that animals, including humans, cannot make their own food. Know they need to eat the right types and amount of food.	<u>Light</u> Know <i>darkness</i> is the absence of <i>light</i> Know we need light to see Know they must not look at the sun directly - light from	<u>Rocks, Fossils & Soils</u> Put rocks into groups eg colour, crumbly, hard, grainy, have crystals, have fossils in them Know fossils are formed when	<u>Plants</u> Know role of roots, stem, leaves and flower Know plants need air, light, water, <i>nutrients</i> from soil, and room to grow. Investigation: How water is transported in plants. Understand <i>pollination</i> leads to seed formation then seed dispersal		<u>Forces & Magnets</u> Understand that the roughness of a surface affects how things move Know <i>friction</i> is a force between two surfaces in contact



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	<p>Know that different animals eat different sorts of food. Know humans and some other animals have <i>skeletons</i> to protect and support them. Know humans have <i>muscles</i> for movement</p>	<p>the sun can be dangerous Realise that light is <i>reflected</i> from surfaces Know we get <i>shadows</i> when light is blocked by an <i>opaque</i> object. Know that sizes of shadows change, and identify patterns in that, e.g. shadows get bigger or fuzzier when the object is near the light.</p>	<p>something dies and is buried in rock. Know that soil is a mixture of crumbled rock and dead plants and animals.</p>		<p>Know <i>magnetism</i> can act at a distance Know magnets <i>attract</i> and <i>repel</i> each other Know magnets have 2 poles Know that N and N, and S and S, repel Know magnets attract some materials, e.g. iron, but not others</p>
<p>Computing Order tbc (1 hour/week)</p>	<p><u>ESafety</u> Know specific times when identity can be changed online e.g. gaming; using an avatar; social media Can explain the difference between bullying and cyber-bullying Know why spending too much time using technology can have a negative impact Only share information with people they can trust Know more than one way to report unacceptable content and contact</p>	<p><u>Emails</u> Use email safely Create purposeful content to attach to emails Read and respond to emails Send an email using an address book Add an attachment to an email Vocabulary: Emails, Communication, Email, Send, Attachment, Address Book, Password <u>Information Technology</u> Collect, analyse, evaluate and present data and information using software Sort objects using just 'yes' or 'no'. Complete a branching database</p>	<p><u>Computer Science</u> Use logical reasoning to explain what will happen next Solve problems by decomposing them into smaller parts Use and edit a program to achieve a specific outcome Predict how a change in a sequence may impact on the outcome of a program Explain what a variable is in programming Recognise the main component parts of hardware which allow computers to join and form a basic network</p>		



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			Carry out simple searches to retrieve digital content Know which software is most appropriate for a given task Vocabulary: Touch typing- Posture, Top/Home/Bottom row keys, Space bar Branching Databases- Branching Database, Data, Database Hardware detectives- Motherboard, CPU, RAM, Graphics card, Network Card, Monitor, Speakers, Keyboard, Mouse		'Read' other's code and predict what will happen in a program List a range of ways that the internet can be used to provide different methods of communication Vocabulary: Coding- Action, Algorithm, Bug, Code Block, Code design, Command, Control, Debug/Debugging, Event, If, Input, Output, Object, Properties, Repeat, Selection, Timer, Variable	
Topic Theme Structures, fabric, food	The Stone Age Animals	Bronze/Iron Age Light (link to Diwali)	Rocks & Fossils	Plants	Mountains & Deserts	France (Comparison with UK) Forces & Magnets
Art Historical figures Outcomes (1 hour per week for 4 half terms = 24 sessions)	Drawing: draws body from observation (Stone Age figures) Cave Paintings: (4 x 1 hour sessions) Paint a 'scene' using dotting, scratching, splashing using natural materials	Bronze Age Weaving (4 x 1 hour sessions) Uses feathering and basket weave to create texture Weaves using collage materials Uses overlapping to place objects in front and behind	Fossil drawing (4 x 1 hour sessions) Edward Lear Fossil printing Make a simple collagraph printing block using different textures, e.g. corrugated card and string. Creates complex repeating patterns, e.g shapes within shapes, interlocking shapes, from a	Printed leaves on clay tiles (3 x 1 hour sessions) Paint on Clay Tiles Print leaves on clay tiles and paint Use a sketchbook to plan and develop simple ideas. e.g look back and think forwards. Sketch lightly with a pencil Draw (then paint) in small scale	Landscape Painting (4 x 1 hour sessions) Hokusai uses more or less water to create different intensity for shades Paint in large scale	George Seurat (link to France) (2 x 1 hour sessions)



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			<p>printing block or etched poly tile.</p> <p>Use a sketchbook to plan and develop simple ideas. e.g look back and think forwards. Draw in small scale Sketch lightly with a pencil Choose what to draw with Know that composition is the position of objects in an artwork Compare the effect of different materials</p>	<p>Accurately paint within a shape Use malleable and rigid materials for a purpose Paint using dotting and splattering Use more or less water/paint to create different intensity for shades</p> <p>Plant sculpture (3 x 1 hour sessions) Barabara Hepworth Models from direct close observation Uses the appropriate modelling tool to carve intended detail Research artists and art styles linked to a theme Use malleable and rigid materials for a purpose</p>		
DT	N/A	Iron Age Stew (2 x 1 hour sessions)	N/A	N/A	Photo Frame (4 x 1 hour sessions)	French Food (2 x 1 hour sessions)



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<p>Outcomes</p> <p>Structures, fabric, food</p> <p>1 hour per week for 4 weeks</p> <p>1 hour per week for half a term</p> <p>1 hour per week for 4 weeks</p>		<p>Accurately and safely : peel, chop, slice, grate harder foods - again, should start with soft food to avoid accidents</p> <p>Diwali decoration (6 x 1 hour sessions) Textile design with embroidery linked to Diwali</p> <p>Mark out and cut materials/ textiles with accuracy. Thread a smaller needle and knot thread. Use ways of embellishing fabric, e.g. sewing on a button for decoration, sewing on sequins adding chain stitch</p>			<p>for landscape art produced.</p> <p>Free standing frame must have enough friction not to slip (Science link)</p>	<p>Healthy, local food (link to France - healthy Mediterranean diet using local produce) Jamie Oliver – campaigned in 2005 for more healthy school dinners. At that time it was provided very cheaply and was often just things like nuggets and chips. Got politicians to promise extra money and had an impact on improving exam results!</p>
<p>Topic Theme</p>	<p>The Stone Age</p> <p>Animals</p>	<p>Bronze/Iron Age</p> <p>Light (link to Diwali)</p>	<p>Rocks & Fossils</p> <p>What makes Dorset so special?</p>	<p>Plants</p>	<p>Mountains & Deserts</p>	<p>France (Comparison with UK) Forces & Magnets</p>
<p>Geography</p>						



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<p>(1 hour per week for 3 half terms = 18 hours)</p>	<p>Beginning of Britain: (3 x 1 hour sessions) Using maps: Find the continents on a World Map Find Russia, Spain, Madrid, Greece, Italy on a map of Europe</p> <p>Use the eight points of a compass Uses 2 figure grid reference Use map sites on internet Use junior atlases</p> <p>Identify the position and significance of Equator, N. and S. Hemispheres, Tropics of Cancer and Capricorn.</p>	<p>(4 x 1 hour sessions) Human Geography: Describe and understand key aspects of: Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Hills: Know Dorset has hills not mountains eg Badbury rings - link to history Know the Badbury Rings hill is about 100m tall, but Mont Blanc is nearly 5000 m tall Know hills like Badbury Rings and mountains like Mont Blanc are usually</p>	<p>(5 x 1 hour sessions) Where We Live Topic: Find Dorset on a UK map Find Hampshire, Somerset, Wiltshire, Devon on a UK/England map Find Bournemouth, Wareham, Blandford and Dorchester on a map of Dorset Recognises the meaning of basic map symbols Follow a route on a map Make a map of a short route Use standard symbols</p> <p>Understand a county is a group of towns and the country that surrounds them</p>		<p>(3 x 1 hour sessions) Identify the highest mountains – Everest and K2, compared to Ben Nevis. Identify Mount Fuji (Art link - Hokusai). Know Mont Blanc is part of a mountain range called the Alps Know Mont Blanc is mostly made of granite Know Mont Blanc still has snow on it in summer, but the Badbury Rings hill does not Know it is colder on land that is higher up than lower down Know a mountain is larger than a hill, usually at least 300m tall Know a mountain range is a group of</p>	<p>(3 x 1 hour sessions) Compare a region of the UK with a region in Europe France, eg. local hilly area with a flat one or under sea level. Link back to Science Rocks in Spring Term.</p> <p>France: Mont Blanc Area Mountains Know a trade route is the route the goods travel Understand inland trade routes (rail and road) between France and Italy have to go through passes or tunnels, because of the mountains Know the main economic activity near Chamonix used to be farming animals, but is</p>
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		<p>made of harder rocks (link with science - rocks) Know hills in Dorset like Badbury Rings are made of limestone Suggest why early people settled in Badbury Rings Understand that later, people moved down from Badbury rings to the coast and traded with Gaul/France</p>	<p>Know economic activity covers the ways a region makes money Know trade is buying and selling goods Understand that trade routes from Dorset are more direct and include rail, road, air and sea Know the main economic activity is rural Dorset is farming Suggest economic activities that take place in urban areas such as Dorset towns</p> <p>Fieldwork: Use a bar chart to record measurements from fieldwork</p>		<p>mountains joined or close together</p> <p>Identify largest deserts – Antarctic, Arctic and Sahara. Introduction to volcanoes and mountains, rainforests and deserts.</p>	<p>now tourism (skiing and walking)</p>
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			<p>Use a simple database to present findings from fieldwork. Analyse data, which they have collected from first hand observations and experiences, identifying any patterns Record findings from field trips in words</p> <p>Mary Anning Mary Leakey</p>			
Topic Theme	The Stone Age	Bronze/Iron Age	Rocks & Fossils	Plants	Mountains & Deserts	France (Comparison with UK) Forces & Magnets
History	Animals	Light (link to Diwali)				
<p>Historical Figures</p> <p>(1 hour per week for 1 and a half, half terms = 9 hours)</p>	<p>(6 x 1 hour sessions) <u>Stone Age</u> Know there were four different types of humans in stone age Know what hunter gatherers were Know early humans lived in caves, later</p>	<p>(3 x 1 hour sessions) <u>Bronze & Iron Age</u> Know that they then discovered bronze. Know bronze is harder, made by mixing tin and copper Know that they later mined iron, which is</p>	<p>Mary Anning</p>  <p>Mary Leakey Know: Mary Anning (1799 –1847) Local English fossil</p>			



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	<p>simple wood shelters Know they had to look for food and protect themselves from wild animals. Know early humans used stone tools, then tin, copper. Stonehenge was built in the stone age to bronze age <u>Chronology</u> Use a short timeline to place significant events in order. Understand that timelines can go a long way back into the past.</p> <p>Brân the Blessed</p> 	<p>a harder metal and made tools and weapons better. Know there was then more farming and there were larger kingdoms. Local study linked to hillforts and prehistoric sites <u>Chronology</u> Sequence time periods studied so far</p> <p>Cú Chulainn</p> 	<p>collector, dealer, and palaeontologist. Know that her findings contributed to changes in scientific thinking about prehistoric life and the history of the Earth. Know that she was not able to fully participate in the scientific community and not eligible to join the Geological Society of London as she was a woman and not CofE.</p> <p>*There are some guided reading plans on Bug Club about Mary Anning</p>			
<p>MFL (French) Twinkl Scheme</p>	<p>Ongoing 'Speaking & Listening' Objectives:</p> <ul style="list-style-type: none"> • Listens and identifies specific words in songs and rhymes and demonstrate understanding • Listens and repeat words using correct pronunciation • Shows understanding of single words through physical response 					



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<p>1 short lesson per week for 6 half terms (say 30 mins instead of an hour)</p>	<ul style="list-style-type: none"> • Use intonation appropriate to questions • Identifies individual sounds in words and pronounce accurately when modelled • Shows awareness of accent 				
	<p>Ongoing 'Reading and Writing' Objectives:</p> <ul style="list-style-type: none"> • Reads and understand simple single words • Uses picture clues to predict the meaning of new words • Match English and French words by meaning 				
<p>Locate countries where French is spoken.</p> <p>Greet people in different ways</p> <p>Recognise a familiar question and respond with a simple rehearsed response to names and age</p> <p>Know the pronouns je and tu</p> <p><i>Getting to Know You</i> <i>Phrases of greeting/celebration:</i></p>	<p>Expresses likes and dislikes</p> <p>Position of colour adjectives</p> <p>Make contact with French children through teacher led class letters or emails to a partner school</p> <p><i>All About Me</i> <i>Adjectives of colour:</i> C'est de quelle couleur? <i>bleu, gris, jaune, vert, rouge</i> <i>Verbs:</i></p>	<p>Names objects and actions</p> <p><i>Food Glorious Food</i> <i>Asking politely:</i> <i>S'il vous plaît, s'il te plaît, merci</i> <i>Oui, non</i></p>	<p>See above 'ongoing objectives'</p> <p><i>Family and Friends</i></p>	<p>See above 'ongoing objectives'</p> <p>Names objects and actions</p> <p><i>Our School Classroom</i> <i>instructions:</i> - levez-vous, asseyez-vous, écoutez, regardez, taisez-vous, montrez-moi, croisez les bras</p>	<p>Know the similarities and differences between social conventions at home and in France (Geography link)</p> <p><i>Time</i> <i>Counting 11-20</i> <i>Days of the week:</i> <i>Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> <i>Aujourd'hui c'est...</i></p>



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	<p><i>Bonjour, Salut, Au revoir, Bonsoir, Bonne nuit</i></p> <p><i>Bon anniversaire</i></p> <p><i>Joyeux Noël</i></p> <p><i>Bonne Année</i></p> <p><i>Monsieur, Madame, Mademoiselle</i></p> <p><i>Comment tu t'appelles?</i></p> <p><i>Je m'appelle...</i></p> <p><i>Numbers 1-20</i></p>	<p><i>Courez, marchez, marchez sur la pointe des pieds, sautez, dansez</i></p>				
<p>Music</p> <p>1 short lesson per week for 6 half terms (say 40 mins instead of an hour)</p> <p>Suggested Songs from model curriculum:</p> <p>Flying a Round: To stop the train</p> <p>Trad. Japan: Kaeru no uta</p> <p>Trad. Morocco: A ram sam sam/Pease Pudding Hot</p> <p>Trad. Bangladesh: Now charia de (A Boatman's Song)</p> <p>Junior Songscape: Listen to the Rain</p>	<p>Charanga: Let Your Spirit Fly</p> <p>Singing: Hold a melody with confidence showing control in their singing</p> <p>Copy back phrases of a song with accuracy of rhythm and pitch across an octave</p> <p>Playing Instruments: select appropriate instruments for</p>	<p>Charanga: Glockenspiel Stage 1</p> <p>Playing Instruments: select appropriate instruments for compositions and perform in a group to a specific audience</p> <p>Count bars' rest to know when to come in</p> <p>Control playing at different dynamic levels</p>	<p>Charanga: Three Little Birds</p> <p>Listening: Recognise common instruments - flute, violin, piano, trumpet, drum) in recorded music and Identify which family (brass, woodwind, percussion, string) they belong to</p> <p><u>Paul Wittgenstein</u></p> <p><u>Scott Joplin</u></p>	<p>Charanga: The Dragon Song</p> <p>Composing: Create musical ideas to accompany a story, manipulating pitch, duration, dynamics and timbre</p> <p>Make a song or chant over a repeated rhythm pattern (Would link nicely to the Dorset Music service Samba sessions...)</p>	<p>Charanga: Bringing Us Together</p> <p>Notation: Read and create graphic score using given graphics</p> <p>Read minims, crochets, quavers and crotchet rests on a single line</p> <p>Invent pictorial notation to represent pitch, dynamics and duration</p>	<p>Charanga: Reflect, Rewind and Replay</p> <p>Singing: Hold a melody with confidence showing control in their singing</p> <p>Copy back phrases of a song with accuracy of rhythm and pitch across an octave</p>



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<p>Voicelinks: Extreme Weather Sing Up: Skye Boat Song Trad. Ireland: Be Thou My Vision Junior Voiceworks 1: Now The Sun Is Shining Voiceworks 1: Candle Light Singing Sherlock 2: Shadow Singing Express 3: Mirror Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p> <p>Era: Early 20th Ragtime Mid 20th</p> <p>Historical Figures Composers: Scott Joplin Paul Wittgenstein</p> <p>Instrument: Piano</p> <p>Focus Pieces of Music: Maple Leaf Rag Ravel's Piano Concerto for the Left Hand</p> <p>Other pieces:</p>	<p>compositions and perform in a group to a specific audience</p>			<p>Select appropriate instruments for compositions and perform in a group to a specific audience</p>		
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<p>Traditional music from other parts of the world, Music from baroque, classical, romantic and modern periods</p> <p>Order can change and will apply to different 'topics' once decided</p> <p>Useful Resources: Charanga Dorset Music Service</p>						
<p>PE (2 hours per week)</p> <p>Using GetSet4PE</p> <p>PE Order can change <u>Transferable Skills:</u> Understands the benefits of exercise Understand why it is important to warm up Perseveres when learning a new skill Apply strategies to solve problems</p>	<p>Indoor: Fundamentals Outdoor: Ball Skills Fundamentals: stop with control when running with control at different speeds. jump for distance and height with an awareness of technique. use body tension to perform balances. co-ordinate their bodies with</p>	<p>Indoor: Gymnastics Outdoor: Netball catch a ball passed to them using one and two hands with some success. use space with some success in game situations. Gymnastics choose actions that flow well into one another both on and off apparatus demonstrate some strength and control</p>	<p>Indoor: Dance Outdoor: Tag Rugby Dance: Creates short dance phrases that communicate an idea Repeat, remember and perform a dance phrase Use counts to keep in time with a partner and group. Throw with accuracy and consistency to a target</p>	<p>Indoor: Fitness Outdoor: Cricket Striking and Fielding Bowl a ball towards a target Choose overarm and underarm throwing and catching skills Strike a bowled ball after a bounce Target Games: Has the correct stance for putting</p>	<p>Indoor: Athletics Outdoor: Tennis Athletics: Take part in a relay activity, remembering when to run and what to do Jump for distance and height Use different take off and landings when jumping Throw a variety of objects, changing</p>	<p>Outdoor:</p>



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<p>Reflect on when they are successful and understand why Use key points to improve technique Uses map reading skills Team: Understands the aim of a game and its relevant tactics Knows which are the key rules and position of the game Works cooperatively with a group to self-manage games.</p>	<p>increased consistency i.e. transfer weight from one side to the other. show balance when changing direction in combination of running, hopping and jumping. use simple tactics to help their team score or gain possession. <i>Ball skills</i> catch a ball passed to them using one and two hands with some success.</p> <p>use a variety of throwing techniques in game situations.</p> <p>strike a ball with varying techniques.</p> <p>kick towards a movings teammate</p> <p>receive a ball sent to them using different parts of the foot.</p>	<p>when taking weight on different body parts for longer periods of time. use body tension to perform balances.</p>	<p>Track the path of a ball that is not sent directly to them <i>Shoot with purpose to score</i> Move with, send & receive the ball with some control <i>Find space away from others and near to a goal.</i> <i>Track an opponent to slow them down</i> <i>Understand roles of attacking and defending</i></p>	<p>Shows balance when striking the ball</p>	<p>action for accuracy and distance Net and Wall: <i>Tennis</i> <i>Volleyball</i> <i>Squash</i> <i>Badminton</i> Return a ball to a partner Hit a ball over a net <i>Serve to begin a game</i> <i>Use forehand hitting</i></p>	
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	dribble a ball with feet with some control in game situations.				
<p>PSHE Jigsaw Heartsmart</p> <p>The order of these can be changed!</p>	<p>Being Me in My World Celebrating Differences Don't Forget to Let Love In! <i>Learning how important, valued and loved we are</i> Too Much Selfie Isn't Healthy! <i>Learning the importance of others and how to love them well</i></p> <p>Living in the wider world <i>(covers community, rules and opinions, appreciating difference, finance and careers)</i> Know about their responsibilities, rights and duties (home, school and the environment) Understand about resolving differences – agreeing and disagreeing Understand how to discuss and debate issues concerning health and wellbeing Know about the ways in which rules and laws keep people safe Understand the qualities someone needs to be on the school council</p>	<p>Dreams and Goals Healthy Me Don't Rub It In Rub It Out! <i>Understand how to process negative emotion and choose forgiveness to restore relationships</i> Fake is a Mistake! <i>Unpacking how to bravely communicate truth and be proud of who we are</i></p> <p>Health and wellbeing <i>(Covers mental health, physical health)</i> Know that images in the media do not necessarily reflect reality Know about the kinds of change including death that happen in life and the feelings associated with this <i>Know about feeling negative pressure and how to manage this</i> Understand about the importance of school rules for health and safety Know that advertising can influences their choices about food</p>	<p>Relationships Changing Me No Way Through Isn't True! <i>Knowing there is a way through every situation, no matter how impossible it may seem</i></p> <p>Relationships RSE <i>(Covers general relationships, sexual relationships, legal basis)</i> Respond to how others are feeling Understand everyone is equal Know about the right to privacy Know about the importance of keeping personal boundaries Know what to consider before sharing pictures of themselves and others online Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.</p>		



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	<p>Appreciate difference and diversity (people living in the UK) Know about what is meant by 'stereotypes' Understand budgeting is planning ahead what money you will need Understand what saving up money is Understand different ways of saving up money</p>		<p>Know that mobile phones that can access the internet have the same risks as computers Apply science knowledge to understand the idea of a balanced diet Know our lives should be in balance eg rest, sleep, work, play, exercise, eating Know some drugs are common in everyday life (medicines, caffeine, alcohol and tobacco) Know taking too much of these drugs is dangerous</p>			
<p>RE <i>Possible resources</i> Ongoing objectives: Suggest how a person may rescue or help others who are in difficult situations Start to understand that they can reflect on different beliefs and whether they are true, while showing respect. Investigation Finding out about the religion and texts: Christianity</p>	<p>Christianity: Creation <i>Possible resource: Understanding Christianity: What do Christians learn from the creation story?</i> Know that Christians believe that through Jesus all people can become the people of God. Understand that people choose to show commitment to</p>	<p>Hinduism <i>RE Discovery: Enquiry: Would celebrating Diwali help Hindus feel like they belong?</i> Does participating in worship help people to feel closer to God or their faith community? Suggest how participating in worship helps people to feel they</p>	<p>Christianity: Trinity <i>Possible resource: Understanding Christianity: What is Trinity?</i> Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father God the son (Jesus) and God the Holy Spirit. Know that Christians believe that the Holy Spirit is God's power</p>	<p>Christianity: Easter <i>Possible resource: Understanding Christianity: Why do Christians call the day Jesus died 'Good Friday'?</i> Know that Holy week is Jesus's last week. Know that Christians remember the Last Supper in a service called Holy</p>	<p>Hinduism (link to River Ganges) <i>Possible resource: Discovery: Would visiting the River Ganges feel special to a non-Hindu?</i> Suggest places that they have been that are special to them. Know that a Hindu Temple is called a Mandir.</p>	<p>Hinduism <i>Possible resource: RE Discovery: Enquiry: How can Brahman be everywhere and in everything?</i> Know that Hindus believe that there is one god with many different aspects. Know that Hindus believe Brahman is in everything.</p>



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<p>Hinduism</p>	<p>God in different ways</p> <p>Make a link between Judaism and Christianity</p> <p>The Old Testament tells the story of the Jewish people and their relationship with God.</p> <p>It explains that they are the people of God.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>Jesus was Jewish. The New Testament tells the story of His life and what happened afterwards.</p> <p>Christians believe that through Jesus all</p>	<p>belong and give God all their faith.</p>	<p>at work in the world today</p> <p>Know that Jesus promised that people could go to heaven after their bodies die.</p> <p>Suggest how participating in worship helps people to feel they belong and give God all their faith.</p> <p>Christians see the Christian church as part of the ongoing story of the people of God</p> <p>Christians believe Jesus is one of the three persons of the Trinity: God the Father God the son (Jesus) and God the Holy Spirit</p> <p>They believe:</p>	<p>Communion or Mass.</p> <p>Jesus was killed on Good Friday.</p> <p>Christians believe that on Easter Day Jesus rose from the dead, and so is still alive today.</p> <p><i>Holy week is Jesus's last week.</i></p> <p><i>On Palm Sunday he entered Jerusalem in triumph.</i></p> <p><i>On Maundy Thursday he had his Last supper with his friends, the disciples.</i></p> <p><i>Christians remember the Last Supper in a service called Holy Communion or Mass.</i></p> <p><i>Jesus was killed on Good Friday.</i></p>	<p>Know that Hindu worship is called Puja.</p> <p>Start to empathise with the special feelings a ritual might give, eg ritual at the River Ganges</p> <p>Hindus wash themselves in the River Ganges to wash away the things God would not be pleased with.</p> <p>Hindus believe that there is one god with many different aspects.</p> <p>Ganesha is the god of wisdom. Lakshmi is the god of wealth.</p> <p>They believe Brahman is in everything. Brahman is like the salt in salt water – you can't see</p>	<p>A Hindu Temple is called a Mandir.</p> <p>Hindu worship is called Puja.</p> <p>At Diwali Hindus light a lamp and make a puja tray together. They will go to the temple as a family.</p> <p>The puja tray has a bell, incense and offerings on it.</p>
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	<p>people can become the people of God. Jesus promised that people could go to heaven after their bodies die.</p>		<p>the Father created the world</p> <p>He sent a son, who saved his people; He sent the Holy Spirit to his followers. The Holy Spirit is God's power at work in the world today, enabling us to follow Jesus.</p>	<p>Christians believe that on Easter Day Jesus rose from the dead, and so is still alive today.</p>	<p>it but you know it is there.</p> <p>Hindus wash themselves in the River Ganges to wash away the things God would not be pleased with.</p> <p>Some Hindus take their dead relatives to the River Ganges to be cremated because Brahman is in everything and the Ganges is a special river.</p> <p>Suggest how a person may rescue or help others who are in difficult situations</p> <p>Suggest places that they have been that are special to them.</p> <p>Explain why water is important for humans</p>	
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					<p>Suggest how participating in worship helps people to feel they belong and give God all their faith.</p> <p>Talk about whether they think religious people will be sad when someone dies.</p> <p>Start to talk about whether they think religion is the most important influence and inspiration in everyone's life.</p>	
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