

Year 3 Curriculum Overview 2024 – 2025

<p>Threads</p>	<p>Links to our Global Citizenship threads are highlighted on our curriculum maps in the corresponding colour.</p>			<p>Opportunities to reinforce British Values are represented with the following codes:</p> <p>Democracy: BV – D Rule of Law: BV – RoL Tolerance/Celebration: BV – TC Mutual Respect: BV – MR Individual Liberty: BV – IL</p>		
<p>Term & Topic</p>	<p><u>Autumn 1</u> <i>African Adventure</i></p>	<p><u>Autumn 2</u> <i>Changing World</i></p>	<p><u>Spring 1</u> <i>Extreme Earth</i></p>	<p><u>Spring 2</u> <i>Exploring Europe</i></p>	<p><u>Summer 1</u> <i>Amazing Amazon</i></p>	<p><u>Summer 2</u> <i>Near and Far</i></p>
<p>Value Focus</p>						
<p>Events</p>	<p><i>Black History Month</i> Social Impact – Read-a-thon – Raising Money</p>	<p><i>International Day Anti-Bullying Week (13th- 17th November)</i> Social Impact – Children in Need & Save the Children – Donating</p>	<p><i>Children’s Mental Health week (3rd – 9th February)</i> Social Impact – Sponsored run/walk – Raising Money</p>	<p><i>World Book Day</i> <i>British Science Week (7th – 16th March)</i> Social Impact - Red Nose Day - Donating</p>	<p><i>Sustainability Day</i> Social Impact – Protecting the Amazon on Earth Day – Petitioning</p>	<p><i>Summer Fair</i> <i>South Asian Heritage Month</i> <i>National Fieldwork Fortnight</i></p>

Term & Topic	Autumn 1 African Adventure	Autumn 2 Changing World	Spring 1 Extreme Earth	Spring 2 Exploring Europe	Summer 1 Amazing Amazon	Summer 2 Near and Far
Subject Driver & Hours	History – 6 Geography – 6	History – 12	History – 6 Geography – 6	History – 6 Geography – 6	Geography – 12	History – 6 Geography – 6
Overview	<p><i>During this topic, pupils will develop their history and geography knowledge through exploring Africa, past and present.</i> Pupils will begin by recapping learning from KS1. They will learn the names and locations of some of the countries and capital cities within Africa, including where the Benin Kingdom is. Pupils will learn more detail about the geography of Africa studying its climate, environmental regions, relation to the equator and Northern and Southern hemispheres. Pupils will learn how the physical aspects of Africa supported trade.</p> <p><i>In history, pupils will learn about Benin culture in the period 900 to 1300, and contrast features of this West African society with contemporary developments in British history.</i> Pupils will learn about the rise of the Benin Kingdom and consider what brought the Edo people to the rainforests. Pupils will study the Edo rulers, everyday life, religion and worship, trading currencies and routes and music and art. Pupils will find out how the Kingdom of Benin came to an end.</p> <p><i>As Black History Month draws closer, pupils will link their class novel being set in South Africa,</i></p>	<p><i>During this topic, pupils will learn about life in prehistory Britain from Stone Age to the Iron Age.</i> As well as understanding the chronology of these times, pupils will learn about the food, religion, homes, technology, how humans communicated using cave art, how humans began to use tools and weapons, and how these evolved over time.</p> <p>They will also learn how hunters/gatherers, and finished as farmers and settlers. Pupils will delve into the Stone Age, finding out what makes the Neolithic so different from the rest of the stone age. They will then compare this to the Bronze age, and look at changes from early to late Bronze Age. Pupils will move onto learning about the Iron Age, including debating what hillforts were used for.</p> <p>In science, pupils will learn about different types of rocks and how fossils are formed. In geography, pupils will explore how types of settlements and other physical characteristics changed over time.</p>	<p><i>During this topic, children will begin by exploring Roman history, learning about the Roman Empire, its impact on Britain and the legacy it left us.</i> Pupils will learn about the chronology of the Roman Empire, the Roman invasion of Britain (including life in the army) and daily life in Roman times, before moving on to learning about Boudicca’s rebellion. Pupils will become aware of the diversity of the Romans, and learn about Ivory Bangle lady.</p> <p>In geography, pupils will study just how extreme earth can be through learning about the how continents and tectonic plates and related. Pupils will learn about the four main layers of the earth, what the Earth’s crust is made up of and how tectonic plates move and create earthquakes, tsunamis and volcanoes. Using four figure grid references, pupils will identify where earthquakes and volcanoes are likely to occur. Pupils will learn about the eruption of Mount Vesuvius in AD 79 and the current risks Vesuvius still poses.</p>	<p><i>During this topic, pupils will become European explorers!</i> Pupils will become familiar with the geography of Europe, learning the locations and capital cities of some of its major countries. They will learn about environmental regions in Europe, before focusing on the physical and human characteristics of Greece. Pupils will learn to identify lines of latitude and longitude on a map and consider this in relation to Europe. Pupils will then look at land use, considering how it has changed over time in the UK, and analysing current land use in Europe.</p> <p>During history, pupils will focus on ancient Greece. Pupils will learn about the lasting influence on the western world, the chronology of the civilisation and the four main periods of the Greek Empire.</p> <p>Pupils will learn about leadership and democracy in those times before learning how the Olympics came to be.</p> <p>Pupils will learn more about Olympic history, including Jesse Owen’s Black Power Salute and the achievements of Paralympian Ellie Simmonds. Pupils will consider what it takes to have a healthy body and healthy mind and why this</p>	<p><i>During this topic, pupils will children will explore the geography of South America before focusing on the Amazon rainforest and the incredible vegetation within it.</i> Pupils will start by exploring the geography of the rainforest – where it’s located, and whether there is a connection between this and where all rainforest regions are, using knowledge of the Tropics to explain this. Pupils will learn more about lines of longitude and how these link to time zones. Pupils will learn about tropic climates. They will learn that there are four main layers of a rainforest, developing their vocabulary to describe this, and all about the animals that live there and how they have adapted to do so. Pupils will compare the Amazon Rainforest to our local Sherwood Forest. Pupils will learn about how industries like logging and mining threaten the rainforest and how deforestation is linked to climate change. Pupils will learn about endangered rainforest animals, analysing factors that can lead to animals becoming endangered/extinct.</p> <p>In science, pupils will learn to identify and describe the functions of different parts of</p>	<p><i>During this topic, pupils will recap the geography of the UK and world countries, learning some discrete geography knowledge. Pupils will then focus on exploring India in comparison to the UK.</i> Pupils will explore the major mountains and rivers that dictate India’s population and climate patterns, locate major cities in India and investigate the human and physical features found there. This will include exploring sacred rivers, towering mountains, India’s ever-changing climate, rich culture, beautiful temples and bustling cities. The pupils will compare and contrast India to the United Kingdom.</p> <p>Pupils will touch upon the history of India, Pakistan, Bangladesh and Britain, including India’s part in supporting Britain during the World Wars, through looking at the different perspectives of events through the book Lands of Belonging.</p> <p>Pupils will learn about the animals found in India and consider what animals, including humans need to stay alive and healthy. Pupils will learn that animals need the right amounts of nutrition and this comes from what they eat. Pupils will learn about the</p>








	<i>to the history of South Africa and the life and activism of Nelson Mandela (building on Y2 learning).</i>			<i>is so important, along with learning about seasonality in DT.</i>	<i>plants and explore the requirements of plants for life and growth. Pupils will learn how water is transported in plants.</i>	<i>skeleton and muscles in animals and the functions of both of these.</i>
<i>Enrichment</i>	<ul style="list-style-type: none"> ❖ <i>Place of worship – Hindu Temple</i> ❖ <i>Immersive experience – Africa</i> ❖ <i>African workshop</i> <p><i>Be Safe - Road Safety and Off-site Visits BV – MR, TC, IL</i></p>	<ul style="list-style-type: none"> ❖ <i>Virtual visit from a caveman</i> ❖ <i>Artefacts relating to time period studied</i> ❖ <i>Immersive experience – Stone, Bronze, Iron Age</i> 	<ul style="list-style-type: none"> ❖ <i>Immersive room - erupting volcanoes</i> ❖ <i>Boudicca virtual visit</i> ❖ <i>Place of worship – St Christopher’s Church</i> <p><i>Be Safe - Road Safety and Off-site Visits BV – MR, TC, IL</i></p>	<ul style="list-style-type: none"> ❖ <i>Paralympian and sports people visit</i> ❖ <i>Healthy eating masterclass</i> ❖ <i>Immersive room experience – Greece</i> ❖ <i>Fieldwork to draw a simple sketch map of the local area</i> <p><i>Be Safe - Road Safety and Off-site Visits BV – MR</i></p>	<ul style="list-style-type: none"> ❖ <i>Immersive room – rainforests</i> ❖ <i>Sherwood Forest visit</i> ❖ <i>Artist workshop</i> <p><i>Be Safe - Road Safety and Off-site Visits</i></p>	<ul style="list-style-type: none"> ❖ <i>Twycross Zoo visit</i> ❖ <i>Immersive room – 7 Wonders of the World, India</i> ❖ <i>Local area fieldwork to observe and record the human and physical features, compared to a small area of India (using the immersive room)</i> <p><i>Be Safe - Road Safety and Off-site Visits</i></p>
<i>Mastery Day</i>	<p><i>Pupils will use their developed knowledge of the Kingdom of Benin and Africa to create an exhibition on the history and geography of Africa.</i></p> <p><i>History/Geography focus</i></p>	N/A	N/A	<p><i>Pupils will use their knowledge and understanding to create a mini-Olympics for parents/carers that caters for diverse needs and includes a background of the history of the Olympics, along with healthy snacks afterwards.</i></p> <p><i>PSHE focus</i></p>	<p><i>Pupils will use their knowledge and understanding to create a video/presentation to raise awareness about climate change. Pupils will also hold workshops teaching others how to take action and make insect homes, bird feeders, etc.</i></p> <p><i>STEM/Geography focus</i></p>	N/A
<i>Presentational Talk</i>	<i>Linked to Mastery Day – devise presentations for sections of the exhibition</i>	N/A	N/A	<i>Linked to Mastery Day – devise presentational talk on history of the Olympics</i>	<i>Linked to Mastery Day – presentational talk to raise awareness of climate change</i>	N/A
<i>Career Related Learning</i>	N/A	❖ <i>Historian</i>	N/A	❖ <i>Communications - IT</i>	❖ <i>STEM</i>	N/A

<p>English: Reading</p>	<p>Butterfly Lion</p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ Deserts (3 and the British Empire (3) non-fiction from Literacy Shed Plus ❖ Traditional African poetry ❖ Bariba and Somba Music ❖ Benin Kingdom creation story <p>BV – MR, TC, IL</p>	<p>Stone Age Boy</p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ Stone Age (3), the Iron Age (3) and Rocks and Fossils (3) non-fiction from Literacy Shed Plus ❖ Video reconstructions of Stone Age, Bronze Age and Iron Age ❖ Classic Poetry – Enid Blyton – Firework Night 	<p>Escape from Pompeii</p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ Italy (3), The Romans (3) and Angry Earth (3) non-fiction from Literacy Shed Plus ❖ A day in Pompeii – full length animation ❖ Pompeii by Bastille, lyrics analysis ❖ Pompeii today online tour <p>Be Safe – Natural Disasters</p>	<p>Beasts of Olympus: Beast Keeper</p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ Mythical Creatures (3), and Ancient Greece (4 adapted) non-fiction from Literacy Shed Plus ❖ Traditional Greek music ❖ Greek Myths ❖ Clips from the Olympics ❖ Ancient Greece cartoons 	<p>The Explorer</p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ Predators (3) and Climate Change (3) non-fiction from Literacy Shed Plus ❖ Video footage of an explorer aircraft in flight ❖ Articles about tribes in the rainforest ❖ Videos about tribes in the rainforest 	<p>Lands of Belonging</p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> ❖ Countries (3) and Predators (3) non-fiction from Literacy Shed Plus ❖ Video clip of Gandhi arriving in the UK ❖ Indian Partition: Voices from the Archives ❖ Classic Poetry – T.S. Eliot – Old Possum’s Book of Practical Cats <p>BV – D, RoL, MR, TC, IL</p>
<p>English: Writing</p>	<p>Butterfly Lion</p> <ul style="list-style-type: none"> ❖ Writing to entertain so that the reader can imagine the setting well – a narrative set in a different culture – Africa ❖ Writing to persuade – to a character in the book - so that the reader feels compelled to act <p>Grammar and Punctuation:</p> <ul style="list-style-type: none"> ❖ Long and short sentences ❖ Adverb starters for detail ❖ Paragraphs ❖ Compound sentences ❖ ‘As –ly’ Exciting Sentence ❖ Pattern of 3 for persuasion ❖ ‘2A’ Exciting Sentence 	<p>Stone Age Boy</p> <ul style="list-style-type: none"> ❖ Writing to entertain – narrative retelling within a historical context - Stone Age Boy from a different character’s perspective/3rd person ❖ Writing to inform - non-chronological report on the Stone Age ❖ Poetry - Clerihews 	<p>Escape from Pompeii</p> <ul style="list-style-type: none"> ❖ Writing to inform – a recount of a natural disaster ❖ Writing to entertain - narrative – a tale of fear - an escape story <p>Be Safe – Natural Disasters</p>	<p>Beasts of Olympus: Beast Keeper</p> <ul style="list-style-type: none"> ❖ Writing to entertain – a narrative set in a historical context – a Greek myth ❖ Writing to persuade – a letter to a Greek god 	<p>The Explorer</p> <ul style="list-style-type: none"> ❖ Writing to discuss – a discussion text on deforestation ❖ Writing to inform – an explanation text on the rainforest 	<p>Lands of Belonging</p> <ul style="list-style-type: none"> ❖ Writing to entertain – a narrative story set in India ❖ Poetry – free verse – India ❖ Poetry – Limericks

<p>Cross-Curricular Writing</p>	<p>Science: Partial write-up from the investigation History/Geography: Recount the life and activism of Nelson Mandela Art/DT: Artist study RE: Respond to key question</p>	<p>Science: Description/classification of rocks History/Geography: Non-chronological report on the Iron Age Art/DT: Evaluation of a pneumatic toy RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Recount of the eruption of Vesuvius & Explanation of the Roman Empire Art/DT: Artist study RE: Respond to key question</p>	<p>Science: Partial write-up from the investigation History/Geography: Analysis of land use Art/DT: Explanation of seasonality RE: Respond to key question</p>	<p>Science: Explanation text from the point of view of a seed History/Geography: Explanation text about the rainforest & Persuasive letter about practices that are endangering animals and the climate Art/DT: Evaluation of product RE: Respond to key question</p>	<p>Science: Comparison of skeletons History/Geography: Explanation of the history of India, Pakistan, Bangladesh and Britain Art/DT: Artist study RE: Respond to key question</p>
<p>Maths</p>	<ul style="list-style-type: none"> ❖ Number: Place value NCETM Spine: 1.17, 1.18 ❖ Number: Addition and subtraction NCETM Spine: revisit 1.7, 1.14, 1.17, 1.18, 1.19, 1.20, 1.21 ❖ Number: Multiplication and division A NCETM Spine: 2.4, 2.6, 2.2 (revisit equal groups), 2.7, 2.8 ❖ Consolidation and assessment 	<ul style="list-style-type: none"> ❖ Number: Multiplication and division B NCETM Spine: 2.12, 2.14, 2.15, 2.17 ❖ Measurement: Length and perimeter NCETM Spine: 2.16 ❖ Number: Fractions A NCETM Spine: 3.0 (revisit) 3.1, 3.2, 3.3 ❖ Measurement: Mass and capacity 	<ul style="list-style-type: none"> ❖ Number: Fractions B NCETM Spine: 3.4 ❖ Measurement: Money NCETM Spine: 2.1 and 1.25 (as appropriate) ❖ Measurement: Time ❖ Geometry: Shape ❖ Statistics ❖ Consolidation and assessment 			

<p style="text-align: center;">History</p>	<p style="text-align: center;">The Kingdom of Benin</p> <ul style="list-style-type: none"> ❖ Know the Benin Kingdom existed from 900 to 1300 ❖ Know about the rise and fall of the Benin Kingdom ❖ Know about the Edo rulers, everyday life, religion and worship, trading currencies and routes and music and art ❖ Know about the life and activism of Nelson Mandela and the events in South Africa that led to his work <p style="text-align: center;">BV – D, RoL, MR, TC, IL</p>	<p style="text-align: center;">Stone Age – Iron Age</p> <ul style="list-style-type: none"> ❖ Know the chronology of this period ❖ Know facts about the food, religion, homes technology, ❖ Understand how humans communicated using cave art, ❖ Understand how humans began to use tools and weapons, and how these evolved over time. ❖ Know how humans began as hunters/gatherers, and finished as famers and settlers. ❖ Know what makes the Neolithic so different from the rest of the stone age. 	<p style="text-align: center;">The Romans</p> <ul style="list-style-type: none"> ❖ Know the chronology of the Roman Empire ❖ Know the impact of the Roman Empire on Britain and the legacy it left. ❖ Know the circumstances of the Roman invasion of Britain ❖ Know about daily life in Roman times ❖ Know the events of Boudicca’s rebellion. ❖ Know about the diversity of the Romans through learning about Ivory Bangle lady. 	<p style="text-align: center;">Ancient Greece</p> <ul style="list-style-type: none"> ❖ Know the lasting influence Ancient Greece had on the western world ❖ Know the chronology of the civilisation and the four main periods of the Greek Empire. ❖ Know what life was like in Ancient Greece ❖ Know about religion during these times 	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">India</p> <ul style="list-style-type: none"> ❖ Know the timeline of events surrounding the history of India, Pakistan, Bangladesh and Britain ❖ Know the impact on people during this time regarding migration ❖ Know the impact and outcome of this ❖ Know about different leaders during this time <p style="text-align: center;">BV – D, RoL, MR, TC, IL</p>
<p style="text-align: center;">Geography</p>	<p style="text-align: center;">The Geography of Africa</p> <ul style="list-style-type: none"> ❖ Recap learning from KS1 – continents and oceans ❖ Know some of the countries and capital cities within Africa ❖ Know the climate and environmental regions in Africa and its relation to the equator and where the hemispheres are located ❖ Know how the physical aspects of Africa supported trade 	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">Volcanoes and earthquakes</p> <ul style="list-style-type: none"> ❖ Know how continents and tectonic plates are connected ❖ Know the components of the four layers of the Earth and the Earth’s crust ❖ Know how tectonic plates move to cause earthquakes, tsunamis and volcanoes ❖ Know about the eruption of Vesuvius in AD79 	<p style="text-align: center;">The Geography of Europe</p> <ul style="list-style-type: none"> ❖ Know the locations and capital cities of some of the major countries ❖ Know environmental regions that exist in Europe ❖ Know human and physical characteristics of Greece ❖ Know how to identify lines of latitude and lines of longitude ❖ Know how land use has changed and how land is used in Europe 	<p style="text-align: center;">South America – The Rainforest</p> <ul style="list-style-type: none"> ❖ Know the locations of rainforests ❖ Know that different types of rainforests exist and understand the different layers ❖ Know where to find the Tropics ❖ Know about lines of longitude ❖ Know human and physical characteristics and compare these to the UK/ Sherwood Forest 	<p style="text-align: center;">India</p> <ul style="list-style-type: none"> ❖ Know the location of India and some of the major regions and cities ❖ Know how the human and physical features of Uk and India compare (population, hills, mountains, coasts, rivers, land use, climate, biomes, vegetation belts) ❖ Know how the locations of the UK and India compare, including lines or longitude,

				<ul style="list-style-type: none"> ❖ <i>Fieldwork to draw a simple sketch map of the local area</i> 	<ul style="list-style-type: none"> ❖ Know the difference between weather and climate and what a tropical climate is usually like ❖ <i>Know how industries like logging and mining threaten the rainforest and how deforestation is linked to climate change.</i> ❖ <i>Know endangered rainforest animals and factors that can lead to animals becoming endangered/extinct.</i> 	<p>latitude and proximity to the equator</p> <ul style="list-style-type: none"> ❖ Know where the North and South Poles are, the Arctic and Antarctic Circles ❖ Know how daylight hours compare in polar regions ❖ <i>Local area fieldwork to observe and record the human and physical features, compared to a small area of India (using the immersive room)</i>
Science	<p>Forces (cont'd in Spring 1)</p> <ul style="list-style-type: none"> ❖ Know about push and pull forces ❖ Understand magnetic forces (acting at distance and attract, repel each other) ❖ Know how to predict whether magnets will attract or repel each other ❖ Know that magnets attract, repel, have different strengths and forms ❖ Understand which materials are magnetic and non-magnetic 	<p>Rocks and soils</p> <ul style="list-style-type: none"> ❖ Know the different types of rock ❖ Know how to compare and group different types of rock ❖ Understand how different types of rock are grouped based on physical properties ❖ Know about changes to scientific ideas in the context of <i>Mary Anning's discoveries</i> ❖ Know how fossils are formed ❖ Know how fossils compare to the animals they came from ❖ Know how soil is formed ❖ Know the properties of different types of soil 	<p>Forces (cont'd from Autumn 1)</p> <ul style="list-style-type: none"> ❖ <i>Recap Autumn 1's learning</i> ❖ Know how to compare how things move on different surfaces ❖ Understand friction as a force ❖ 	<p>Light</p> <ul style="list-style-type: none"> ❖ Know that we need light in order to see things ❖ Know that dark is the absence of light ❖ Know that light is reflected from surfaces ❖ Know that light from the sun can be dangerous and that there are ways to protect eyes ❖ Know that shadows are formed when the light from a light source is blocked by an opaque object ❖ Find patterns in the way that the size of shadows change. 	<p>Plants</p> <ul style="list-style-type: none"> ❖ Know and describe the functions of the parts of a flowering plant ❖ Know the requirements of plants for life and growth ❖ Know how water is transported in plants ❖ Understand pollination and fertilisation ❖ Know the order and stages of the life cycle of a flowering plant 	<p>Animals including humans</p> <ul style="list-style-type: none"> ❖ Know the right types and amounts of nutrition humans need (food groups) ❖ Know the right types and amounts of nutrition humans need (food labels) ❖ Know the differences and similarities between diets of animals including humans ❖ Know how the skeleton moves in different animals, including humans ❖ Know how muscles and bones work together

<p>Science Enquiry</p>	<p>Which materials are magnetic?</p> 	<p>Identify and classify a range of different rocks.</p> 	<p>Which material gives the greatest friction? WS Focus: Setting up an experiment</p> 	<p>How do shadows changes throughout the day?</p> 	<p>Explore the structure of different types of fruit and how their seeds are dispersed.</p> <p>You are set a mission to find out if plants can grow in inhospitable environments.</p>  	<p>How do human skeletons compare to the skeletons of different animals?</p> 
<p>Art</p>	<p>African Animals</p> <p>A: 2D Art (Drawing and Painting) Individual – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of animals A1, A2, A4, A5 2. Joseph Thiongo E1, E2, E3, E4 3. Acrylic and water colour A4, F1, F2 4. Colour work – contrasting colours A6, F1, F2 5. Predator water colour painting A4, A6, A8 <p>➤ X. Use of water colour and a variety of brushes A8, A9</p> <p>Water colour and acrylic</p>	<p>N/A</p>	<p>Tremors</p> <p>A: 2D Art (Drawing and Painting) Individual – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawings of faces and facial features, showing emotion A1, A2, A3, A5 2. Expressionism, Hoosen – Rushmore E1, E2, E3, E4 3. Pencil grades A2, F1, F2 4. Colour work – creating mood A4, F1, F2 5. Emotions depicted through artwork A3, A4, A8 <p>X. Showing emotion through expression and colour A3, A4</p>	<p>N/A</p>	<p>N/A</p>	<p>Indian Clay Art</p> <p>C: 3D Art Group – Small Scale</p> <ol style="list-style-type: none"> 1. Observational drawing of pottery A1, A2, A4, A5 2. Roberto Lugo E1, E2, E3, E4 3. Black felt tips A4, A5, , F1, F2 4. Colour work – full palette F1, F2 5. Clay pottery, decorated A4, A6, A7, A8, A9, C1, C2 <p>➤ X. Clay sculpting skills C1, C2</p> <p>Clay</p>
<p>DT</p>	<p>N/A</p>	<p>Mechanisms: Make a Pneumatic Toy</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>N/A</p>	<p>Cooking and Nutrition: Make Three Seasonal Dishes</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>Textiles: Sewing Cushions</p> <p>Be Safe – Using Tools and Equipment Safely</p>	<p>N/A</p>

RE	<p>Hinduism: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Christmas Key Question: Has Christmas lost its true meaning?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Jesus' Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>BV – TC, MR, IL</p>	<p>Christianity: Easter-forgiveness Key Question: What is 'good' about Good Friday?</p> <p>BV – TC, MR, IL</p>	<p>Hinduism: Hindu beliefs Key Question: How can Brahman be everywhere and in everything?</p> <p>BV – TC, MR, IL</p>	<p>Hinduism: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>BV – TC, MR, IL</p>
Computing	<p>C: Digital Literacy Online Safety</p> <p>A: Computer Science Coding</p> <p>Be Safe – Online Safety</p>	<p>Technology Branching databases</p> <p>Be Safe – Online Safety</p>	<p>C: Digital Literacy Email</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Spreadsheets</p> <p>B: Information Technology Touch-typing</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Simulations</p> <p>B: Information Technology Graphing</p> <p>Be Safe – Online Safety</p>	<p>B: Information Technology Presenting (PowerPoint)</p> <p>Be Safe – Online Safety</p>
Across-Curriculum Application and Enrichment	Staying safe when using IT	Grouping and classifying rocks in science	Email to parents inviting them in to the next Mastery Day	Link to maths learning Quick typing to support learning	Graphs in maths	Presentation on India to send home to parents
PE	Evasion games	Gymnastics Dance	Healthy and active lifestyles Evasion game	Evasion games striking & fielding	Striking and fielding Net/wall games	Net/wall games Athletics
Discrete PSHE	<ul style="list-style-type: none"> ❖ As a rule ❖ Looking after our special people ❖ How can we solve this problem? ❖ Tangram team challenge ❖ Friends are special ❖ Dan's dare ❖ Emotions Work Lesson 1 (see separate plan) 	<ul style="list-style-type: none"> ❖ Respect and challenge ❖ Family and friends ❖ My community ❖ Our friends and neighbours ❖ Let's celebrate our differences ❖ Zeb ❖ Emotions Work Lesson 2 (see separate plan) Anti-bullying week (Monday 13th- Friday 17th November) 	<ul style="list-style-type: none"> ❖ Safe or unsafe? ❖ Danger or risk? ❖ The risk robot ❖ Super searcher ❖ Hel or ham? ❖ Alcohol and cigarettes: the facts ❖ Emotions Work Lesson 3 (see separate plan) Children's Mental Health week (3rd – 9th February) 	<ul style="list-style-type: none"> ❖ Helping each other to stay safe ❖ Recount task ❖ Our helpful volunteers ❖ Can Harold afford it? ❖ Earning money ❖ Harold's environment project ❖ Emotions Work Lesson 4 (see separate plan) 	<ul style="list-style-type: none"> ❖ Derek cooks dinner! ❖ Poorly Harold ❖ Body team work ❖ For or against? ❖ I am fantastic! ❖ Top talents 	<ul style="list-style-type: none"> ❖ Relationship tree ❖ Body space ❖ None of your business! ❖ Secret or surprise? ❖ Basic first aid

<p><i>Spanish</i></p>	<p><i>European Day of Languages Which Countries speak Spanish? Country study: Spain Meeting & Greeting and Saying how you feel</i></p>	<p><i>Numbers 1-15 & asking for/stating your age Christmas in Spain</i></p>	<p><i>Colours</i></p>	<p><i>In my pencil case Feria de abril festival</i></p>	<p><i>My family 1</i></p>	<p><i>My family 2 San Fermin festival</i></p>
<p><i>Music</i></p>	<p><i>Let your Spirit Fly Style: RnB</i></p>	<p><i>Glockenspiel Stage 1 Performance Instrument: Glockenspiel</i></p>	<p><i>Three Little Birds Style : Reggae</i></p>	<p><i>The Dragon Song Style: traditional Asian music</i></p>	<p><i>Bringing Us Together Style: Disco</i></p>	<p><i>Reflect, Rewind and Replay Style: Classical</i></p>