YEAR 3 CURRICULUM OVERVIEW

TOPIC	On our doorstep. 	STONE AGE, BRONZE AGE, IRON AGE 	ANCIENT EGYPT 		Local Legends 	Journey 
TERM	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy Narrative	**Baseline assessments (1 week) –** Reading, Writing and SPAG. **The Three Pigs** David Wiesner **Charlotte's Web** Children will learn about character development, script work – dialogue. Drama. Poster writing. **Spider anthology – Persuasive text (pigs or spiders)**	.	**Marcy and the Riddle of the Sphinx - Mythical adventure** Children will read the adventure story 'Marcy and the Riddle of the Sphinx'. They will explore the themes, dilemmas and events that happen within the book. This will then lead to children writing a further adventure story for Marcy.	**Egyptian Cinderella – Playscript based on one of the Egyptian stories.** Children will read the story 'Egyptian Cinderella' and will start to make links between this tale and familiar tales from KS1. They will act out scenes from the story within a small group, focusing on what the characters say to each other and how. Children will then turn their ideas in to a playscript after looking at a WAGOLL example and exploring how it is laid out.	**Byard's Leap – Local legend** Children will finish part 3 of Byard's leap and will rewrite the tale in their own words. **Character/setting descriptions**	**The Wild Robot – visual literacy (3 weeks)** Children will explore the descriptive language used for characters and settings. They will write an ending to the story. Visual literacy using book and feature film.
Literacy Non Narrative		**Woolly Mammoth/ Sabre Tooth Tiger – Non Chronological report . (3 weeks)** Using their knowledge from our history lessons as well as knowledge gained from texts and the internet, children will write their own non-chronological report based on Woolly Mammoths (MAPS/LAPS) or Sabre Toothed Tigers (HAPS). Children will focus on organising their information in to clear paragraphs with headings to assist the reader. **How to wash a Woolly Mammoth – Instructions (Lcw)** Children will create a set of instructions on 'How to wash a woolly mammoth'. Through practical experiences, they will	**Newspaper report – King Tut** Children will write a report about the discovery of King Tus by Howard Carter.		**Byard's Leap – Persuasive letters.** Children will read Part Two of Byard's leap and after taking part in drama activities, will write a persuasive letter asking the stranger to help the villagers.	

		write a set of instructions focusing on imperatives and adverbs.				
Literacy Poetry		**Winter shape poetry (2 weeks)** Children will explore how the environment around them is changing using their senses. They will create expanded noun phrases and add verbs to describe what they are doing. Children will organise their ideas in to lines and verses to create their own Winter poem.				**Walking with my iguana – Performance poetry around local landmarks** Children will enjoy listening to and performing the poem 'Walking with my iguana'. They will work on their performance skills and will create a list of what makes an effective performance. They will then write and perform their own performance poem.
Grammar, Punctuation and Spelling	<u>Setting Description</u> Expanded noun phrases, Commas in a list, Paragraphs <u>Diary Entry</u> Adverbs and fronted adverbials <u>Non-Chronological report</u> Tenses, Conjunctions, Paragraphs	***<u>Instructions</u>*** ***Ready to write – Commas in a list, Punctuation, Subordination, Apostrophes*** ***<u>Winter Poetry</u>*** ***Ready to write – Expanded Noun phrases*** ***Nouns*** ***Word families – adding the suffix – ing***	<u>Marcy and The Riddle of the Sphinx</u> Speech, Conjunctions, Adverbs, Prepositions, Expanded Noun Phrases, Paragraphs. <u>The Story of Tutankhamun</u> Fronted Adverbials, Speech, Paragraphs	<u>Egyptian Cinderella</u> Adverbs Determiners	<u>Byard's Leap</u> Speech, Fronted adverbials, Conjunctions, Paragraphs	<u>Performance Poetry</u> Word families Prepositions, Tenses
GUIDED READING (2.5 hours wk)	Guided Reading - While I am sleeping (poem), Hot Spots and Other extreme places to live (Non fiction),	Guided Reading - King Kafu and the Moon (fiction)	Guided Reading – Zoo News (poem), Volcano alert! (Non fiction), When you were my age (poem), King Kafu and the seasons (fiction),	Guided Reading - Can you change the world? (non-fiction), Not a word (fiction), when the lights went out (fiction),	Guided Reading – The fountain of gold (fiction), The Snow Queen (fiction), All about Snow (non-fiction).	Guided Reading – Escape from Black Mountain (fiction)
POW					Additional Writing (1 hour) Instruction writing Newspaper report Book review Setting Description Diary entry	Additional writing (1 hour) Persuasive letter Diary entry. Setting description. Narrative
MATHS (5 hours wk)	**Baseline assessments** – Covering objectives from Y2 to find gaps in learning **Number System/Place Value**	**Measure** Compare and measure lengths (mm, cm, m) , mass (g, kg), volume and capacity (ml, L). **Geometry**	**Addition/Subtraction** Add and subtract mentally including 3 digit and ones, 3 digit and tens, 3 digit and hundreds. Add and subtract up	**Measure** Tell and write the time from an analogue clock; 12-hour clocks and 24 hour clocks. Including Roman numerals I to XII.	**Number system/Place value** Count from 0 in multiples of 4,8, 50 and 100. Compare and order numbers to 1000. Read and write numbers to 1000 in	**Number systems/Place value** Count from 0 in multiples of 4,8, 50 and 100. Compare and order numbers to 1000. Read and write numbers to 1000 in numerals and words. Find 10 or 100

	Count from 0 in multiples of 4,8, 50 and 100. Compare and order numbers to 1000. Read and write numbers to 1000 in numerals and words. Find 10 or 100 more or less than a given number. Recognise the value of each digit in a 3 digit number. Identify, estimate and represent numbers using different representations. Solve number problems and practical problems. **Addition/Subtraction** Add and subtract mentally including 3 digit and ones, 3 digit and tens, 3 digit and hundreds. Add and subtract up to 3 digits using a formal written method.Estimate answers and use the inverse to check. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. **Division/Multiplication** 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 children 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 integer scaling problems and correspondence problems in which n objects are connected to m objects.	Measure the perimeter of simple 2D shapes. Draw 2D shapes, Make 3D shapes and recognise them in different orientations. Recognise that angles are a property of shape or a description of a turn. Identify whether angles are greater or less than a right angle. Identify right angles. Know that two right angles make a half turn, three right angles make a ¾ turn and four a complete turn. Identify horizontal and vertical lines and pairs of parallel and perpendicular lines. Add and subtract length, mass, volume and capacity. Add and subtract amounts of money to give change, using both pounds and pence in a practical context. **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one and two step problems using information presented in bar charts, pictograms and tables. **Fractions** 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 and use fractions as numbers: unit fractions and non-unit fractions with small Denominators. Recognise, find and write fractions of a discrete 3etoff objects: unit fractions and non-unit fractions with small denominators. Recognise and show,using diagrams, equivalent fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Add and subtract fractions with the same denominator within one Whole. Solve problems that involve these statements. **Assessment –** Termly assessment to assess progress	to 3 digits using a formal written method. Estimate answers and use the inverse to check. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. **Division/Multiplication** 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 children 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 integer scaling problems and correspondence problems in which n objects are connected to m objects **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one and two step problems using information presented in bar charts, pictograms and tables. **Geometry** Identify horizontal, vertical lines and pairs of perpendicular and parallel lines. Draw 2D shapes. Make 3D shapes and recognise them in different orientations. Recognise that angles are a property of a shape or a description of a turn. Know that two right angles make a half turn, three right angles make a ¾ turn and four a complete turn. Identify if angles are greater or smaller than a right angle.Add and subtract lengths. **Division/Multiplication**	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, [eg: to calculate the time taken by particular events or tasks] **Addition/Subtraction** Add and subtract mentally including 3 digit and ones, 3 digit and tens, 3 digit and hundreds. Add and subtract up to 3 digits using a formal written method. Estimate answers and use the inverse to check. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. Add and subtract lengths, mass and capacity. Add and subtract amounts of money to give change, using both pounds and pence in practical contexts. **Division/Multiplication** Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. **Fractions** Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions and fractions with the same denominators. Add and subtract	numerals and words. Find 10 or 100 more or less than a given number. Recognise the value of each digit in a 3 digit number. Identify, estimate and represent numbers using different representations. Solve number problems and practical problems. **Addition/Subtraction** Add and subtract mentally including 3 digit and ones, 3 digit and tens, 3 digit and hundreds. Add and subtract up to 3 digits using a formal written method. Estimate answers and use the inverse to check. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. Add and subtract lengths, mass and capacity. Add and subtract amounts of money to give change, using both pounds and pence in practical contexts **Division/Multiplication** Write and calculate Mathematical statements for multiplication and division using the multiplication tables that children 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 integer scaling problems and correspondence problems in which n objects are connected to m objects. **Fractions** Add and subtract fractions with the same denominator within one Whole. Solve problems that involve fractions objectives. **Measure/geometry**	more or less than a given number. Recognise the value of each digit in a 3 digit number. Identify, estimate and represent numbers using different representations. Solve number problems and practical problems. **Addition/ subtraction** Add and subtract mentally including 3 digit and ones, 3 digit and tens, 3 digit and hundreds. Add and subtract up to 3 digits using a formal written method. Estimate answers and use the inverse to check. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. **Division/Multiplication** 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 children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. **Measure** Compare and measure mass (g and kg) and volume (ml, L). Solve problems that involve the fractions objectives. **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one and two step problems using information presented in bar charts, pictograms and tables. **Assessment** – End of year assessment.

			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. Recall and use multiplication and division facts for the 3,4 and 8 multiplication Tables. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	fractions with the same denominator within one Whole. **Assessment** – Termly assessment to assess progress	Compare and measure lengths (mm, cm, m). Measure the perimeter of simple 2D shapes.	
SCIENCE (2 hours wk) Switched on Science	**Earth Rocks (Rocks and Soils)** Children will compare and group together different kinds of rocks based on their appearance and simply physical properties. They will be able to describe how fossils are made. They will also recognise that soils are made from rocks and organic materials. When working scientifically, children will consider which rock is the best to build houses with based on permeability, They will record and present their findings. Children will consider which soil is the best for the garden based on how much water it lets through. They will set up the investigation, carry it out, record their findings and report on them.	**Opposites attract (Forces and magnets)** Children will work scientifically to compare how things move on different surfaces. They will select their different surfaces and take accurate measuremens of how far their object moves. They will record their measurements and report on their findings. Children will notice that some forces need contact between 2 objects but magnetic forces can act at a distance. They will observe how magnets attract and repel each other and will work scientifically to sort magnetic and non magnetic items. They will describe magnets as having two poles and be able to predict whether they will attract or repel each other depending on which way the poles are facing. *Extended Writing: Science Write up – Forces*	**Mirror, Mirror (Light)** Children will recognise that they need light to see things and that darkness is the absence of light. They will notice that light is reflected from different surfaces and will work scientifically to decide which types of surfaces reflect the most light. Children will set up the investigation and make careful observations. They will report on their findings. They will recognise that light from the sun can be dangerous and that there are a range of ways to protect their eyes from the sun. They will learn how shadows are formed and will investigate how the size of shadows can change. They will set up their investigation, take careful measurements and report on their findings. *Extended Writing: Instructions on how to make a shadow*	**Food and our bodies (Animals including humans)** Children will be able to identify that animals, including humans, need the right type and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. Additionally, they will be able to identify that humans and some other animals have skeletons and muscles for support, protection and movement. Children will spend time researching sugar content in drinks, the name and location of bones in the body and record information about their own bodies. *Extended Writing: Non Chronological report about animals including humans*.	**How does your garden grow? (Plants)** Children will be building on their knowledge from KS1. Children will be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Children will explore the requirements of plants for life and growth and how they vary from plant to plant. They will look at how much water, light and soil plants need to grow. They will investigate the way in which water is transported in plants by using celery and carnations. They will make predictions about what they think will happen and then carefully observe their findings. Additionally they will explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.	**Investigating Nappies (Extra unit)** In this unit, children will be enhancing their working scientifically skills through investigating nappies. Children will pull apart nappies to discover what they are made of and annotate their findings. They will ask relevant scientific questions about nappies. Children will consider which investigative skills they will need to answer these questions such as comparative tests, observations, fair tests or sorting and classifying. Children will be asked the question 'Which nappy is the most absorbent? They will plan this investigation thoroughly, carry it out, record their findings and present their results. From this investigation, they can then consider further questions such as 'Is a more expensive nappy more absorbent? Children will be asked the question 'Which nappy elastic stretches the furthest?'. Again, they will work scientifically to answer this question. Finally, they will use research to discover who invented the disposable nappy. *Extended Writing: Science write up – Investigation*

COMPUTING (1 hour wk) KAPOW	Computing (1 hour) **Scratch (Kapow Unit)** Children progress to using the more advanced computer based application 'Scratch', carrying out an informative cycle of predict > test > review, learning to use repetition or 'loops' and building upon their skills to program; an animation, a story and a game.	Computing (1 hour) **Emailing (KAPOW unit)** Children learn how to send emails with attachments and how to be a responsible digital citizens by thinking about the contents of what they send, while also looking at spam, junk and phishing emails.	**Networks and the Internet (KAPOW)** Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools.	**Journey Inside a Computer** Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models	**Online safety**	**Video Trailers** Developing filming and editing video skills through the storyboarding and creation of book trailers.
PE (2 hours wk) Cambridge Scheme	PE (2 hours) Get Set for PE **Fundamentals** Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. **Ball Handling Skills** Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different	PE (2 hours) **Gymnastics** In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. **Dance** Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn	PE (2 hours) **Dance** Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. **Football** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	PE (2 hours) **Basketball** Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. **Hockey** Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive	PE (2 hours) **Tennis** In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. **Athletics** In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores	PE (2 hours) **OAA** Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. **Rounders** Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

	roles and work both individually and with others.	to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.		teammate and identify why this behaviour is important.		
History (1.5 hours wk)		**Stone Age, Bronze Age, Iron Age** **Stone Age, Bronze Age, Iron Age** In history, children will find out about life during the above time periods and how things changed. They will be able to appreciate how long ago these periods were and can place key events on to a timeline in chronological order. They understand that it is one of the earliest periods of recorded history. Children will be able to use sources of information to compare how life was different then to how they live their own lives. They will be able to talk about what they ate, what they wore, where they lived and how they lived. Using atlases, they will locate Skara Brae and use evidence to help them suggest what this settlement tells them about life in that period. Additionally, they will look at Stonehenge and consider why it may have been built. They will gain further insight of this time period during an educational visit to Flag Fen.	**Ancient Egypt** In history, children will find out about life during this time period. They will be able to place key events on to a timeline in chronological order and be able to compare when it was to other time periods studied. They will use maps to locate Egypt and key places within Egypt. Children will consider why the River Nile was important in this time period. Methods of communication will be looked at and children will research the Rosetta Stone and understand why this is an important artefact. Rituals like mummification will be looked at and children will carry out their own mummification on a tomato to understand the process. Key figures like Tutankhamun will be studied and this will help children to understand why the discovery of his tomb was so significant. They will gain further insight of this time period during an educational visit to New Walk Museum. **Cross curricular Geography.- Egypt**		
Geography	**On Our Doorstep** –. In this unit we will explore the local area of Grantham to learn about its rich history and identify key landmarks. We will study both physical landmarks, like rivers and parks, and human landmarks, such as buildings, monuments, and historical sites. Students will discuss how these landmarks reflect the history of Grantham and the people who have shaped it. By the end of the unit, students will have a greater understanding of the town's past				**Maps and Directions** this unit, we will explore the world of maps and learn how to use grid references to locate places. We will practice reading maps, understanding compass points (North, South, East, West), and creating our own simple maps. By the end of the unit, students will be able to use grid references to find specific locations and navigate using compass directions. Children will create a map of the school and local area and will	**Food from around the world** In this geography unit, children will explore the journey of food from around the globe, learning where different foods come from and how geography affects what is grown and eaten in different places. They will develop their understanding of the world's continents, countries, and climates, and consider how these physical and human geographical features influence food production and trade. By the end of the unit, pupils will have a stronger global awareness and appreciate the connections between

	and its significance in the local area.				include ordnance survey symbols on it. Belton House - Map skills	people, places, and the environment through the lens of food. In this unit, children will learn about the coast of the British Isles – Local area focus Gibraltar Point. The approach used is to provide a large number and wide range of visual images. Children need to be able to visualise what they are learning about not just know its 'word label'. Field visits planned to extend the children's 'virtual' experience. This will create plenty of scope for building on their natural enthusiasm, especially if field work at the coast is possible. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.
Art (1hour wk) KAPOW		Prehistoric Art (KAPOW) Children will look at Cave Art and discuss what they see. They will sketch their own simple animal design in pencil and in charcoal. This will then lead to a final painted piece in the style of Stone Age Cave Art.	Ancient Egyptian Scrolls (KAPOW) Children will recognise and discuss the importance of Ancient Egyptian art and consider the suitability of a surface for drawing. This will lead to successfully composing zine.		Growing Artists (KAPOW) To know the difference between organic and geometric shape and to use simple shapes to form the basis of a detailed drawing.	
Art Art and Design skills	Lesson 1: 2D/3D Shapes Considering the definition of 'sculpture' and learning simple techniques for turning 2D card shapes into 3D structures.	Christmas theme- lesson 2- abstract shapes Learning about the work of sculptor Sir Anthony Caro and creating abstract sculpture on a larger scale.	Lesson 3- seeing space Understanding how manipulating shape can create abstract forms and developing drawings as part of the sculpture planning process.		Lesson 4- Abstract sculpture- playground equipment Applying what they have learned about abstract sculpture and constructing their own artwork inspired by playground equipment.	Lesson 5- Comparing sculptures by different artists, and evaluating and adding detail to their own finished artworks.
DT (1 hour wk)	DT – pneumatic toys Exploring pneumatic systems, applying understanding to design and create a pneumatic toy using different types of diagrams.			Egyptian Collars (KAPOW) Having learnt the basics of sewing and decorating fabric in key stage one, this unit builds on the children's repertoire by introducing two new skills: cross-stitch and appliqué. After learning these techniques, the children apply their knowledge to the design, decoration and assembly of their very own Egyptian Usekh /Wesekh collars to represent their unique personalities		Seasonal eating (KAPOW) Children will understand where fruit and vegetables are grown and the notion of eating seasonally. Children will design and make a new seasonal tart.
Music (1 hour wk)	Music (1 hour)		Music (1 hour)		Music (1 hour)	

	Recorders - Children will learn how to hold a recorder, play a range of a simple notes and start to read music on a stave. Djembe drumming?		Pentatonic melodies and composition - Theme: Chinese New Year. Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic		Ballads - Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	
RE	**Why is fire used ceremonially?** Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame inspired by the symbolic use of fire.		**What happens if we do wrong?** Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.		**Why is water symbolic?** Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions.	
Wellbeing/PSHE/SRE	Discover –Practice makes progress **Family and relationships-** L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying	Giving - Appreciation **Family and relationships-** L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	Take Notice – Making a difference **Health and wellbeing** L1 My healthy diary L5 Resilience: breaking down barriers L6: Diet and dental health	Connect – Shared interests **Safety and the changing body-** L1 First Aid: emergencies and calling for help L7 Influences L8 Keeping safe out and about	Our Interests **Citizenship-** L1 Rights of the child L5 Charity L6 Local democracy	Move – Motion detection **Economic wellbeing -** L2 Budgeting L5 Career quest
MFL (1 hour wk) KAPOW		MFL (1 hour) French Greetings - Children will be able to say hello, goodbye, introduce themselves with their name and how they are feeling. MFL (1 hour) French colours and shapes – Children will be able to identify colours in French. They will learn the words for basic 2D shapes and be able to describe their colour and size.		MFL (1 hour) French playground games (numbers and age) Children will be able to count to 12 in French and say how old they are.		MFL (1 hour) In a classroom. Children will learn objects within the classroom learning correct pronunciation and to read and write in French.
Enrichment		Flag Fen Church visit Christmas?	History off the page Church Easter?	Egyptian Day (Learning challenge week)??	Belton House -Geography map work	

Total time allocation per week 12.5+10= 22.5	22.5	20.5	21.5	21.5	21.5	21.5