- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

Curriculum coverage - Year 3 – 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. **ILP – imaginative learning projects.**						
Title	**Through the ages KRP**	**Mighty Metals**	**Rumbles, rocks and relics KRP**	**Gods and Mortals**	**Predator**	**Flow**
Main focus subject	**History - Tribal Tales – Stone Age-Iron Age**	**Science – forces and magnets.**	**Geography – volcanoes, earthquakes. tsunamis**	**History - Ancient Greece**	**Science - science** **Animals including humans** **Plants**	**Flow - geography**
KRP	**Prehistoric Pots – art companion project. (2-3 days)**	**How mighty are magnets? – LTI science investigation. (4 hours)**	**Ammonite – KRP companion project – art (4-5 days)** **How do fossils form? LTI**	**Why did Icarus fall from the sky – science investigation. (2 hours)**		**How fast does water flow?** **Light** **Why do cats' eyes glow at night? – reflections.** **Why do shadows change? - shadows**

Write Stuff **Class Novel**	**Write Stuff** • **Stone Age Boy – Satoshi Kitamura (Narrative Story)** • • **Skara Brae – (Non Fiction - persuasive Holiday Brochure)** • **Autumn Is Here (Poetry)** **Suggested Class novel** • **Class Reader - Stig of the Dump – Clive King** • **The Stone Age Hunters, Gatherers and Woolly Mammoths – Marcia Williams** • **Please Mrs Butler – Allan Ahlberg**	**Write Stuff** • **How a Robot Dog works - Explanation Non Fiction (text on Write Stuff)** • **Iron Man – Ted Hughes – Science Fiction narrative (Y4)** **Class novel** **Class Reader – Runaway Robot – Frank Cotterill Boyce** **Apes to Zebras – Liz Bowman – Shape Poems**	**Write Stuff** • **The Secret of Black Rock – Joe Todd-Stanton - adventure** • **The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer - explanation** **Class novel** **The Firework Maker's Daughter – Philip Pullman 1995** **Great Women who changed the world – Kate Pankhurst**	**Write Stuff** • **Theseus and the Minotaur retold by Hugh Lupton & Daniel Morden - myth** • **How to make a Trojan horse (non-fiction instructions) Not WS** **Class novel** **Helping Hecules – Francesca Simon** **Daydreams and Jellybeans – poetry – Alex Wharton**	**Write Stuff** • **Skeletons and muscles – An Anthology of Intriguing Animals by Ben Hoare – non-chronological report** • **Wolves in the Walls- Neil Gaiman** **Class novel** **Fang – Malorie Blackman** **Little Wolf's Book of Badness – Ian Whybrow** **Werewolf Club Rules – Joseph Coelho**	**Write Stuff** • ***Flood*** by Alvaro F. Villa, • I asked the little boy who couldn't see- poetry (new release) **Class novel** Where Ocean meets sky – The Fan Brothers **Funky Turkeys – Benjamin Zephaniah** **The Big Book of the Blue – Yuval Zommer**
Art and design	**Art and design** – Outcome - rock paintings, make beakers out of clay, dying fabric and make a travel bag for the Beaker people that incorporates a woven part and stitching. **Skill focus – sketching** **-textiles** **- sculpture** **Work of other artists inspired by cave art and cave art** **Skills** **Use different materials to draw**		**Art and design**– Ammonite (KRP project) Outcome - Make a sculpture of an ammonite. Make a print of an ammonite **Skill focus – sketching** **Sculpture** **Printing** **Work of other artists – sculptors – Henry Moore** **Use shading to show light and shadow effects**	**Art and design** Outcome - Sketch humans in actions to add to own designs of vases and plates and design and draw own version. Collage- create a torn paper picture for a poster advertising modern Greece (blues, whites etc.) **Skill focus – sketching** **Collage**	**Art and design** Outcome - sketch and paint birds of prey (large canvas piece). **Skill focus – sketching** **Painting** **Work of other artists – Richard Johnson** **Show an awareness of space when drawing**	

	Select appropriate materials and give reasons why **Use a variety of techniques – dying, weaving, stitching to create different effects** **Develop skills in stitching, cutting and joining** **Knowledge** Visual elements include colour, line, shape, form, pattern and tone. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns.		**Cut, make and combine shapes to create recognisable forms** **Use clay and practise joining techniques** **Add materials to the sculpture to create detail** **Use more than one colour to layer in a print** **Replicate patterns from observation** **Make printing blocks** **Make repeated patterns with precision** **Knowledge** Visual elements include colour, line, shape, form, pattern and tone. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic,	**Work of other artists – Greek pottery, Henri Matisse, Frida Kahlo** **Show line tone and texture.** **Select colours and materials to create effect, giving reasons for their choices.** **Refine work as they go to ensure precision** **Learn and practise a variety of techniques - tessellation .** **Draw a human figure in a variety of poses, using a range of materials, such as pencil and charcoal** **Knowledge** **Artists draw, paint or sculpt human forms in active poses.** Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Suggestions for improving or adapting artwork could include aspects of the subject	**Use varied brush techniques to create shapes, textures, patterns and lines** **Mix colours effectively using the vocabulary – tint, shade, primary and secondary** **Create different textures with paint** **Knowledge** Visual elements include colour, line, shape, form, pattern and tone. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Examples of contrasting colours include red and green, blue and orange,	

	Hatching, cross-hatching and shading are techniques artists use to add texture and form. Vocabulary Material Technique Dying Weaving Stitching Sketches Preliminary sketches Line drawings Colour Texture Tine Shadow Shading Warp Weft Loom Hatching Cross hatching		are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Hatching, cross-hatching and shading are techniques artists use to add texture and form. Vocabulary Shadow Shading Cross hatching Hatching Printing Block printing Texture Form	matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. - Hatching, cross-hatching and shading are techniques artists use to add texture and form. vocabulary **colour** **line** **tone** **texture** **shadow** **hatching** **cross-hatching** **sketching**	purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel. Hatching, cross-hatching and shading are techniques artists use to add texture and form. Vocabulary Sketching Cross hatching Hatching Line drawing Secondary colours Contrasting colours Shadow Shading	

Computing	**Connecting Computers**	**Stop-frame animation**	**Desktop Publishing**	**Branching Databases**	**Programming A – Sequencing Sounds**	**Programming B – Events and actions in programs**
	Skills Explain that digital devices accept inputs. Explain that digital devices produce outputs. Follow a process. Classify input and output devices. Model a simple process. Design a digital device. Explain how to use digital devices for different activities. Recognise similarities between using digital devices and non-digital tools. Suggest differences between using digital devices and non-digital tools. Recognise different connections. Explain how messages are passed through multiple connections. Discuss why we need a network switch. Recognise that a computer network is made up of multiple devices. Demonstrate how information can be passed between devices. Explain the role of a switch, server, and wireless access point in a network. Identify how devices in a network are connected to one another. Identify network devices around them. Identify the benefits of computer networks. **Knowledge** Understand digital and non-digital devices.	**Skills** Draw a sequence of pictures. Create an effective flip-book style animation. Explain how an animation/flip-book works. Predict what an animation will look like. Explain why little changes are needed for each frame. Create an effective stop-frame animation. Break down a story into settings, characters and events. Describe an animation that is achievable on screen. Create a storyboard. Use onion skinning to make small changes between frames. Review a sequence of frames to check work. Evaluate the quality of their animation. Explain ways to make their animation better. Evaluate another learner's animation. Improve their animation based on feedback. Add another media to their animation. Explain why another media was added to their animation. Evaluate their final film. **Knowledge** Understand how to make a simple flip-book animation.	**Skills** Explain the difference between text and images. Recognise that text and images can communicate messages. Identify the advantages and disadvantages of using text and images. Change font size, style and colour for a given purpose. Edit text. Explain that text can be changed to communicate more clearly. Define the term 'page orientation'. Recognise placeholders and say why they are important. Create a template for a purpose. Choose the best locations for context. Paste text and images to create a magazine cover. Make changes to content after it has been added. Identify different layouts. Match a layout to a purpose. Identify the uses of desktop publishing in the real world. Say why desktop publishing might be helpful.	**Skills** Investigate questions with yes/no answers. Make up a yes/no question about a collection of objects. Create two groups of objects separated by one attribute. Select an attribute to separate objects into groups Create a group of objects within an existing group. Arrange objects into a tree structure. Select objects to arrange in a branching database. Group objects using my own yes/no questions. Prove my branching database works. Crete yes/no questions using given attributes. Explain that questions need to be ordered carefully to split objects into similarly sized groups. Compare two branching database structures.	**Skills** Identify the objects in a scratch project. Explain that objects in scratch have attributes Recognise that commands in Scratch are represented as blocks. Identify that each sprite is controlled by the commands that are chosen. Choose a word which describes an on-screen action for the design. Create a program following a design. Start a program in different ways. Create a sequence pf connected commands. Explain that the objects in the project will respond exactly to the code. Explain what a sequence is. Combine sound commands. Order notes into a sequence. Build a sequence of commands. Decide the actions for each sprite in a program.	**Skills** Explain the relationship between an event and an action. Choose which keys to use for actions and explain the choices. Explain a way to improve a program. Choose a character for my project. Choose a suitable size for a character in a maze. Program movement. Chose a programming extension. Consider the real world when making design choices. Choose blocks to set up the program. Identify additional features. Choose suitable keys to turn on additional features. Build more sequences of commands to make the design work. Test a program against a given design. Match a piece of code to an outcome.

	Be familiar with the inputs and outputs of a range of digital devices. Use the functions on a digital paint programme. Understand how information flows around a computer network. Have knowledge of a simple school network. Be familiar with how the main devices on a school network are connected to one another and know where they are located. **Vocabulary** Digital device, input, output, process, programme, connection, network, network switch, server, wireless access point (WAP)	Understand how to make a simple stop-frame animation. Understand what the iMotion app is capable of. Know how to make a simple stop frame animation in iMotion and how to keep consistency in animations. Understand ways animations can be improved. Understand how in import a video from a camera roll into iMovie and add music, titles etc. **Vocabulary** Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, delete, media, import, transition	Compare work made on desktop publishing to work created by hand. **Knowledge** Understand the advantages of using, text, images or both. Know how to change the font, style and colour. Understand the terms template, placeholder and orientation. Know how to use the tools in Adobe Spark. Understand the different way in which information can be laid out on a page. Understand places desktop publishing is used in the real world. **Vocabulary** Text, images, advantages, disadvantages, communicate, font, font style, template, landscape, portrait, orientation, placeholder, layout, content, desktop publishing, copy, paste, purpose , benefits	Select a them and choose variety of objects. Create questions and apply them to a tree structure. Use my branching database to answer questions. Explain what a pictogram and branching database tells me Compare two ways of presenting information. **Knowledge** Know how to describe objects using appropriate attributes. Know what a branching database is. Know how to use a branch tool. Know an attribute describes objects. Know the purpose of pictograms and branching databases **Vocabulary** Attribute, value, questions, table, objects, branching database, database, equal, even, separate, structure, compare,	Make design choices for my artwork. Identify and name the objects needed for the project. Relate a task description to a design. Implement my algorithm as code. **Knowledge** Be familiar with the Scratch Programming environment Move between the design and code levels of the project. Code multiple sprites in one project and be aware of new blocks. Be familiar with three event blocks which cause an event to start. Move between four levels of abstraction. Know the difference between different blocks. Be aware of sounds attached to certain sprites in scratch. Be familiar with the concept of costumes for sprites and backdrops for the stage.	Modify a program using design. Make design choices and justify them Implement the design. Evaluate the project. **Knowledge** Awareness of basic movements in scratch. Know how to program multiple sprites. Apply skills in a different context. Move from task and design levels to design code and running levels. Be familiar with extension blocks in scratch. Set up projects to start in the same way every time they run. Save projects and the end of each lesson. Be familiar with pen extension blocks. Change the colour of the pen. Know the difference between blocks. Be familiar with the term debug and the process of debugging. Set pen size block. Apply skills and concepts.

				order, organise, value, J2Data, selecting, information, decision tree,	Work on all four levels of abstraction. – task – what is needed? Design – what it should do? Code – how it is done? Running the code – what it does. Understand that an algorithm is a precise set of ordered instructions. Use an octave scale to mimic the behaviour of a piano. **Vocabulary** Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop	**Vocabulary** Motion, sprite, event, logic, move, resize, algorithm, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug
DT	**DT** – Make a decoy vessel for the Trojans. **Skills** • Explore axles and wheels in models. • Develop design criteria to inform a design. • Plan which materials will be needed for a task and explain why. • Create a frame structure using diagonal struts to strengthen it. • Use tools safely for cutting and joining materials and components. • Suggest improvements to their products and describe how to implement them, beginning to	**DT** – Making robots with simple circuits **skills** • Develop design criteria to inform a design. • Plan which materials will be needed for a task and explain why. • Use tools safely for cutting and joining materials and components. • Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.			DT – Create a healthy savoury snack for a pet. **skills** • Prepare and cook a simple savoury dish. • Identify the main food groups (carbs, protein, dairy, fruits, vitamins, vegetables, fats and sugars) • Identify and name foods that are produced in different places.	DT – Create a water wheel/bridge that moves when water is poured onto it. **skills** • Explore pulleys, levers and linkages. • Develop design criteria to inform a design. • Plan which materials will be needed for a task and explain why. • Create a frame structure using diagonal struts to strengthen it.

	take the views of others into account. Knowledge Axles are shafts on which wheels can rotate to make a moving vehicle. Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure. **Vocabulary** **Axle** **Design** **Joining**	• Incorporate a simple series circuit into a model. **Knowledge** Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure. **Vocabulary** Design Plan Tools improvement			Knowledge Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning. There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. Vocabulary Savoury Food groups Carbohydrates Protein Dairy Fats Vegetables	• Use tools safely for cutting and joining materials and components. • Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. Knowledge Levers consist of a rigid bar that rotates around a fixed point, called a fulcrum. They reduce the amount of work needed to lift a heavy object. Vocabulary Pulleys Levers Linkages Design Structure Struts

					Sugars Vitamins Peel Chop Deseed Slice Dice Grate mix skin	
Geography	**<u>Geography – UK</u>** • Name, locate and describe some major countries and cities of the UK (Wiltshire, London, Birmingham, Edinburgh, Cardiff, Manchester, Newcastle). • Use four-figure grid references to describe the location of objects and places on a simple map. **<u>Vocabulary</u>** UK County cities County names City names 4-figure grid reference location	**<u>Geography – position</u>** • Use the eight points of a compass to locate a geographical feature or place on a map. (use when discussing north on a compass) **<u>Vocabulary</u>** Compass Compass names (8)	<u>Geography – physical.</u> • Know that there are three types of rock – sedimentary, igneous and metamorphic • Name and describe the types, appearance and properties of rocks. • Explain the physical processes that cause earthquakes and volcanic eruptions. • Name and describe properties of the Earth's four layers (the inner core, the outer core, the mantle and the crust) • Describe the parts of a volcano. • Name and locate significant volcanoes and plate boundaries and explain why they are significant (Vesuvius, Laki, Krakatoa) • Describe how a significant	<u>Geography - sketch maps</u> <u>Compare human and physical places</u> – Greece Settlements – Athens and an island • Describe the type and characteristics of settlement include rural, urban, hamlet, town, villages, city and suburban areas. • Analyse maps, atlases and globes (and digital mapping). • Locate countries and describe features • Classify, compare and contrast different types of geographical feature – physical (beaches, cliffs,	**<u>Geography - environment</u>** • Identify the five major climate zones on Earth (desert, equatorial, temperate and tropical) • Locate significant places using latitude and longitude. • Locate countries and major cities in Europe (including Russia) on a world map (UK, France, Spain, Germany, Italy, Belgium) **<u>Vocabulary</u>** Climate zone Desert Equator Temperate Tropical Latitude	<u>Geography – mapping and Settlements</u> Teesside – • Describe the type and purpose of different buildings, monuments, services (banks, post offices, hospitals, public transport and garages) and land use (leisure, housing, industry, transport and agriculture) in Teesside (near the river) • Identify reasons for their location. • Analyse maps, atlases and globes (and digital mapping). • Locate countries and describe features **<u>Using data</u>**

			geographical activity has changed a landscape in the short or long term. • Describe the activity of tectonic plates and how this has changed the surface of the Earth **Vocabulary** – eruption, volcano, volcanic, earthquake, tectonic plates, epicentre, earth's crust, sedimentary, igneous, metamorphic	mountains) and human (houses, factories, train stations) Geography – weather • Explain how the weather affects the use of urban and rural environments. **Vocabulary** – settlement, urban, rural, village, city, town, hamlet. suburban	Longitude City names in Europe	• Analyse primary data (through observation and investigation), identifying any patterns observed. **Using fieldwork** • Gather evidence (facts, information, numerical data) to answer a geographical question or enquiry. **Vocabulary** Atlas feature
Working scientifically in science	• Use suitable vocabulary to talk or write about what has been done. • Draw a simple conclusion based on evidence to identify next steps or improvements • Gather and record findings in a variety of ways – diagrams, tables, charts and graphs • Ask questions about the world around them and explain that they can be answered in different ways. • Take measurements in standard units, using a range of simple equipment. • Set up and carry out some simple, comparative and fair tests, making predictions for what might happen					
Science skills	.	**Science – forces and magnets** • Explain that an object will not move unless a push or pull force is applied. • Describe forces in action and whether the force requires direct contact or whether the force can act at a distance (magnetic force)	**Science – rocks and soil** • **Describe simply how** fossils are formed using words, pictures or a model. • Investigate soils from the local environment making comparisons and identifying features.		**Science – Plants and Animals** • Describe how humans need the skeleton and muscles for support, protection and movement. • Identify and group animals	**Science - Light** • Explain why light from the sun can be dangerous • Find patterns in the way shadows change during the day. • Explain, using words or diagrams how

		• Compare how objects move over surfaces made from different materials. • Compare and group materials based on their magnetic properties. • Investigate and compare a range of magnets. • Explain that magnets have two poles and that opposite poles attract each other, while like poles repel each other. **Knowledge** An object will not move unless a pushing or pulling force is applied. Some forces require direct contact, whereas other forces can act at a distance, such as magnetic force. Some materials have magnetic properties. Magnetic materials are attracted to magnets. All magnetic materials are metals but not all metals are magnetic. Iron is a magnetic metal. Magnets have two poles (north and south). Opposite poles (north and south) attract each other, while like poles (north and north, or south and south) repel each other. Friction is a force between two surfaces as they move over each other. Friction slows down a moving object. Smooth	• Compare and group rocks based on their appearance, properties and uses. **knowledge** Soils are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types. Fossils form over millions of years and are the remains of a once-living organism, preserved as rock. Scientists can use fossils to find out what life on Earth was like in prehistoric times. Fossils form when a living thing dies in a watery environment. The body gets covered by mud and sand and the soft tissues rot away. Over time, the ground hardens to form sedimentary rock and the skeletal or shell remains turn to rock. There are three different rock types: sedimentary, igneous and metamorphic. Sedimentary rocks form from mud, sand and particles that have been		that have no skeleton, an internal skeleton and an external skeleton • Compare and contrast the diets of different animals • Explain the importance and characteristics of a healthy, balanced diet (proteins, carbohydrates, fruit and vegetables, dairy, fats) • Investigate how water is transported within plants • Name and describe the functions of the different parts of flowering plants (roots, stem, leaves and flowers) • Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant	shadows are formed • Describe the differences between dark and light and how we need light to be able to see. • Group and sort materials as being reflective or non-reflective **Knowledge** Light from the Sun is damaging for vision and the skin. Protection from the Sun includes sun cream, sun hats, sunglasses and staying indoors or in the shade. Shadows change shape and size when the light source moves. For example, when the light source is high above the object, the shadow is short and when the light source is low down, the object's shadow is long. Light can be reflected from different surfaces. Some

		surfaces usually generate less friction than rough surfaces. **<u>Vocabulary</u>** **Force** **Magnetism** **Magnetic** **Poles** **Friction** **Gravity** **Attract** **Repel** **Iron** **Nickel** **aluminium**	squashed together over a long time to form rock. Examples include sandstone and limestone. Igneous rocks are made from cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples include slate and marble. **<u>vocabulary</u>** **fossil** **soil** **organic matter** **silt** **erode**		• Draw and label the life cycle of a flowering plant. **<u>Knowledge</u>** Humans have a skeleton and muscles for movement, support and protecting organs. Major bones in the human body include the skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia and fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals. Humans have to get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups, including proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. Humans	surfaces are poor reflectors, such as some fabrics, while other surfaces are good reflectors, such as mirrors. A shadow is formed when light from a light source, such as the Sun, is blocked by an opaque object. Transparent objects allow light to pass through them and do not create shadows. Dark is the absence of light and we need light to be able to see. **<u>Vocabulary</u>** Shadow Opaque Transparent Translucent Source

					need to stay hydrated by drinking water. Some animals have skeletons for support, movement and protection. Endoskeletons are those found inside some animals, such as humans, cats and horses. Exoskeletons are those found on the outside of some animals, such as beetles and flies. Some animals have no skeleton, such as slugs and jellyfish. Water is transported in plants from the roots, through the stem and to the leaves, through tiny tubes called xylem. The plant's roots anchor the plant in the ground and transport water and minerals from the ground to the plant. The stem (or trunk) support the plant above the ground. The leaves collect energy from the Sun and make food for the plant. Flowers	

					make seeds to produce new plants. Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. Plants need air, light, water, minerals from the soil and room to grow, in order to survive. Different plants have different needs depending on their habitat. Examples include cacti, which need less water than is typical, and ferns, which can grow in lower light levels. Flowers are important in the life cycle of flowering plants. The stages of a plant's life cycle include germination, flower production, pollination,	

					fertilisation, seed formation and seed dispersal. Insects and the wind can transfer pollen from one plant to another (pollination). Animals, wind, water and explosions can disperse seeds away from the parent plant (seed dispersal). **<u>vocabulary</u>** muscle names bone names leaves roots flowers stem/trunk pollination germination seed formation seed dispersal flower production healthy diet xylem	
History	**<u>Stone Age to Iron Age</u>** • Make choices about the best ways to present historical accounts and information. • Use historical terms to describe different periods of time. • Ask well composed historical questions about aspects of everyday life. • Make deductions and draw conclusions about the reliability of a historical source or artefact		**<u>Local history – The Ancient Forest at Seaton Carew</u>** • Ask well composed historical questions about aspects of everyday life. • Use historical terms to describe different periods of time. <u>History – Pompeii</u>	**<u>Ancient Greeks</u>** • **Describe everyday lives of people.** • Describe the achievements and influence of the ancient Greeks on the wider world. • Describe ways in which human invention and		History – settlements – why have people settled by rivers?

	• Identify and discuss different viewpoints in a range of historical and primary and secondary sources. • Explain the similarities and differences between two periods of history – Stone Age and Iron Age. • Devise or respond to historically valid questions and suggest or plan ways to answer them. • Describe everyday lives of people. • Describe the roles of tribal communities and explain how this influenced everyday life. • Describe the hierarchy and different roles. • Describe how lives of people developed over time. • Describe ways in which human invention and ingenuity have changed how people live. • Devise or respond to historically valid questions about a significant historical figure – The Amesbury Archer (HOW AND WHY) • Summarise how an aspect of British history has changed over time and influenced our lives today. • Sequence dates and information on a timeline (use terms – AD, BC, CE, BCE) <u>Vocabulary</u> history historical periods		• Explain the cause and effect of a significant historical event	ingenuity have changed how people live. • Make choices about the best ways to present historical accounts and information. • Use historical terms to describe different periods of time. • Ask well composed historical questions about aspects of everyday life. • Make deductions and draw conclusions about the reliability of a historical source or artefact • Identify and discuss different viewpoints in a range of historical and primary and secondary sources. • Devise or respond to historically valid questions about a significant historical figure –		

	eras BC AD Timeline (as well as subject specific vocabulary)			Helen, Paris, Menalaus • Summarise how an aspect of Ancient Greek history has changed over time and influenced our lives today – alphabet, language, democracy, Olympic games, maths, science, philosophy, art and architecture. **Vocabulary** history historical periods eras BC AD Timeline achievements		
music	**Singing** Heads and shoulders Si Si Si To stop the train **Listening** Hallelujah (Messiah) Wild Man – Kate Bush **Improvising** • Become more skilled in improvising (using voices, tuned and untuned percussion and	**Singing** Kaeru no uta A ram sam sam/Pease Pudding hot Listening Jai Ho – Slumdog Millionaire Le Freak – Chic **Reading notation** Introduce the stave, lines and spaces, and clef. Use dot	**Singing** Now charia de (A boatma's song) Listen to the rain Extreme Weather **Listening** Mars – Planet Suite Night on Bare Mountain I got you – James Brown Composing	**Singing** Skye Boat Song Be thou my vision **Listening** Rondo alla Turca – Mozart Runaway Blues – Ma Rainey **Reading notation** Introduce the stave, lines and spaces, and	**Singing** Ah Poor Bird/Hey Ho! Nobody home/Rose **Listening** Bolero - Ravel Hound Dog – Elvis Presley **Performing** • Develop facility in playing tuned percussion or a melodic	**Singing** Shadow Mirror Candle light Now the sun is shining **Listening** Night Ferry – Anna Clyne With a little help from my friends – The Beatles

	instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. **<u>Vocabulary</u>** **pitch** **rhythm** **notation** **bars** **time signatures** **crochet** **pulse** **tempo**	notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. **<u>vocabulary</u>** pitch rhythm notation bars time signatures crochet pulse tempo	• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values <u>vocabulary</u> pitch rhythm notation bars time signatures crochet pulse tempo	clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. <u>vocabulary</u> pitch rhythm notation bars time signatures crochet pulse tempo	instrument such as a recorder. • Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration) • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases <u>vocabulary</u> pitch rhythm notation bars time signatures crochet pulse tempo	**<u>Performing</u>** • Develop facility in playing tuned percussion or a melodic instrument such as a recorder. • Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration) • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases <u>vocabulary</u> pitch rhythm notation

						bars time signatures crochet pulse tempo
PE	Invasion Games Skills 3 **Skills – I CAN** Dodge Be aware of my environment and others. Get into good positions to receive a ball Pass and move into space. Shield a ball from an opponent Turn in different ways whilst in possession. Dribble with control and using both hands/ feet Deceive my opponents by feinting/dummying/ giving the eyes. Close the space and then jockey waiting for my opponent to lose control Force my opponent onto their weaker side. Communicate with my fellow players to make sure everyone is in the right position and alert **Knowledge – I KNOW** To travel with my head up. To signal for the ball with my hands so as not to alert defenders. To get my body between my opponent and the ball. How to dummy pass	Gymnastics – Linking movements together **Skills – I CAN** Step gracefully and with control Turn through 90, 180, 270 and 360 degrees Spin on points and patches. Hold balances with good control Find ways of moving out of one balance and into another. Show different graceful ways of getting from floor to ground and vice versa Link high and low moves. Explore a variety of rolls Create a sequence of rolls and balances. Travel on patches close to the ground Perform with work at contrasting levels. Perform a range of gymnastic movements at my own level Link movements seamlessly. **Knowledge – I KNOW** The difference between a point and a patch How to spin with control.	Tennis **Skills – I CAN** Take up a 'ready position' and move into good positions to strike a ball Play a game of hand tennis trying to move my opponent around the court. Hit consistent forehand returns Get into consistently good positions to hit the ball after one bounce. Get into good positions to play backhand shots Strike the ball on the backhand with some consistency. Volley a ball on the forehand and backhand striking the ball downwards. Serve from the baseline into my opponent's side of the court Move into the correct position to play a variety of shots. Use tactics against an opponent	Dance – Dance around the world **Skills – I CAN** Develop a motif demonstrating some agility, balance, coordination and precision. Creatively change static actions into travelling movements Show different levels and pathways when I travel. Communicate effectively with a partner. Communicate effectively within a group. Communicate effectively within a group Improve our ideas. Evaluate the work of other's using accurate technical language. **Knowledge – I KNOW** How to contribute key words to a theme related mind map	Cricket **Skills – I CAN** Stand sideways-on, with a high back lift, ready to receive a ball Step back and across to pull a short ball Bowl a ball overarm with a straight arm Take up a wicket keeping stance and take balls bowled on both sides of the wicket. Throw accurately and powerfully Hit a ball by driving it and then run between a set of wickets, sliding my bat when necessary. Bat successfully with a partner, communicating effectively Bowl with increasing accuracy. Bowl with a run up Stop hard balls struck at me by forming a long barrier	Athletics **Skills – I CAN** Use the correct technique to start a sprint race Develop my coordination to improve my speed. Hurdle efficiently and consistently Sprint between hurdles. Develop the technique and consistency of my jumps Jump consistently off the same foot I can scissor kick. To position my body sideways-on when throwing The 'pull' technique in throwing. Accurately replicate the technique for running, jumping and throwing events Run a relay efficiently as part of a team. Replicate the techniques for running, jumping and throwing

	How to trick opponents by looking one way and then passing another. To close the space down quickly when defending The importance of keeping my eye on the ball and not player's feet when defending. The importance of clearing the danger in any way possible near my goal. OAA **Skills – I CAN** Work as part of a team Show enthusiasm, determination and resilience. Work together in a small group to solve problems Compete under pressure. Negotiate with my group Plan a route map. Work with others to solve problems Follow the rules of an activity. Identify areas of the school grounds using a map Run and think simultaneously to compete in a competition. Identify where a number of controls are situated around the school grounds via photographic clues Take photographs of interesting places around the school site. **Knowledge – I KNOW** How to use the process of elimination to work out symbols I don't know. I have to communicate well and negotiate to solve problems in a group To persevere and try again when things don't go immediately to plan.	The importance of working at different levels How to move from one shape to another smoothly. The importance of contrasts in my work How to perform symmetrically and asymmetrically. How to use the space available to the best of my ability The importance of control in everything I do. The importance of a good starting position and finishing position To move with control with good quality transitions between movements. The importance of uplevelling my work and acting upon feedback My own ability and choose to perform moves which are within my limitations.	**Knowledge – I KNOW** What the ready position is To try and get into the centre of the court after playing each shot. To hit with a nice full backswing To keep my head still and to try and hit with control. That I can play backhand with one hand or two, whichever feels more comfortable. To volley a ball by deflecting it downwards. The rules of tennis How to score. My own and my opponent's strengths and weaknesses.	How to translate words/ideas into actions and combine together. How to translate theme related actions into travelling movements. How to translate images into actions to communicate meaning. How to listen to other's and share my own ideas How to translate words from a poem into movements. How to use canon, formation changes, direction and level to improve our ideas How to listen to other people's ideas and vocalise my own thoughts. How to recognise good timing, execution and performance skills Assessment: I can. Evaluate the work of other's using technical language.	Communicate effectively with a partner when batting. Back up my fellow fielders in the field Play purposefully in a competitive game, taking on multiple roles effectively **Knowledge – I KNOW** How to grip the bat How to move back and across, to play the pull shot What the crease is for. How to grip a ball when bowling The process of bowling from the coil to release of the ball How to position myself when wicketkeeping so there are no obstructions to my vision. When to slide my bat to make my ground when running between the wickets What 'backing up' means to fielders. The different calls I can make as batsman Which batsman/woman calls and the circumstances when each should call.	events in competitive situations Challenge myself to beat previous performances **Knowledge – I KNOW** How to start a sprint race The importance of keeping my first few metres low and powerful. Which my take-off foot is The technique associated with hurdling. That my furthest landing point backwards, in long jump and triple jump, is the point measured in competition To run in an arc and to approach the bar sideways on when high jumping That triple jump can be remembered by, 'Same, different, both.'. To position my body sideways-on when throwing The 'pull' technique in throwing. How to receive and transfer a baton safely

	My compass points How to navigate around an area following directions. The importance of listening to others and communicating well. How to orientate a map and find clues. How to use an Ipad to take photographs How to take turns and use equipment safely. **Knowledge – I KNOW**				How to form a long barrier to field a hard shot. When to stand still in the field, and when to walk in as the bowler runs in Why I need to call my name if going for a high catch.	How to remember the technique for triple jump. I can improve on personal bests How to measure my own and others' performances.
RE **45 hours a year – recommendation = 38 weeks**	**What do Sikhs believe about God?** **Why are the Gurus inspirational to Sikhs?** Developing knowledge about what Sikh beliefs are about God. Develop knowledge about Sikh Gurus: **What do Sikhs believe about God?** **Skills** Discuss the belief that Sikh's believe in one God. Discuss the Sikh created the world. Discuss the difference between right and wrong. Sargun The belief that God is everywhere and in everything. Nirgun The belief that God is above and beyond everything. **Knowledge** Know that Sikhs believe that: There is only one God; God cannot be described as either male nor female; God is both sargun and nirgun;	**How and why is Advent important to Christians?** Developing knowledge of the Christmas story, Christian symbols & practices today: **Skills** Discuss what light symbolises. Recall what Advent is. **Knowledge** Understand the importance of light to Christian's. Understand what happens during advent. Understand what light can symbolise. Know that a green candle, symbolizing faith, is lit on the first Sunday that begins on or around November 15; on the second Sunday, a blue candle, symbolizing hope, is lit; on the	**What can we learn about Christian symbols & beliefs by visiting churches?** Developing knowledge of Christian worship, differing practices, symbols: **Skills** Recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel. Describe some of the objects/actions found in churches and how they are used in worship.	**What do Christians remember on Palm Sunday?** Developing knowledge of Palm Sunday in context of: Easter, Christian symbols & practices today: **Skills** Recall events leading up to Palm Sunday. Discuss the events of Palm Sunday. Recall how Christians celebrate Easter. Recall the events leading up to the Easter story. **Knowledge** Know that Jesus spent forty days in the wilderness before	**Why do Sikhs go to the Gurdwara?** **How do Sikhs show commitment and belonging to the faith?** Developing knowledge and understanding about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used & through actions: **Skills** Identify where Sikh's worship. Identify how Sikh's worship. Identify Sikh religious symbol. Retell one of the stories celebrated during a Sikh Festival. **Knowledge** Know how to Behave in a Gurdwara. Name features of a Gurdwara. Explain what makes the Gurdwara a special place for Sikhs. Explain what the Sikh holy book is and how it is used. Name and explain the meanings of Sikh symbols	

	God created the world and created people to know the difference between right and wrong; Images of God are forbidden as is worshipping them; All people are equal. **Vocabulary** Sikhism Sikh Guru Guru Nanak gurdwara Guru Granth Sahib Sargun nirgun **Why are the Gurus inspirational to Sikhs?** **Skills** Explain how Sikhism was founded. Explain who founded Sikhism. **Knowledge** Name the founder of Sikhism. Understand and explain why the Guru Granth Sahib is considered to be the last Guru. Know how many Sikh Guru's there are. Know that there were ten Gurus who spread God's message: Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Rai, Guru Harkrishan, Guru Tegh Bahadur and Guru Gobind Singh. **Vocabulary** Sikhism Sikh Guru Guru Nanak	third Sunday, a gold candle, symbolizing love; on the fourth Sunday, a white candle, symbolizing peace; on the fifth Sunday, a purple candle, symbolizing repentance; on the sixth Sunday, a red candle, symbolizing communion. **Vocabulary** Advent Light Good **Belief, Authority, Expressions of Belief** **Resources:** **Christianity resources/photographs - including Advent ring - outside staffroom**	Describe simply the meaning of these objects/actions. Give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views. **Knowledge** Understand that the nature of God is shown through metaphors and symbols in church; the otherness of God (transcendent) who inspires awe, wonder and devotion. Know how buildings, symbolic objects and actions are used to express beliefs and feelings. Begin to understand the diversity of practice in Sunday worship in the local area. Understand the importance of prayer and its importance for Christians including aids to prayer. **Vocabulary** Roman Catholic Church Baptist Church Salvation Army citadel Prayer Statues Relics Images Icons	travelling to Jerusalem. Know the events of Palm Sunday. Know the sequence of events leading up to Easter. Understand why Jesus is special to Christians. Know that Jesus is important to Christian's. **Vocabulary** Desert Wilderness King Donkey Palm leaves **Belief, Authority, Expressions of Belief** **Resources:** **Christianity resources/photographs outside staffroom, including palm crosses.**	Describe the main Sikh festivals and why they are celebrated. Explain what the main Sikh symbols mean or represent. **Vocabulary** Sikhism Sikh Guru Guru Nanak gurdwara Guru Granth Sahib Sargun 5 Ks Kesh Kara Kachera Kirpan Kanga Ek Onkar Khanda Nishan Sahib **Belief, expressions of belief, impact if belief** **Resources:** **Sikhism resources/photographs outside staffroom** **Visit** Shri Guru Nanak Gurdwara and Sikh Community Centre 31a Allensway Thornaby Stockton on Tees TS17 9HA **Tel: 01642 760634**

	gurdwara Guru Granth Sahib sargun **Belief, Expressions of Belief, Impact of Belief** **Resources:** **Sikhism resources/photographs outside staffroom**			**Expressions of Belief** **Resources:** **Christianity resources/photographs outside staffroom.** **Visit local churches including the local Methodist church.**					
Relationships education **Physical health and mental wellbeing**	**Autumn- Relationships**			**Spring – Living in the wider world**			**Summer – Health and Wellbeing**		
	Families and Friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and Work**	**Physical health and mental wellbeing**	**Growing and changing**	**Keeping safe**
	What makes a family; features of family life	**Personal boundaries; safely responding to others; the impact of hurtful behaviour**	**Recognising respectful behaviour; the importance of self-respect; courtesy and being polite**	**The value of rules and laws; rights, freedoms and responsibilities**	**How the internet is used; assessing information online**	**Different jobs and skills; job stereotypes; setting personal goals**	**Health choices and habits; what affects feelings; expressing feelings**	**Personal strengths and achievements ; managing and reframing setbacks**	**Risks and hazards; safety in the local environment and unfamiliar places**
	•to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents •that being part of a family provides support, stability and love •about the positive aspects of being part of a family, such as	•What is appropriate to share with friends, classmates, family and wider social groups including online •about what privacy and personal boundaries are, including online •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision •that bullying and hurtful behaviour is	• to recognise respectful behaviours e.g. helping or including others, being responsible •how to model respectful behaviour in different situations e.g. at home, at school, online •the importance of self-respect and their right to be treated respectfully by others	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken •what human rights are and how they protect people • to identify basic examples	•how the internet can be used positively for leisure, for school and for work •to recognise that images and information online can be altered or adapted and the reasons for why this happens	•about jobs that people may have from different sectors e.g. teachers, business people, charity work •that people can have more than one job at once or over their lifetime •about common myths and	•about the choices that people make in daily life that could affect their health •to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) •what can help people to	•the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle •what is meant by a healthy, balanced diet including what foods should be	•how to identify typical hazards at home and in school •how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen

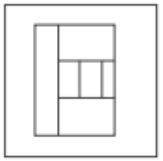
	spending time together and caring for each other •about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty •to identify if/when something in a family might make someone upset or worried •what to do and whom to tell if family relationships are making them feel unhappy or unsafe	unacceptable in any situation •about the effects and consequences of bullying for the people involved •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour	•what it means to treat others, and be treated, politely •the ways in which people show respect and courtesy in different cultures and in wider society	of human rights including the rights of children •about how they have rights and also responsibilities •that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	•strategies to recognise whether something they see online is true or accurate •to evaluate whether a game is suitable to play or a website is appropriate for their age-group •to make safe, reliable choices from search results •how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communicatio n	gender stereotypes related to work •to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM •about some of the skills needed to do a job, such as teamwork and decision-making •to recognise their interests, skills and achievements and how these might link to future jobs •how to set goals that they would like to achieve this year e.g. learn a new hobby	make healthy choices and what might negatively influence them •about habits and that sometimes they can be maintained, changed or stopped	eaten regularly or just occasionally •that regular exercise such as walking or cycling has positive benefits for their mental and physical health •about the things that affect feelings both positively and negatively •strategies to identify and talk about their feelings •about some of the different ways people express feelings e.g. words, actions, body language •to recognise how feelings can change overtime and become more or less powerful	•about fire safety at home including the need for smoke alarms •the importance of following safety rules from parents and other adults •how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

How to
Collage Techniques

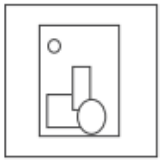
determine the purpose

select magazines

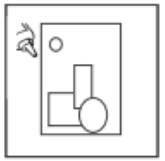
group imagery



decide orientation of background



structure the composition



paste the collage