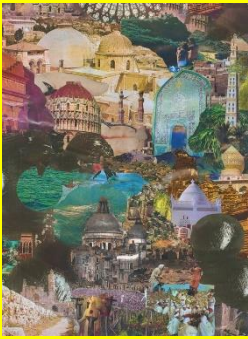



- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes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

Curriculum coverage - Year 3 – 2022-2023

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks and 3 days)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Title	Through the ages	Mighty Metals	Rumbles, rocks and relics	Gods and Mortals	Predator	Flow
Main focus subject	History Stone Age to Iron Age	Science forces and magnets.	Geography volcanoes, earthquakes, tsunamis	History Ancient Greece	Science Animals including humans	Geography Rivers and rainforests
English 1	<p><u>Stone Age Boy – Satoshi Kitamura</u> (Narrative Story)</p> <p><u>Narrative 1</u> To write a story in four parts, in the first person, with a definite ending.</p> <p>Transform for GDS Change into a third person story.</p>	<p><u>The Wild Robot – Peter Brown</u> • Explanation Non Fiction</p> <p><u>Explanation</u> Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p>Transform for GDS Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience</p>	<p><u>The Secret of Black Rock – Joe Todd-Stanton – adventure</u> <u>Narrative 2</u> To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p>Transform for GDS Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrase</p>	<p><u>Theseus and the Minotaur retold by Hugh Lupton & Daniel Morden – myth</u> <u>Narrative 3</u> Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</p> <p>Transform for GDS Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the read</p>	<p><u>Wolves in the Walls – Neil Gaiman</u></p> <p><u>Non-chronological report 2</u> Write a non-chronological report about a wolf</p> <p>Transform for GDS Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</p>	<p><u>The Explorer – Katherine Rundell</u></p> <p><u>Narrative 5</u> Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p>Transform for GDS Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p>

English 2	<p>Stone Age Boy – Satoshi Kitamura</p> <p><u>Recount 1</u> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. <i>E.g. Printing, Stone Age (Now Press Play)</i></p> <p>Transform for GDS Write same event in a different form e.g. as a story, a letter or a diary</p>	<p>Wild Robot – Peter Brown Narrative 6 Write a story where dialogue is the drive to move the story on.</p> <p>Transform for GDS Revise the dialogue to provide strong characterisation.</p>	<p>The Secret of Black Rock – Joe Todd Stanton</p> <p>Non-chronological report 1 Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. <i>E.g. Plants and Light, Italy</i></p> <p>Transform for GDS Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</p>	<p>Theseus and the Minotaur retold by Hugh Lupton & Daniel Morden – myth</p> <p>Instructions – How to beat the minotaur and escape from the labyrinth.</p> <p>Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. <i>E.g. Structures and 3D frames, Forces</i></p> <p>Transform for GDS Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p>	<p>Wolves in the Walls- Neil Gaiman</p> <p>Narrative 4 To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p>Transform for GDS Revise one section of the story i.e. “problem”. Use words and phrases to capture the readers’ interest and imagination and select verbs carefully to describe actions, thoughts and feelings</p>	<p>The Explorer – Katherine Rundell Amazon Rainforest</p> <p>Persuasive letter about saving a rainforest animal</p> <p>Persuasion Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>Transform for GDS Change the viewpoint of the author, selecting vocabulary appropriately.</p>
English 3	<p>Additional Writing</p> <p>Poetry Narrative-alternate endings Chronological report newspaper Narrative (Consolidation of skills)</p>	<p>Additional Writing</p> <p>Narrative Instructions</p>	<p>Additional Writing</p> <p>Recount-Diary Recount-letter Poem</p>	<p>Additional Writing</p> <p>Message/email</p>	<p>Additional Writing</p> <p>Play scripts Advert</p>	<p>Additional Writing</p> <p>Blog Letter</p>

Reading at the end of the day	The Wild Way Home – Sophie Kirtley	The Wild Robot – Peter Brown	The Firework Maker's Daughter – Philip Pullman 1995	Helping Hercules – Francesca Simon	Fang – Malorie Blackman	The Explorer – Katherine Rundell
Art and design	<p>Art and design focus – sketching and printing Outcome – Make a print rock paintings in the style of Matisse</p> <p>Skill focus – observational drawing of humans moving and throwing and modern animals. Great artists - cave art</p> <p><u>Skills</u> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Use different materials to draw – charcoal, sketching pencils Use observational skills to draw humans in action. Be able to draw body parts in proportion. Make a careful line drawing with no shading. Draw arms up and legs running. Use an appropriate tool to engrave cave art into an Easiprint tile. Use a roller to ink up a palette. Apply ink to a roller and roll across Easiprint tile. Lift printed paper carefully Select and experiment with different materials to create a range of effects. Explain what he/she likes about their work.</p> <p>Knowledge</p>	<p>Art and design focus – sketching and sculpture Outcome – make coil beakers out of clay.</p> <p>Skill focus – sketching observational drawings of Bell Beaker pots. - sculpture – creating coils and making coil pots. Great artists – Beaker people</p> <p><u>Skills</u> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Use different materials to draw – charcoal, sketching pencils Explore shading using pencil and charcoal. Make a careful line drawing with no shading. Use sketching pencils to accurately copy Beaker People patterning. Learn about what colours would have been used for Stone Age/Bronze Age pottery. Be able to create own patterning on pots with the correct tools using Bell Beaker pottery as an example.</p>		<p>Art and design – sketching and collage Outcome - create a collage for a poster advertising ancient Greece in the style of Kurt Schwitters.</p>   <p>Skill focus – sketching and collage Great artists - Kurt Schwitters.</p> <p><u>Skills</u></p>	<p>Art and design Outcome - sketch and paint birds of prey (large canvas piece) using a Fauvist technique.</p> <p>Skill focus – sketching Painting Great artists – Matisse, Vlaminck, Derrain <u>skills</u> Show an awareness of space when drawing on a large scale. Use sketching techniques to copy birds in action. Use varied brush techniques. Mix colours effectively using the vocabulary – tint, shade, primary and secondary Create different textures with paint</p> <p>Knowledge</p>	

	<p>Cave painting are a way for archaeologists to learn about how people lived in the long past. Cave paintings up to 44,000 years old. 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. Sketching pencils come in different shades with 8h being the greyest and the lightest and 8b being the softest and the blackest. Hatching, cross-hatching and shading are techniques artists use to add texture and form. Know that a printed image prints the reverse of the drawn image.</p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure; the execution of specific techniques or the uses of colour, line, shadow and shading.</p> <p>Vocabulary Material Technique Sketches Preliminary sketches Line drawings Colour Shading Hatching Cross hatching Ink Roller Easiprint</p>	<p>Learn how to draw an elliptical top on a pot. Roll out coil lengths that are level through the full length. Coil clay up into a short cylinder. Use a clay kidney to smooth the sides down.</p> <p>Knowledge Know where the Beaker people came from. Know what kinds of patterns they used. Know what was special about a Bell Beaker pot.</p> <p>Clay is malleable and easy to change into a new shape. A coil is a long, thin shape like a snake that we execute by rolling clay on a table with both hands.</p> <p>Vocabulary Clay Coil Kidney tool Material Technique Sketches Preliminary sketches Line drawings Colour Texture Tine Shadow Shading Hatching</p>		<p>Use a variety of media to draw different buildings – UK and in Greece. Work at a variety of sizes. Select colours and materials to create effect, giving reasons for their choices. Build up a picture using torn paper and recycling materials.</p> <p><u>Evaluate and analysing skills</u> Refine work as they go to ensure precision</p> <p>Knowledge Artists draw, paint or sculpt human forms in active poses. Greek pottery was orange and black. A human figure is 9 heads long. Know that collage is a picture made with different layers of materials. Know that repeated patterns can be created by using a matrix.</p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, the execution of specific</p>	<p>Visual elements include colour, line, shape, form, pattern and tone. Contrasting colours include red and green, blue and orange, purple and yellow. They are obviously different to one another and are opposite each other on the colour wheel. Know that white and black can be added to make tints and shades.</p> <p>Vocabulary Sketching Cross hatching Hatching Line drawing Painting Primary colours Secondary colours Contrasting colours Shadow Shading</p>	
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	Image engrave	Cross hatching		<p>techniques or the uses of line</p> <p>vocabulary</p> <p>colour</p> <p>line</p> <p>texture</p> <p>hatching</p> <p>cross-hatching</p> <p>sketching</p> <p>collage</p> <p>matrix</p>		
Computing	<p><u>Stop-frame animation</u></p> <p><u>Skills</u> 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.</p>		<p><u>Programming – Scratch</u></p> <p><u>Skills</u> To build a sequence of commands. To combine commands in a program. To order commands in a program. To create a sequence of commands to produce a given outcome</p> <p><u>Knowledge</u> To explain that programs start because of an input. To explain what a sequence is. To identify that a program includes sequences of commands. To identify that the sequence of a program is a process.</p>		<p><u>Branching Databases</u></p> <p><u>Skills</u> 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.</p>	<p><u>Desktop Publishing</u></p> <p><u>Skills</u> 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.</p>

	<p>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.</p> <p><u>Knowledge</u> Understand how to make a simple flip-book animation. 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.</p> <p><u>Vocabulary</u> Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, delete, media, import, transition</p>		<p>To explain that the order of commands can affect a program's output. To identify that different sequences can achieve the same output. To identify that different sequences can achieve different outputs.</p> <p><u>Vocabulary</u> Attributes Scratch Sprites Commands Blocks Programme Sequence code</p>		<p>Prove my branching database works. Create 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. 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.</p> <p><u>Knowledge</u> Know how to describe objects using appropriate attributes. Know what a branching database is.</p>	<p>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. Compare work made on desktop publishing to work created by hand.</p> <p><u>Knowledge</u> 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.</p> <p><u>Vocabulary</u> Text, images, advantages, disadvantages, communicate, font, font style, template, landscape, portrait, orientation, placeholder, layout,</p>
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					<p>Know how to use a branch tool. Know an attribute describes objects. Know the purpose of pictograms and branching databases</p> <p><u>Vocabulary</u> Attribute, value, questions, table, objects, branching database, database, equal, even, separate, structure, compare, order, organise, value, J2Data, selecting, information, decision tree,</p>	<p>content, desktop publishing, copy, paste, purpose , benefits</p>
DT		<p>DT – Structures – Make a robot fridge magnet that has a useful clip to hold a piece of paper</p> <p><u>skills</u></p> <ul style="list-style-type: none"> • Use search engine to develop design criteria to inform a design of an appealing product that is fit for purpose. • Develop an annotated sketch and a prototype that fit the design criteria. • Plan which materials will be needed for a task and explain why. • Use tools safely for cutting and joining materials and components. • Use a ruler correctly to draw lines. 	<p>DT – Textiles Create a sewn bag for Lila to take to Mount Merapi</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use search engine to develop design criteria to inform a design of an appealing product that is fit for purpose. • Develop an annotated sketch and a prototype that fit the design criteria. • Making a template with paper. 			<p>DT – Create a healthy packed lunch item to take on a picnic.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use the internet or recipe books to search for healthy snacks. • Use a safe kitchen knife to peel, cut, dice, grate and chop a variety of food types. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know the names of different preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating and mixing.

		<ul style="list-style-type: none"> strengthen and stiffen cardboard with further cardboard so that a product will last. Measure out measurements accurately using a ruler. Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand what a brief is. Know that research into a design is very important for initial ideas. Know how to create an annotated diagram that is clearly labelled and drawn so that a prototype can be constructed. Know that a prototype is an initial mock-up to check if the design will work. Know how to use a ruler to draw accurate lines. Know how to strengthen a weak structure with additional cardboard or diagonal struts can. <p><u>Vocabulary</u> Design Design criteria Plan</p>	<ul style="list-style-type: none"> Copy template onto material using pins. Pinning accurately. Using an accurate running stitch. Knowing how to embellish using other materials. Create a pocket with a sewn button. Develop skills in stitching, cutting and joining. <p><u>Knowledge</u> A template enables a pattern to be transferred onto a material. Know how to thread a needle and secure it with a knot. Know how to create a simple knot. A running stitch is a stitch where the needle is taken up and down through the fabric at regular intervals. Running stitches should be of equal length.</p> <p><u>Vocabulary</u> Running stitch Template Embellish Needle Thread fabric</p>			<ul style="list-style-type: none"> Identify and name foods that are produced in different places. Know that 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 and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. <p><u>Vocabulary</u> Savoury Food groups Carbohydrates Protein Dairy Fats Vegetables Sugars Vitamins Peel Chop Deseed Slice</p>
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		Prototype Annotated sketch evaluate Tools improvement				Dice Grate mix skin
Geography			<p><u>Rocks, relics and Rumbles</u> Identify where countries are within the UK and the key topographical features Name and locate the cities of the UK Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. Communicate findings in ways appropriate to the task or for the audience. Use basic geographical vocabulary such as ocean, valley, vegetation, soil, mountain, port harbour, factory, office.</p> <p>Knowledge</p>	<p><u>Gods and mortals</u> Identify physical and human features of the locality – Athens Recognise there are similarities and differences between places – Athens and Hartlepool Develop an awareness of how places relate to each other. Explain about weather conditions/patterns around the UK and parts of Europe (Greece) Use fieldwork instruments – camera, rain gauge.</p> <p>Knowledge</p>	<p><u>Predator –</u> Use 4-figure grid references Use the 8 points of the compass Make plans and maps using symbols and keys Communicate findings in ways appropriate to the task or for the audience. Use basic geographical vocabulary such as ocean, valley, vegetation, soil, mountain, port harbour, factory, office. Identify physical and human features of the locality</p> <p>knowledge</p>	<p><u>Flow – The Amazon Rainforest Skills</u> Recognise that different people hold different views about an issue and begin to understand some of the reasons why – deforestation of the Amazon RF Understand and use a widening range of geographical terms – meander, floodplain, location, industry, transport, settlement, water cycle. Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Communicate findings in ways appropriate to the task or for the audience. Use basic geographical vocabulary such as ocean, valley, vegetation, soil, mountain, port harbour, factory, office. Make more detailed fieldwork sketches.</p> <p>knowledge</p>

Working scientifically in science	<ul style="list-style-type: none"> • 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	<p>Science – light</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. <p>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.</p> <p>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.</p> <p>Light can be reflected from different surfaces. Some surfaces are poor reflectors, such as some fabrics, while other surfaces are good reflectors, such as mirrors.</p> <p>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.</p>	<p>Science – forces and magnets</p> <ul style="list-style-type: none"> • Compare how things can go on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they're attracted to a magnet and • Identify some magnetic materials. • Predict whether two magnets will attract or repel each other depending on which poles are facing. <p>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.</p> <p>Some materials have magnetic properties. Magnetic materials are attracted to magnets. All magnetic materials are metals but not all</p>	<p>Science – rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. <p>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.</p> <p>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</p>		<p>Science –Animals</p> <ul style="list-style-type: none"> • Identify that animals including humans need the right types and amount of nutrition • Identify that animals including humans cannot make their own food – they get their nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Knowledge 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</p>	<p>Science - Plants</p> <ul style="list-style-type: none"> • Identify and describe the function of different parts of flowering plants. • Explore the requirements of plants for life and growth and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants <p>Knowledge 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.</p> <p>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.</p>

	<p>Dark is the absence of light and we need light to be able to see.</p> <p><u>Vocabulary</u></p> <p>Shadow Opaque Transparent Translucent Light source Reflection/ ed</p>	<p>metals are magnetic. Iron is a magnetic metal.</p> <p>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.</p> <p>Friction is a force between two surfaces as they move over each other. Friction slows down a moving object. Smooth surfaces usually generate less friction than rough surfaces.</p> <p><u>Vocabulary</u> Force Magnetism Magnetic Poles Friction Gravity Attract Repel Iron Nickel aluminium</p>	<p>tissues rot away. Over time, the ground hardens to form sedimentary rock and the skeletal or shell remains turn to rock.</p> <p>There are three different rock types: sedimentary, igneous and metamorphic. Sedimentary rocks form from mud, sand and particles that have been 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.</p> <p><u>vocabulary</u> fossil soil organic matter silt erode sedimentary metamorphic igneous limestone sandstone pumice marble granite basalt chalk</p>		<p>fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals.</p> <p>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 need to stay hydrated by drinking water.</p> <p>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.</p> <p><u>vocabulary</u> muscle names bone names</p>	<p>Water is transported in plants from the roots, through the stem and to the leaves, through tiny tubes called xylem.</p> <p>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.</p> <p>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).</p> <p><u>Vocabulary</u> leaves roots flowers stem/trunk pollination germination seed formation seed dispersal flower production</p>
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			slate porous impermeable		healthy diet xylem nutrition	
History	<p>Would you rather be a hunter-gatherer or a cave dweller?</p> <p>Skills <u>Chronological understanding</u> Use historic terms related to the Stone Age Place the three eras of The Stone Age in a chronological framework. <u>Historical enquiry</u> Ask and answer questions, choosing sources to show knowledge and understanding of The Stone Age. Show understanding of some ways in which we find out about the past and identify different ways in which the past is represented. Use source information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. <u>Historical understanding</u> Describe changes during The Stone Age</p> <p>Knowledge Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time. <u>Tools and weapons</u></p>	<p>Which was more impressive – The Bronze Age or The Iron Age?</p> <p>Skills <u>Chronological understanding</u> Place the two eras onto a chronological framework. <u>Historical enquiry</u> Ask and answer questions, choosing sources to show knowledge and understanding of The Bronze and Iron Age. Show understanding of some ways in which we find out about the past and identify different ways in which the past is represented. Use source information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. <u>Historical understanding</u> Describe changes during The Bronze and Iron Age</p> <p>Knowledge c2500–c800 BC Duration: 1700 years <u>Tools and weapons</u> Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy. – Iron tools and weapons were sharp and strong. Everyone could</p>		<p>Would you rather be a Spartan or an Athenian?</p> <p>Skills <u>Chronological understanding</u> Place the Ancient Greeks onto a chronological framework with previous eras studied. <u>Historical enquiry</u> Ask and answer questions, choosing sources to show knowledge and understanding of The Ancient Greeks. Show understanding of some ways in which we find out about the past and identify different ways in which the past is represented. Use source information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. <u>Historical understanding</u> Describe changes during The Ancient Greek Era.</p> <p>Knowledge The Ancient Greek civilisation emerged after 800 BC, and reached its peak around 330</p>		

	<p>Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.</p> <p>Everyday life Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.</p> <p>Settlements People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.</p> <p>Beliefs People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship.</p> <p>End of the Stone Age The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.</p> <p>Vocabulary history historical periods eras BC AD Timeline Archaeologist Artefact circa Palaeolithic Mesolithic Neolithic Henge Stonehenge Monument Settlement Shelter Hunter gatherers nomads</p>	<p>own iron tools and weapons, not just the wealthy.</p> <p>Everyday life The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew. – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.</p> <p>Settlements People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes. People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.</p> <p>Beliefs People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods. – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.</p> <p>End of the Bronze Age People stopped using metal during a time called the Bronze Age collapse.</p> <p>End of The Iron Age</p>		<p>BC with the conquests of Alexander the Great. Ancient Greece was made up of individual city states, which frequently fought between each other. A All of the city states shared a similar language, and a similar Greek culture involving Gods, myths and sports. Ancient Greece was not one country, but it was one civilisation. Ancient Greece was made up of a series of independent city-states such as Athens and Sparta. Although Ancient Greece was made up of many separate states, they all shared a similar culture, with common Gods, myths and the Olympic Games. The Olympic Games saw each of the independent city-states compete against each other at sports every four years.</p> <p>Vocabulary history historical periods eras BC AD Timeline Archaeologist Artefact Circa Sparta Athens City state Myths Mortals</p>		
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MUSIC						

<p>PE</p>	<p style="text-align: center;">Invasion Games Skills 3</p> <p><u>Skills – I CAN</u> 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</p> <p><u>Knowledge – I KNOW</u></p> <p>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 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.</p>	<p style="text-align: center;">Gymnastics – Linking movements together</p> <p><u>Skills – I CAN</u> 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.</p> <p><u>Knowledge – I KNOW</u> The difference between a point and a patch How to spin with control. The importance of working at different levels How to move from one shape to another smoothly. The importance of contrasts in my work</p>	<p style="text-align: center;">Tennis</p> <p><u>Skills – I CAN</u> 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</p> <p><u>Knowledge – I KNOW</u> What the ready position is</p>	<p style="text-align: center;">Dance – Dance around the world</p> <p><u>Skills – I CAN</u> 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.</p> <p><u>Knowledge – I KNOW</u> How to contribute key words to a theme related mind map 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</p>	<p style="text-align: center;">Cricket</p> <p><u>Skills – I CAN</u> 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 Communicate effectively with a partner when batting. Back up my fellow fielders in the field</p>	<p style="text-align: center;">Athletics</p> <p><u>Skills – I CAN</u> 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 events in competitive situations Challenge myself to beat previous performances</p> <p><u>Knowledge – I KNOW</u> 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.</p>
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	<p>The importance of clearing the danger in any way possible near my goal.</p> <p><u>OAA</u> Skills – I CAN</p> <p>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.</p> <p>Knowledge – I KNOW</p> <p>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. 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Play purposefully in a competitive game, taking on multiple roles effectively</p> <p>Knowledge – I KNOW</p> <p>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.</p>	<p>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 How to remember the technique for triple jump. I can improve on personal bests How to measure my own and others' performances.</p>
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	<p>How to use an Ipad to take photographs</p> <p>How to take turns and use equipment safely.</p>				<p>How to form a long barrier to field a hard shot.</p> <p>When to stand still in the field, and when to walk in as the bowler runs in</p> <p>Why I need to call my name if going for a high catch.</p>
<p>RE 45 hours a year – recommendation = 38 weeks</p>	<p>What do Sikhs believe about God?</p> <p>Why are the Gurus inspirational to Sikhs?</p> <p>Developing knowledge about what Sikh beliefs are about God.</p> <p>Develop knowledge about Sikh Gurus:</p> <p>What do Sikhs believe about God?</p> <p>Skills</p> <p>Discuss the belief that Sikh's believe in one God.</p> <p>Discuss the Sikh created the world.</p> <p>Discuss the difference between right and wrong.</p> <p>Sargun The belief that God is everywhere and in everything.</p> <p>Nirgun The belief that God is above and beyond everything.</p> <p>Knowledge</p> <p>Know that Sikhs believe that:</p> <p>There is only one God;</p> <p>God cannot be described as either male nor female;</p> <p>God is both sargun and nirgun;</p> <p>God created the world and created people to know the difference between right and wrong;</p>	<p>How and why is Advent important to Christians?</p> <p>Developing knowledge of the Christmas story, Christian symbols & practices today:</p> <p>Skills</p> <p>Discuss what light symbolises.</p> <p>Recall what Advent is.</p> <p>Knowledge</p> <p>Understand the importance of light to Christian's.</p> <p>Understand what happens during advent.</p> <p>Understand what light can symbolise.</p> <p>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 third Sunday, a gold candle, symbolizing love; on the fourth Sunday, a white candle, symbolizing peace; on the fifth</p>	<p>What can we learn about Christian symbols & beliefs by visiting churches?</p> <p>Developing knowledge of Christian worship, differing practices, symbols:</p> <p>Skills</p> <p>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.</p> <p>Describe some of the objects/actions found in churches and how they are used in worship.</p> <p>Describe simply the meaning of these objects/actions.</p>	<p>What do Christians remember on Palm Sunday?</p> <p>Developing knowledge of Palm Sunday in context of:</p> <p>Easter, Christian symbols & practices today:</p> <p>Skills</p> <p>Recall events leading up to Palm Sunday. Discuss the events of Palm Sunday.</p> <p>Recall how Christians celebrate Easter.</p> <p>Recall the events leading up to the Easter story.</p> <p>Knowledge</p> <p>Know that Jesus spent forty days in the wilderness before travelling to Jerusalem.</p> <p>Know the events of Palm Sunday.</p> <p>Know the sequence of events leading up to Easter.</p>	<p>Why do Sikhs go to the Gurdwara?</p> <p>How do Sikhs show commitment and belonging to the faith?</p> <p>Developing knowledge and understanding about how Sikh beliefs are expressed through worship at the Gurdwara, festivals, symbols used & through actions:</p> <p>Skills</p> <p>Identify where Sikh's worship.</p> <p>Identify how Sikh's worship.</p> <p>Identify Sikh religious symbol.</p> <p>Retell one of the stories celebrated during a Sikh Festival.</p> <p>Knowledge</p> <p>Know how to Behave in a Gurdwara.</p> <p>Name features of a Gurdwara.</p> <p>Explain what makes the Gurdwara a special place for Sikhs.</p> <p>Explain what the Sikh holy book is and how it is used.</p> <p>Name and explain the meanings of Sikh symbols</p> <p>Describe the main Sikh festivals and why they are celebrated.</p> <p>Explain what the main Sikh symbols mean or represent.</p>

	<p>Images of God are forbidden as is worshipping them; All people are equal.</p> <p><u>Vocabulary</u> Sikhism Sikh Guru Guru Nanak gurdwara Guru Granth Sahib Sargun nirgun</p> <p><u>Why are the Gurus inspirational to Sikhs?</u></p> <p><u>Skills</u> Explain how Sikhism was founded. Explain who founded Sikhism.</p> <p><u>Knowledge</u> 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.</p> <p><u>Vocabulary</u> Sikhism Sikh Guru Guru Nanak gurdwara Guru Granth Sahib</p>	<p>Sunday, a purple candle, symbolizing repentance; on the sixth Sunday, a red candle, symbolizing communion.</p> <p><u>Vocabulary</u> Advent Light Good</p> <p>Belief, Authority, Expressions of Belief</p> <p>Resources: Christianity resources/photographs - including Advent ring - outside staffroom</p>	<p>Give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views.</p> <p><u>Knowledge</u> 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.</p> <p><u>Vocabulary</u> Roman Catholic Church Baptist Church Salvation Army citadel Prayer Statues Relics Images Icons</p> <p>Expressions of Belief Resources:</p>	<p>Understand why Jesus is special to Christians. Know that Jesus is important to Christian's.</p> <p><u>Vocabulary</u> Desert Wilderness King Donkey Palm leaves</p> <p>Belief, Authority, Expressions of Belief</p> <p>Resources: Christianity resources/photographs outside staffroom, including palm crosses.</p>	<p><u>Vocabulary</u> Sikhism Sikh Guru Guru Nanak gurdwara Guru Granth Sahib Sargun 5 Ks Kesh Kara Kachera Kirpan Kanga Ek Onkar Khanda Nishan Sahib</p> <p>Belief, expressions of belief, impact if belief</p> <p>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</p>
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	sargun Belief, Expressions of Belief, Impact of Belief Resources: Sikhism resources/photographs outside staffroom		Christianity resources/photographs outside staffroom. Visit local churches including the local Methodist church.						
Relationships education	Autumn- Relationships			Spring – Living in the wider world			Summer – Health and Wellbeing		
Physical health and mental 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
	<ul style="list-style-type: none"> 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 spending time together and caring for each other 	<ul style="list-style-type: none"> 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 unacceptable in any situation 	<ul style="list-style-type: none"> 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 what it means to treat others, and be treated, politely 	<ul style="list-style-type: none"> 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 of human rights including the 	<ul style="list-style-type: none"> 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 strategies to recognise whether something 	<ul style="list-style-type: none"> 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 gender stereotypes related to work to challenge stereotypes 	<ul style="list-style-type: none"> 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 make healthy 	<ul style="list-style-type: none"> 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 eaten regularly or 	<ul style="list-style-type: none"> 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 about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults

	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •the ways in which people show respect and courtesy in different cultures and in wider society 	<p>rights of children</p> <ul style="list-style-type: none"> •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 	<p>they see online is true or accurate</p> <ul style="list-style-type: none"> •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 communication 	<p>through examples of role models in different fields of work e.g. women in STEM</p> <ul style="list-style-type: none"> •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 	<p>choices and what might negatively influence them</p> <ul style="list-style-type: none"> •about habits and that sometimes they can be maintained, changed or stopped 	<p>just occasionally</p> <ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
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