

Year 3 – Curriculum Overview 2022-23

Subject	Autumn 1 Trailblazers	Autumn 2 Dudley and beyond – Leisure and Economy	Spring 1 Zeus	Spring 2 Prehistoric Planet	Summer 1 Planet SOS	Summer 2 Celebrating Britain
Essential Learning	<ul style="list-style-type: none"> - Use the 8 points of a compass. - Locate the Equator and Tropics of Cancer and Capricorn on a map. - Locate countries that are within the Northern and Southern hemisphere. - Know the key countries of Europe and North America and South America. - Know that humans can have a negative impact on the physical environment. - Know that the Wright Brothers invented the aeroplane and when it was. - Know that Amelia Earheart was the first female to cross the Atlantic Ocean in 1928. - Alexander Graham Bell invented the telephone in 17876. -James Watt reinvented the steam engine in 1765. - Thomas Edison invented the light bulb in 1879. - Carl Benz invented the car in 1886. - Appreciate that design ideas often get better incrementally and that 	<ul style="list-style-type: none"> - Explain the connection between local leisure and attractions and the local economy. - Understand local sports facilities and the importance of sport for fitness and mental wellbeing. - Locate on a map physical features of the area where leisure activities may take place. - Locate on a map human features where leisure activities may occur. - Understand the connection between Dudley Castle and the Norman Conquest. - Know the names and features of a castle and it's purpose in defence and safety. - Understand how the industrial revolution affect the economy in the local area. - Know that nail making, chain making, glass and brick making were key industries in the locality. - Significance of Noah Hingley in Colley Gate and 	<ul style="list-style-type: none"> - Where in the world Greece is and to know that it is in the continent of Europe. -To know that Greece is bordered by Albania, North Macedonia, Bulgaria and Turkey -To know that Alexander the Great was a successful leader who were lost in battle. -Alexander the Great lived from 356-323 BC. - There were Athenians and Spartans. - Know that boys as young as seven were trained to be soldiers. - The ley battles that took place were: Battle of Marathon, Battle of Thermopylae. - To understand the significance of Greek myths and how they show human characteristics of survival. - The first Olympics took place in 776 BC. _The first modern Olympics started in 1894. 	<ul style="list-style-type: none"> -There are three prehistoric ages; The Stone Age, Bronze Age and iron Age. -The stone Age has three periods: Palaeolithic, Mesolithic and Neolithic. -The Neolithic started in approximately 4000BC -The Palaeolithic period was pre-10,000BC. -The Mesolithic period was between 10,000BC and 4000BC. -Cave murals were inspired by the things people had around them. -The Bronze Age lasted approximately 1700 years in Britain from, 2500BC to 800BC. -The Beaker people entered Britain from central Europe and started the Bronze Age in Britain. -The Beaker people are named after the distinctive bell-shaped pottery they used. -The Iron-Age developed due to the increase in new iron-based 	<ul style="list-style-type: none"> -The Ozone layer is a layer that goes round our planet. -The ozone layer had a hole in it caused by CFC gases but this is now repairing itself. -Pollution in our environment can be caused by the traffic that travels on our roads. -There is a constant noise all around us, including from traffic, animals and humans. -Smog is a mixture of fog, dust and smoke. -Food that is thrown away rots, causing a gas called methane that is harmful to the environment. -The rubbish that we throw away ends up in landfill sites. -To reduce the amount of landfill, humans are encouraged to reuse and recycle what we already have. -Our oceans and seas are getting contaminated with plastic, which is harming to sealife. -Humans can reduce the amount of plastic by 	<ul style="list-style-type: none"> - Name and order chronologically significant monarchs of Britain. Since 1066. - The changing role of the monarchy. -The structure and formation of the monarchy. - Patron Saints of United Kingdom. -Link between Patron Saints and flag of United Kingdom and countries. - Countries of The British Empire and the Commonwealth. - History of Britain's slave trade and significant figures in its abolition. - Understand the significance of the Windrush Generation. -Significant traditions of each UK nation. -Geography of the British Isles surrounding seas and capital cities. - Physical features of the UK.

	<p>adaptation and evaluation is crucial.</p> <ul style="list-style-type: none"> - Sir Tim Berners-Lee invented the World Wide Web - Computer networks are devices that are connected to allow communication between them. - Know that computer networks can be wired and wireless and can give example. - Know who Picasso was be able to discuss how cubist approach to portrait painting. -Sir Edmond Hilary and Tenzing Norgay reached the summit of Mount Everest 29th May 1953, 	links to the Titanic anchor production.	-The Greeks worshipped 12 key gods and goddesses.	technologies from 800BC onwards. -A hillfort was build by iron age people and was used for gatherings of people and storing various items including grain.	reusing plastic bags and using paper-based items instead of plastic ones e.g. drinking straws. -Water is contaminated by both human and natural pollution. -Every human contributes to the carbon footprint of the planet. -The Terra Carta has been written to show humans ways in which we can make our planet sustainable.	
Vocabulary	<p>Ambition, aspiration, notation, network, world wide web, Hemispheres, Tropics of Cancer and Capricorn, invention, patent, design, Wright brothers, Thomas Edison, James Watt, Alexander Graham Bell, Sir Tim Berners-Lees, Picasso, Edmund Hilary, wireless, aerodynamic, machine</p>	<p>Parks, Leisure Centre, Zoo, Cinemas, Rest aurant, Shopping centre, Entertainment centres, Fitness, Economy, Business, Shops. Chain makers, Stourbridge glass, Titanic anchor, Netherton, Dudley, Transport, Public Services, Colleges, Museums, Archives, Dudley Castle</p>	<p>Alexander the Great, ancient Greece, archaeology, army, Athens, battle, civilisation, Crete, Heracles, Knossus, labyrinth, Marathon, maze, myth, Olympic, Persia, slave, Sparta, strength, gods, goddesses, temple of Zeus</p>	<p>Bronze Age, civilization, Iron Age, Mesolithic, Neolithic, nomadic, Palaeolithic, Prehistoric, Stone Age, settlement</p>	<p>Carbon footprint, contamination, environment, landfill, ozone layer, pollution, smog, sustainable, waste.</p>	<p>Royalty, King, Queen, William the Conqueror, Battle of Hastings, Edward VI, , Henry V, Henry VIII, James VI, Victoria, Elizabeth II, United Kingdom, Commonwealth, Empire, Heir, Throne, civilization, sovereign, sentence, commonwealth, Windrush, immigration, Union Jack, Saint Patrick, Saint George, Winston Churchill, William Wilberforce, Haggis, Tartan, Baggies, Robert Burns, Burns Night, Shamorck, Gaelic, Barabrith, Welch cakes, leeks, daffodils,</p>

						Scottish thistle, rose, love spoons, colcannon, soda bread, Irish stew, Yorkshire pudding, cream tea.
Maths White Rose	Number; Place Value Number; Addition and Subtraction Number: multiplication and Division A		Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions A Measurement: Mass and Capacity	Number: Fractions B Number: Money Measurement: Time Geometry: Shape Statistics Consolidation.		
English /Key texts	The Secret of Black Rock – Narrative Adventure (WS) How a Robot Dog Works – explanation (WS) Marvellous Machines – ? Until I met Dudley - ? Black and British Thus Jazzman, Karen Ehrhardt.	Wolves in the Walls – Suspense (WS) The True Story of the Three Little Pigs (narrative WS) Meercat Christmas – postcard (Y2 WS)	Theseus and the Minotaur – Myth (WS) How to Make a Bird Feeder instruction (WS) Mark of the Cyclops Minds of the Minotaur Who Let the Gods Out, Maz Evans.	Street Beneath my Feet: explanation (WS) Scar Brae – holiday brochure (WS) Ug: Boy Genius of the Stone Age	Water, water, everywhere: Flood – narrative (WS) Once Upon a Raindrop – script for a tour (WS) The River – poetry (WS) The Weather Weaver The Blue Giant Text: Float	The Happy Prince - narrative (WS) The Blue Umbrella – narrative (WS) The Tempest (prospectus) The Queen’s Fool The Secret Diary of Thomas Snoop: Tudor Boy Spy Tudor Tales: Terry Deary
Culture, Diversity and Equality	Inventors: Sarah Boone – improved ironing board Mary van Brittan Brown – home security system. Garrett Morgan – traffic lights Alexander E. Mile – automatic elevator doors. Text: Violet the Pilot ‘Gender Stereotypes won’t hold us back.’ Poster set. Learn about Alan Turing (LGBTQ) Text: Understanding Black Lives Matter Key piece of music: Aretha Franklin, Respect/The Explorers Track, Jeremy Goldsmith	Cyrille Regis (Footballer) Denise Lewis (OBE, sprinter) Daniel Caines (Kick Boxer) Pelle Jesse Owens Nicola Adams Tom Daley and Dustin Lance Black Text: And Tango Makes Three Text: Health Heroes – the people who took care of the world. Key piece of music: Music by UB40 Key works of art: Key poem: Lines on Dudley Market, Ben Boucher	Black figures in classic Greek art. https://blogs.getty.edu/iris/an-investigation-of-black-figures-in-classical-greek-art/ Text: Amazing Grace Key piece of music: God Only Knows, The Beachboys and Go the Distance, Hercules. Key works of art: Venus De Milo sculpture, Alexandros of Antioch Key poem: How the Tortoise got its shell, Judith Nicholls	Indigenous cultures of the world: https://www.worldbank.org/en/topic/indigenous-peoples Text: The West African Goldilocks Text: My Daddies. Key piece of music: ‘Sabre Dance’ by Aram Khachaturian https://www.youtube.com/watch?v=mUQHgpxrz-8 And ‘Diamonds in the soles of her shoes’ by Paul Simon. https://www.youtube.co	Environmentalists: Savonala Horne Chantel Johnson Christopher Bradshaw Omar Freilla https://www.greenpeace.org/usa/8-black-environmentalists-need-know/ Text: Julian is a Mermaid Text: Peter’s Place Key piece of music: ‘Is this the world we created’ by Queen ‘We Can’ created by Artists United for Nature Key art work: Café terrace at Night – Vincent van Gogh	Black people in Tudor times https://www.bbc.co.uk/news/magazine-18903391 Text: Julian at the Wedding Text: Windrush Child, Benjamin Zephaniah. Text: Pocket Book of Patriotism Text: The Rebel Rose Key piece of Music: National Anthems of UK and countries/Jerusalem/Flower of Scotland/Hen Wlad Fy Nhadau/Danny Boy AND Tom Jones Key works of art: J.M.W Turner: The Slave Ship Key poem: Robert Burns: Address to a Haggis

	<p>Key works of art: South Pole Monument, Oslo.</p> <p>Key poem: Eureka! Joyce Sidman</p>			<p>m/watch?v=I_T3XvzPaM</p> <p>Key piece of art: Lascaux Cave Paintings in Bordeaux, France https://archeologie.culture.fr/lascaux/en/node/9028/salle-taureaux</p> <p>Key poems : Michael Rosen Neolithic Age – ‘The Folkton Drums’. https://www.youtube.com/watch?v=kC7Inmm-IsM</p> <p>Bronze Age – The Knowes of Troty’ https://www.youtube.com/watch?v=6GQ8TWXo6Ko</p> <p>Iron Age – ‘The Portesham Mirror’ https://www.youtube.com/watch?v=qVmCOSDrxJA</p>	<p>Key poem: ‘Names’ by Brian Moses</p>	<p>ADDRESS TO A HAGGIS BY ROBERT BURNS PERFORMED BY ACTOR GARETH MORRISON - YouTube</p>
Enrichment	Severn Valley Railway		Birmingham Museum and Art Gallery		Tower of London	
Learning Through Nature National Outdoor Curriculum and	<p>DT: Structures (Y3, pg 11-113)</p> <p>- Explore cross bars and braces in structures and how they are used to strengthen and stabilize. - Explore the functional features of a frame-based structures and how they</p>	<p>Geography: Mapping (Y3, pg 58, -71)</p> <p>-Identify where we are on a map -Follow an arrow trail to collect parts -Follow a trail on a map using -arrows and symbols.</p>	<p>English: Poetry (Y4, pg 16-29)</p> <p>-Developing a sense of place through sense of sight -Create a description using descriptive language. -Develop a haiku poem.</p>	<p>Science: Rocks (Y3, pg 44-57)</p> <p>-Compare different kinds of rocks on the basis of their simple, physical properties. -Use rocks to make a sculpture.</p>	<p>Art: (Y3, pg 86-99)</p> <p>Use sketching techniques to collect information about nature. -Explore ways of recording colours found in nature.</p>	<p>French (Y3, pg 114-127)</p> <p>-Learn to say our names and say hello and goodbye. -Practice greeting and asking someone else their name. -Asking someone how they are and how to respond.</p>

<p>PE curriculum elements</p>	<p>are joined and made strong. - How parallel structures are joined, designed and strengthened. -Exploring functional features of steps and a structure. - Use and apply learning to create structures for a fantasy world.</p> <p><u>PE:</u> -Develop and perform simple movement patterns. -Lead others and be led.</p>	<p><u>PE:</u> -Jump for height and distance with control and balance. -Enjoy communication, collaborating and competing with each other.</p>	<p>-Explore a sense of place through smell. -Develop a sense of place through taste and foraging for natural food items. -Write a recipe. -Sense of place through touch. -A celebratory performance of many different types of writing.</p> <p><u>PE:</u> -Control movements and body actions in response to specific instructions. -Work appropriately with others to solve problems.</p>	<p>-Understand how rocks become soil or sand. -Investigate soil to find out what it is made from. -Look at sand and investigate what it is made from. -How volcanic rock is formed. -Understand what a fossil is, how it is made, replicate how fossils were discovered. -Looking at properties of rocks and their ability to retain water.</p> <p><u>PE:</u> -Build skills in attacking and defensive play. -Develop a range of skills to use in isolation and in a competitive context.</p>	<p>-Learn how to record colours and shapes from nature. -Find textures in the outdoor area and explore how these can be recording using wax resistant technique. -Use a view finder to explore composition when drawing plants. -Explore shape and form by sketching and making a clay tree spirit.</p> <p><u>PE:</u> -Work appropriately with others to solve problems. -Lead others and be led.</p>	<p>Learning the colours of the rainbow and hunting for colours in the area. Learning numbers 1-10 and play snail hopscotch and boules.</p> <p><u>PE:</u> -Describe their work and use different strategies to solve problems. -Develop a range of skills to use in isolation and in a competitive context.</p>
<p>Mindful Moments</p>	<p>-Pupils will learn about the importance of celebrating differences -Pupils will look at how music can affect their mood and can be used as a strategy to improve their mental health and wellbeing.</p>	<p>-Pupils will understand how hobbies and other activities are rewarding and enjoyable. _Pupils will learn that perseverance with an interest can have long term rewards.</p>	<p>-Pupils will recognise when they have felt different emotions and will learn different things that they then can do when they are struggling to cope with changing emotions. (creating a safe climate). -Pupils will recognise the feelings of a Spartan Boy soldier and use specific vocabulary to describe these. -Pupils will understand how feelings may change</p>	<p>They will think about the diets that we follow, and how advances in nutrition and farming techniques have led to healthier and longer lives.</p> <p>Pupils will also consider the relationship between a healthy body and a healthy mind, and think of ways that they can be more mindful of what they eat.</p> <p>Pupils will think about the foods that our ancestors</p>	<p>-Understand that we all look different but underneath we are all the same. -Recognise what makes each of us an individual. -How can pupils make sure that they treat others with the respect that they deserve?</p>	<p>-Pupils will identify people in authority and those who can keep them safe. -Pupils will identify and understand school rules and rules for society. -Pupils are able to greet others in a positive way and learn how to make new friends.</p>

			as the child soldier grows into an adult.	ate, and how nutrition has advanced over time.		
Science	<p>Forces and magnets</p> <ul style="list-style-type: none"> - Compare how things move 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 are attracted to a magnet, and identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Depth: Forces and Magnets</p> <p>Question: Assess if the size and shape of the magnet affects the strength of the magnet?</p> <p>Experiments- Identifying and classifying:</p>	<p>Scientific Enquiry and Investigation focus</p> <p>Consolidation of prior learning.</p> <p>- Experiments- Pattern Seeking: Hook- Katie thinks there are looks of woodlice in the hedgerows. Jason thinks there is more under the rocks. Who is correct?</p> <p>Identifying and classifying and research: Hook- There are lots of animals that live in a zoo. Dan found 3 animals that live in Australia. He wants to know what each of them are and why they live in Australia and not in the UK.</p> <p>Comparative and fair testing: Hook- A large egg is found in the classroom. When it is broken open a toy alien is found inside with a message from its parents. "Look after our young please while we are travelling. Our planet Noom is very warm, your planet is not warm enough for our child. Please find a material to use to make a thermal suit."</p>	<p>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 ☒ <p>Find patterns in the way that the size of shadows change</p> <p>Experiments- Comparative and fair testing: Hook- A new streetlamp has just been put up outside Mrs Mills bedroom and she can't sleep, can you find a new material to make her curtains out of to help her?</p> <p>Or Harry wants to find the best material for making sunglasses, can you help him?</p>	<p>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>Experiments- Research: Hook- Robinson Crusoe needs to be able to crack coconuts on the island as easily as possible. He has a selection of rocks and wants to find the hardest. Can you help him?</p> <p>Identifying and classifying: Jade thinks that all rocks are waterproof. Is she correct? Stan thinks that all rocks are hard. Is he correct?</p> <p>Pattern seeking: Todd thinks that all sedimentary rocks have rough surfaces because they are made from</p>	<p>Plants</p> <ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - Investigate the way in which water is transported within plants☒ <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Experiments- Observing over time: Hook- Mr Jones says that food colouring in the water of flowers will show how water moves up the stem. Jason wonders if different flowers will show this in the same way.</p> <p>Comparative and fair testing: Hook- Sam is going on holiday. He thinks that the plants will be ok without</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - Identify that humans and some other animals have skeletons and muscles for support, protection and movement - <p>Experiments- Identifying and classifying: Hook- Use videos of different animals to group and classify them in different ways. Look at animals with and without skeletons and compare their movements.</p>

	<p>Hook- The Lego figures have all fallen into the desert. They can only be rescued with a magnet. Which Lego figures will be able to be saved? Each figure made from or has a different metal attached to them.</p> <p>Pattern Seeking: Hook- George says that all metals are magnetic, Is he correct?</p>	<p>Experiments- Comparative and fair testing: Hook- Dirty Bertie video to show germs spreading.</p> <p>Comparative and fair testing: Hook- James thinks that children get faster as they get older. Is he correct?</p>	<p>Comparative and fair testing: Lucy says you need a big object to make a big shadow to block out the light, Is she correct?</p>	<p>sand. Eddie disagrees and thinks that there are some smooth sedimentary rocks. Who is right?</p>	<p>water. Is he correct? What do plants need to grow?</p> <p>Comparative and fair testing: Hook- Sam is going on holiday. He thinks that the plants will be ok without water. Is he correct? What do plants need to grow?</p> <p>Observing over time: Hook- Megan has 3 bulbs, a daffodil, a tulip and an amaryllis. She wants to know which of the plants will flower most quickly and how long the flowers will last.</p>	
History	<ul style="list-style-type: none"> -Devise questions about the significance of an individual or events. -Describe how the person or event impacts on life in Britain or the wider world. 	<ul style="list-style-type: none"> - Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. - Choose, select and combine Information from different sources to answer questions from the past using a range of sources. - Recognise some similarities and differences between time periods - Select and record information -Communicate their knowledge and 	<ul style="list-style-type: none"> -Use vocabulary appropriate to different time periods. -Organise periods of time, noting how historical periods can be classified, remembering key facts and dates. -Compare the similarities and differences between two periods of history. - Study source materials in depth, making more sophisticated observations. - Conduct research to answer historical question select, organise and record source information to present. 	<ul style="list-style-type: none"> -Use vocabulary appropriate to different time periods. -Organise periods of time, noting how historical periods can be classified, remembering key facts and dates. -Compare the similarities and differences between two periods of history. -Compare the similarities and differences between two periods of history. -Discuss the positive or negative impact that a person or event had on life in Britain. - Understand that historical events can 		<ul style="list-style-type: none"> - Use vocabulary appropriate to different time periods. - Show developing understanding of placing events and objects in Chronological order, divided into different periods of time.

		understanding orally and in writing.	-Devise questions about the significance of an individual or events. -Describe how the person or event impacts on life in Britain or the wider world.	have more than one cause. - Study source materials in depth, making more sophisticated observations. - Conduct research to answer historical question select, organise and record source information to present.		
Geography	-Compare the same topography features of different places. -Name and locate the countries of Europe, North and South America. -Identify the position and significant of latitude, longitude, equator, norther and southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and Prime Greenwich Meridian. -Discuss the positive and negative impact of human activity on the environment. -Develop directional awareness and language using the 8 points of a compass to explain the geographical featured and plan a journey.	- Use secondary sources (e.g. aerial photos, texts, stories) - Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. - Identify and describe what places are like and how their differences affect the people living there.	-Compare and explain the human geographical features. -Locate geographical features on OS maps, atlases and digital computer mapping using a symbol key.	-Sequence and explain the physical and geographic features of the water cycle. -Describe how the physical geography of a place has impact on or changed the physical and/or human features over time ie. volcanos, rivers, mountains, earthquakes. -Discuss the positive and negative impact of human activity on the environment.	-Compare and explain the human geographical features of places. -Discuss the positive and negative impact of human activity on the environment.	-Name and locate countries and cities of the UK. -To recognise key geographical features of the countries of the UK and understand how these aspects have changed over time.
ICT	Coding 2Code – Purple Mash Unit 2.1 (6)	Sequence in music NCCE (6) https://docs.google.com/document/d/1aW6BRwdPD	Email Purple Mash Unit 3.5 (6)	Desktop publishing NCCE (6) https://docs.google.com/document/d/1HZ7Wmr	Stop frame animation NCCE (6) https://drive.google.com/drive/folders/1geBBfhxvE	Branching Databases Purple Mash Unit 3.6 (4) Graphing

	<p>Online Relationships and Reputation</p> <ul style="list-style-type: none"> - I can describe ways people who have similar likes and interests can get together online. - I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. - I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. - I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first. - I can describe how to find out information about others by searching online. - I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. - I can explain who someone can ask if they 	<p>zaMsd6FrBjVwpBwrPJPQyunzxwGIN5obkQ/edit Scratch</p> <p>Online Bullying</p> <ul style="list-style-type: none"> - I can describe how bullying may change as we grow older and recognise when it is taking place online. - I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour accordingly. 	<p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>Privacy and Security</p> <ul style="list-style-type: none"> - I can give reasons why I should only share information with people I can choose or trust. I can explain that if I am not sure or feel pressured, I should ask a trusted adult. - I understand and can give reasons why passwords are important. - I can describe how connected devices can collect and share my information with others. - I can describe simple strategies for creating and keeping passwords private. 	<p>KD343F1nF0oR1VATSu3jXcdpNXHUqRMBdNels/e dit Google docs/slides</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>Self-Image and Identity</p> <ul style="list-style-type: none"> - I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. - I can explain what is meant by the term 'identity'. - I can explain how I can represent myself in different ways online. 	<p>r4D23sQ44VY5zdxnvmBB mi Purple Mash Unit 4.6</p> <p>Managing online information, copyright and ownership</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <ul style="list-style-type: none"> - I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. - I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. - I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. - I can describe how to search for information 	<p>Purple Mash Unit 3.8 (3)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p>Health, wellbeing and lifestyle</p> <ul style="list-style-type: none"> - I can explain rules to keep myself safe when using technology both in and beyond the home. - I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
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	are unsure about putting something online.				within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	
Music	<p>- Glockenspiel Stage 1</p> <ul style="list-style-type: none"> -know the dynamics of music including pulse, rhythm, tempo, dynamics. -explore the link between sound and symbol. -create their own responses, melodies and rhythms and record them in some way. 	<p>Three Little Birds</p> <ul style="list-style-type: none"> -Sing and learn about vocal health. - Work as part of an ensemble - Explore the links between sound and symbols. - Sing in two parts. - Use musical language. - Follow a leader/conductor. -Consider that words mean something. 	<p>The Dragon Song</p> <ul style="list-style-type: none"> - Sing in two parts. - Explore reggae genre. - Recognise the style of reggae. - Recognise instruments in pieces of music. - Perform to each other and audiences. - Develop an understanding of the history of music. -Convey meaning when singing. 	<p>Bringing Us Together</p> <ul style="list-style-type: none"> - Find the pulse. - Recognise instruments in pieces of music. - Sing in two parts. - Improvise in response to pieces of music. - Decide what to perform. - Understand the purpose of songs and its context. 	<p>Mamma Mia</p> <ul style="list-style-type: none"> - know, identify and discuss the dimensions of music. - Explore the link between sound and symbol. - Record own notations. - Compose music with consideration of the dimensions. - Perform as part of a group. - Appreciate a range of music styles. 	<p>Glockenspiel Stage 2</p> <ul style="list-style-type: none"> - More consistently use musical language. - Identify music style and instruments played. - Find the pulse and express what it means. - Continue to realise/understand how pulse, rhythm and pitch fit together. - Use voices expressively.
PE	<p>Gymnastics Unit 1 and 2</p> <ul style="list-style-type: none"> -become increasingly competent and confident in fundamental agility, balance and coordination (ABCs) in relation to gymnastic activity. -develop and perform simple sequences. 	<p>Swimming</p> <ul style="list-style-type: none"> -Swim short distances unaided between 5 and 10 metres. -Propel themselves over longer distances with the assistance of swimming aids. -Move with more confidence in the water including submerging themselves fully. -Enter and exit the water independently. 	<p>Swimming</p> <ul style="list-style-type: none"> -Swim short distances unaided between 5 and 10 metres. -Propel themselves over longer distances with the assistance of swimming aids. -Move with more confidence in the water including submerging themselves fully. -Enter and exit the water independently. 	<p>Swimming</p> <ul style="list-style-type: none"> -Swim over greater distances of 10-20 metres with confidence in shallow water. -Begin to use basic swimming techniques including correct arm and leg action. -Explore and use basic breathing patterns. -Enter and exit the water in a variety of ways. -Take part in problem solving activities such as group floats and team challenges. 	<p>Swimming</p> <ul style="list-style-type: none"> -Swim over greater distances of 10-20 metres with confidence in shallow water. -Begin to use basic swimming techniques including correct arm and leg action. -Explore and use basic breathing patterns. -Enter and exit the water in a variety of ways. -Take part in problem solving activities such as group floats and team challenges. 	<p>Swimming</p> <ul style="list-style-type: none"> -Swim over greater distances of 10-20 metres with confidence in shallow water. -Begin to use basic swimming techniques including correct arm and leg action. -Explore and use basic breathing patterns. -Enter and exit the water in a variety of ways. -Take part in problem solving activities such as group floats and team challenges. <p>More advanced may:</p>

						<ul style="list-style-type: none"> -Bring control and fluency to at least 2 recognised strokes. -implement good breathing technique to allow for sooth stroke patterns.
Art	<p>Abstract Portraits</p> <ul style="list-style-type: none"> -Explore different painting techniques e.g. watercolour and acrylic. --Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work. -Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. -Adapt work according to their views and describe how they might develop it further. 	<p>Brick Carving</p> <ul style="list-style-type: none"> -Reflect upon their work inspired by a famous artist and development of their skills -Select colours and materials to create effect, giving reasons for their choices, refine their work as they go to ensure precision -Learn and practise a variety of techniques e.g. overlapping tessellation, mosaic and montage -Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. -Record ideas in a sketchbook to develop a theme. -Adapt work according to their views and describe how they might develop it further. 	<p>Decorating Marble Mazes</p> <ul style="list-style-type: none"> -Record ideas in a sketchbook to develop a theme. -Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. -Adapt work according to their views and describe how they might develop it further. 	<p>Cave paintings/whole class mural</p> <ul style="list-style-type: none"> -Record ideas in a sketchbook to develop a theme. -Represent light, shade, tone, pattern and form in a range of drawings. -Use close observational skills to draw fine details. -Use a range of modelling techniques and tools to create a 3D sculpture. -Use recycled, natural and manmade materials to create sculptures. 	<p>Printing and sculpture using recycled materials</p> <ul style="list-style-type: none"> Record ideas in a sketchbook to develop a theme. -Represent light, shade, tone, pattern and form in a range of drawings. -Use close observational skills to draw fine details. -Explore different painting techniques e.g. watercolour and acrylic. -Use a range of modelling techniques and tools to create a 3D sculpture. -Use recycled, natural and manmade materials to create sculptures. -Mix colours and know which primary colours make secondary colours. Mix and use tints/shades. -Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work. -Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. -Adapt work according to their views and describe 	<p>Love spoons</p> <ul style="list-style-type: none"> -Record ideas in a sketchbook to develop a theme. -Explore different painting techniques e.g. watercolour and acrylic. -Mix colours and know which primary colours make secondary colours. Mix and use tints/shades. -Select colours and materials to create effect, giving reasons for their choices, refine their work as they go to ensure precision

					how they might develop it further.	
DT	<p>Paper planes/gliders</p> <ul style="list-style-type: none"> -Generate, develop and model and communicate design ideas through discussion and annotated sketches. -Consider how existing products are suited to their uses and how they can developed to make them more useful. -Evaluate ideas and products against own design criteria and consider the views of others to make improvements. 		<p>Marble Maze</p> <ul style="list-style-type: none"> -Generate, develop and model and communicate design ideas through discussion and annotated sketches. -Select from and use a wide range of materials including components including construction materials and textiles beginning to consider material characteristics and appropriateness for the task. -Develop joining techniques such as using glue guns, struts to strengthen, stiffen and reinforce structures of increasing complexity. -Consider how existing products are suited to their uses and how they can developed to make them more useful. -Evaluate ideas and products against own design criteria and consider the views of others to make improvements. 	<p>Stone Age Tools</p> <ul style="list-style-type: none"> -Select from and use a wide range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing. -Developing in accuracy and appropriateness of tool selection. 		<p>Tradition Recipes of the UK</p> <ul style="list-style-type: none"> -Measure, weigh and combine a range of ingredients to cook specific dishes. -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught a processed.
RE	<p>13. What did Jesus teach? Introduce the idea of Jesus teaching by his own example and through parables. The lost sheep, the prodigal son, the unforgiving servant. What</p>	<p>14. Can we treat animals just as we like? Do animals belong to us? Can we treat them in any way we feel like? How do you treat animals? St Francis and the wolf? What</p>	<p>15. How can Christianity influence the lives of people? Explore the life and work of Mother Teresa of Calcutta. How did Christianity inspire her</p>	<p>16. Is there a heaven? Discuss and examine their own beliefs about eternal life. Dealing with loss 'I'll always love you', 'Badger's parting gift', 'The water bugs and the</p>	<p>16. Who was Buddha? Who was Siddattha Gotama? The Buddhist way of life and beliefs. Buddhist symbols. Read the story 'The Buddha and the wounded Swan'.</p>	<p>18. What rules should we live by? Why do we have rules? What rule are really important? Where do rules come from? Moses and the Ten Commandments. The</p>

	do these stories tell us? Can people change and so deserve forgiveness?	message does this story have?	work? Explore the life and work of Martin L King. How did Christianity inspire his work?	dragon fly. Explore the Easter message that life does not continue but that we are changed and live a new, more glorious life	What can we learn from the story?	Golden Rule. We shall not lie? Why is it wrong to lie?
MfL	<p>Phonetics Lesson 1 I am learning French</p> <ul style="list-style-type: none"> -Recognise familiar words and short phrases covered in the units taught. -Communicate with others using simple words and short phrases covered. -Pronounce words accurately based on an oral model -Respond to familiar questions with a rehearsed response. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples' 	<p>Vegetables</p> <ul style="list-style-type: none"> -Pronounce words accurately based on an oral model -Begin to write simple words and/or phrases from memory. -Understand the meaning in English of short words I read in the foreign language. <p>Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'</p> <ul style="list-style-type: none"> -start to understand the concept of noun gender and the use of articles. 	<p>Little Red Riding Hood</p> <ul style="list-style-type: none"> -Listen to and enjoy short stories, nursery rhymes and songs. -Pronounce words accurately based on an oral model -Read and understand a simple story or song using known language. -Begin to write simple words and/or phrases from memory. -Understand the meaning in English of short words I read in the foreign language. 	<p>Ancient Britain</p> <ul style="list-style-type: none"> -Pronounce words accurately based on an oral model -Begin to write simple words and/or phrases from memory. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'. -Begin to read and recognise familiar words and short phrases accurately -use the first person singular version of high frequency verbs e.g. I like... I live... I play... 	<p>Presenting Myself</p> <ul style="list-style-type: none"> -Recognise familiar words and short phrases covered in the units taught. -Pronounce words accurately based on an oral model -Communicate with others using simple words and short phrases covered. -Respond to familiar questions with a rehearsed response. -Understand the meaning in English of short words I read in the foreign language. -Begin to write simple words and/or phrases from memory. -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'. 	<p>At the café</p> <ul style="list-style-type: none"> -Listen to and enjoy songs. -Recognise familiar words and short phrases covered in the units taught. -Pronounce words accurately based on an oral model -Begin to write simple words and/or phrases from memory -Write familiar words and short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'. -Understand the meaning in English of short words I read in the foreign language. -Read and understand a simple story or song using known language. -start to understand the concept of noun gender and the use of articles.