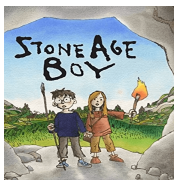
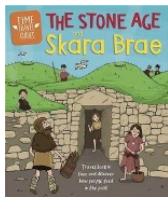
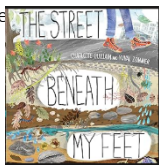
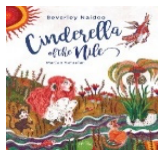
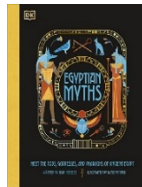




Year 3

2026 - 2027

Autumn Term		Spring Term		Summer Term	
Autumn 1 Stone, Bronze and Iron ages	Autumn 2 Settlements and Land Use	Spring 1 & Spring 2 Ancient Egypt		Summer 1 Climate and Climate Zones	Summer 2 Europe (Case Study: Italy)
Core Texts: <u>Creative Hook –</u> A box arrived at school and has items inside of it. – Stone Axe, Bone Jewellery, pottery, animal skin, string.  	Core Texts: <u>Creative Hook –</u> An animal emergency meeting. The animals of an island have called an emergency meeting. A strange creature has arrived. It doesn't look like any animal they've ever seen.  	Core Texts: <u>Creative Hook –</u> A letter written on papyrus paper from the king searching for a girl who lost her slipper.  	Core Texts: <u>Creative Hook -</u> Sand tray full of objects linked to one pharaoh/god. The children have to guess which pharaohs tomb it is from by following the clues.  	Core Texts: <u>Creative Hook –</u> The mystery package arrives and has objects inside. The children are encouraged to predict what kind of story it is and who the main character might be.  	Core Texts: <u>Creative Hook –</u> The puzzle challenge – In small groups the children will get a puzzle with 1 piece missing. Detectives need all the pieces to a puzzle to solve mysteries. Boarding pass to Paris.  
Hook: Horrible Histories: Awful Egyptians – Theatre Trip Lyceum Theatre (Thursday 1st October)	Hook: A bus trip round Doncaster looking at all our landmarks (including the minister) and special buildings. (Thursday 5th November) <u>Parental Workshop</u> - Planting new flowers for the woodland area, planting vegetables in the allotment area.	Hook: Ancient Egyptians Workshop Historic Workshops (Thursday 7th January)	Hook: Dress as an Ancient Egyptian Mummy Day (Thursday 25th February)	Hook: Trip to Sheffield Botanical Gardens (Thursday 15th April)	Hook: Dress as a European Flag and make Pizza (Friday 11th June)
<u>Writing Outcomes:</u> To write a fact file about Skara Brae to encourage people to visit. To write a character description.	<u>Writing Outcomes:</u> To write a letter to Doncaster Council persuading them not to build on some local land. To re write a chapter of The Wild Robot	<u>Writing Outcomes:</u> To write an Information Text comparing Egypt Now and Ancient Egypt. To write a short narrative of Cinderella of the Nile.	<u>Writing Outcomes:</u> To write instructions about how Ancient Egyptians mummified bodies. To re write a myth.	<u>Writing Outcomes:</u> To write a report about seeing the flower in bloom. To re write a chapter of Me and Mister P.	<u>Writing Outcomes:</u> To write a trip advisor review – reviewing the main landmarks. To write a setting description about Paris.



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<u>Sentence Focus</u>	<u>Sentence Focus</u>	<u>Sentence Focus</u>	<u>Sentence Focus</u>	<u>Sentence Focus</u>	<u>Sentence Focus</u>
Expressing time, place and cause using subordinating conjunctions 'When', 'before', 'after', 'while' and 'so'	Write sentences using the conjunction - although	Expressing time, place and cause using prepositions	Expressing time, place, cause using adverbs e.g soon, after, next, meanwhile, later.	Using present perfect form of verbs using have and has to indicate a completed action.	Use inverted commas to punctuate direct speech (Speech Marks)



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Curriculum Drivers					
Math Objectives					
- Place Value - Addition and Subtraction	- Addition and Subtraction - Multiplication and Division	- Multiplication and Division - Length and Perimeter	- Fractions - Mass and Capacity	- Fractions - Money - Time	- Shape - Statistics
Science Key Objectives & Outcomes					
<u>Skeleton, Muscles and Nutrition</u> - The human skeleton is a framework of bones. - Some parts of our bodies are also made from cartilage. - There are 206 bones in the skeleton of an adult human. - There are common names for the bones in our bodies. - There are scientific names for those same bones. - We can use our knowledge of bones to label and describe the skeleton. - The human skeleton has three main functions - To support our bodies - To protect vital organs - To allow movement of the body - Different bones can have more than one function - Bones meet at joints and joints allow movement - There are four main types of joint - We have three different types of muscle in our bodies: cardiac muscle, smooth muscle and skeletal muscle. - Each type of muscle has a different function.	<u>Rocks and Fossils</u> - The Earth’s crust is made of rock - The mantle underneath is mostly molten rock - Rocks are all across the surface of the Earth - Rocks can be natural or man-made - There are three types of rock: sedimentary, igneous and metamorphic - Each type of rock is formed in a different way - Some rocks are more durable than others - Durable means hard-wearing - Erosion wears rocks away - Some rocks allow water or air to pass through them - Permeable means to let water or air pass through - Different rocks have different properties - Those different properties mean that rocks have different uses - Different rocks are used for different purposes - We can research both the properties and uses of different types of rock - Fossils are the shape of or remains of a plant or animal - Fossils are found in rocks and other natural materials - They can help us to find out about the organisms that lived in the past	<u>Light and Shadows</u> - Objects that give out light are called sources of light - Light travels from a source - Sources of light vary in brightness - Light sources can be natural or man-made - Darkness is the lack of light - Light shines from the Sun onto Earth - Earth spins every 24 hours - The turning of the Earth makes the sun appear to move across the sky - When the sun shines on us, it is daytime - When the sun is not shining on us, it is night - Sunlight is needed to produce vitamin D - Staring directly at the sun damages the eyes - UVA rays can result in sunburn, aging and illness - Appropriate clothing is needed to protect from the sun - Direct sunlight should be avoided at the hottest points in the day - Light travels in a straight line. - When looking at a light source, the light travels straight into our eye - When seeing an object, it travels onto the object and reflects into our eye - When light hits an object, it is reflected (bounces off). - If the reflected light hits our eyes, we can see the object. - Some materials are more reflective than others. - Non-reflective material is dark and dull - Reflective material is smooth and shiny - Transparent – allows all light to pass through it - Opaque – allows no light to pass through it - Translucent – allows some light to pass through it - Plane mirrors produce an almost exact reflection - Concave mirrors produce larger images - Convex mirrors make the image smaller and can see a wider area - Periscopes are used for observation - They are used when there is no direct line of sight - A periscope uses two mirrors	<u>Plants: Need for Survival</u> - All plants need five things for life: light, water, air, nutrients and room to grow. - Plants can grow in many different places, inside and outside. - Plants have roots for specific reasons. - Roots are integral to the survival of a plant. - Roots anchor a plant into the ground. - Roots absorb water and nutrients. - Roots can adapt to their environment. - A stem transports water from the roots. - A stem supports the plant. - A stem is integral to the survival of a plant. - Plants can produce their own food using their leaves. - This process is called photosynthesis. - There are many different parts to a flower. - Flowers have male and female parts - Flowers are an important part of plant reproduction. - There are five stages in the life cycle of a plant:	<u>Forces and Magnets</u> - A force can cause a change in speed, direction or shape. - Some forces are pushes. - Some forces are pulls. - Most forces need two objects to touch to cause a change - Friction is a pushing force. - Friction slows moving objects down. - Gravity is a pulling force. - Gravity speeds things up. - Different surfaces create different amounts of friction. - All magnets have two poles — a north pole and a south pole. - The poles of a magnet are where the magnetic forces are the strongest. - Opposite poles of magnets are attracted to each other. - Like poles of magnets repel each other. - Magnets produce a force which attracts some materials to the magnet. - We say that materials attracted to a magnet are magnetic. - Materials attracted to magnets are often metals. - Not all metal objects are magnetic. - Magnets come in different shapes and sizes. - All magnets attract the same materials even if they look different to each other.	



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- Muscles can have voluntary or involuntary movements. - Skeletal muscles work with our bones to allow us to move. - Bones are joined together with ligaments. - The ends of bones are covered in cartilage. - Muscles are joined to bones with tendons. - A vertebrate is an animal with a vertebral column. - An invertebrate is an animal without a vertebral column. - Vertebrates have an endoskeleton. - An endoskeleton is found inside the body. - An exoskeleton is found outside of the body. - Nutrition is the process of providing our body with what it needs. - Plants can make their own food but humans and animals cannot. - We need to eat to give our body what it needs. - Bodies need: Carbohydrates, proteins, fats, vitamins, minerals and fibre. - We need to eat a range of different foods in order to do this. - When we eat the right amount of each food group we say our diet is balanced. - Animals, like humans cannot make their own food. - Food chains show what animals eat. - All food chains begin with a green plant. - Animals which eat only plants are herbivores.	- A palaeontologist searches for and investigates fossils - Mary Anning is known as an early fossil hunter - Her findings hugely supported our understanding that animals can become extinct - Most animals and plants do not become fossils when they die - Most fossils only occur in sedimentary rock - These fossils are a result of bones dissolving and the shape being replaced by minerals - The depth a fossil is found within rock can help us to work out how old that fossil is - There are also other types of fossils - Soil is made up of small bits or grains of rock - The small bits of rock combine with decaying living things - This is mostly decaying plants - There are different types of soil - The type of soil depends on the type of rock from which it is formed - Different types of soil absorb different amounts of water	- Mirrors reflect light from the object to the eye - Shadows are formed when light is blocked by an object - Shadows are areas of darkness - Opaque objects form the clearest and darkest shadows - Translucent objects form no shadows - Transparent objects form faint, blurred shadows - The lower the angle of the light source, the longer the shadow that is formed - The closer the object is to a light source – the wider the shadow becomes - A brighter light source forms a clearer, more defined shadow - Sundials use shadows to tell the time of day - Thomas Edison was a famous inventor - He was interested in science and experiments from a young age - He found it difficult to concentrate at school - He often improved the inventions of others - He invented the lightbulb we use today	germination, growing and flowering, pollination, fertilisation and seed formation and seed dispersal. There are six main ways of dispersing seeds: wind, water, carried by animals, eaten by animals, explosive and drop and roll.	- We can investigate the strength of different magnets using magnetic objects. - We use magnets in the real world for many different reasons. - The magnet inside a compass helps people to know the direction they are travelling in. - The magnet inside a fridge keeps the door closed. - It may not always be obvious that a magnet is being used.
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Year 3

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- Animals which eat only other animals are carnivores. - Animals which eat both plants and other animals are omnivores.				
History Key Objectives & Outcomes				
<u>Stone Age, Bronze Age and Iron Age Britain</u> - Prehistory is the time before written records - Artefacts and people from prehistory are prehistoric - Prehistory is split into the Stone, Bronze and Iron Ages - The Stone Age is split into three eras - The first people would have reached Britain by foot as Britain was joined to Europe by land - The people would have moved around hunting for food and used tools made from a stone called flint - Life changed for people during the Stone Age - In the Neolithic Period people started to farm - They tamed animals and ploughed fields - The people started to stay in one place and needed stronger permanent homes - People began to make pottery - Skara Brae is an example of a Neolithic settlement - The Bronze Age followed the Stone Age and began over 4000 years ago - In the Bronze Age people learnt how to make bronze - They could make new objects from bronze and other metals		- Ancient Egypt was a civilisation in north-east Africa. - Ancient Egypt began about 5,000 years ago and existed for around 3,000 years. - The River Nile was very important in Ancient Egypt. - Ancient Egyptians lived along or around the River Nile. - Ancient Egyptian farmers used irrigation to grow crops. - Ancient Egyptians travelled along the River Nile to trade. - Pharaohs were considered gods. - Some pharaohs were buried inside pyramids. - Three of the most famous pharaohs are Ramesses II, Tutankhamun, and Cleopatra. - Some pharaohs built pyramids to house their bodies after they had died. - The most famous pyramids are the Giza Pyramids. - Deir el-Medina is where workers lived while they built underground tombs for pharaohs during the New Kingdom. - The pharaoh was at the top and enslaved people were at the bottom of society. - The Ancient Egyptian system of writing was called hieroglyphics. - The Rosetta Stone is an important artefact that helped archaeologists understand hieroglyphics. - Temples were a place to worship specific gods. - Ancient Egyptians believed in preserving the body for the afterlife through mummification. - Mummification was a long process that took seventy days. - Only pharaohs and very important people were mummified. - The most important mummies were buried in pyramids, or in the Valley of the Kings. - The pharaohs eventually stopped building pyramids due to tomb		



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• People in Britain learnt metalworking skills from the people of Europe • People became wealthy for the first time • There was conflict between groups of people • The Iron Age followed the Bronze Age • People started to use iron much more than bronze as the material were easier to find • More people could make iron tools, weapons and objects • More conflicts meant people needed to protect themselves and land and so the tribes built hillforts • They shared a culture with the tribes of Europe • The druids were the priests of Iron Age Britain • Stonehenge is a monument built from many different stones • Monuments are built to celebrate or remember something or someone • Monuments have been built all around the world • We have an idea about when and how it was built • We do not know why it was built and how it was used • There are different theories about why it was built and how it was used • The word civilization describes a group of people who live with certain characteristics • Some of the earliest civilizations were located in parts of the continents of Asia and Africa • We can compare the earliest civilizations to prehistoric Britain • This shows us that life was not the same in other parts of the world		robbers. • Tutankhamun's tomb was found in 1922 by Howard Carter and his team. • Tutankhamun's tomb had not been robbed, so it contained many valuable things. • The treasures of Tutankhamun have told archaeologists a lot about Ancient Egypt. • There were important Ancient Egyptian discoveries to do with maths, medicine, and the calendar. Archaeologists are still discovering new things about Ancient Egypt today.		
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This shows us that other parts of the world were more advanced than prehistoric Britain				
Geography Key Objectives & Outcomes				
	<u>Settlement and Land Use in the United Kingdom.</u> - The land on Earth can be flat or raised. - Raised land is known as hills or mountains. - Mountains are much taller than hills. - There are hills and mountains in each country of the United Kingdom: England, Scotland, Wales and Northern Ireland. - Parts of the United Kingdom are more mountainous than others. - An ocean is a large body of water. - A smaller ocean is called a sea. - There are three seas and one ocean surrounding the United Kingdom. - The coast is where the land meets the sea. - The United Kingdom is an island surrounded by coast. - A beach is a strip of sand or small stones beside the sea. - A cliff is an area of high steep rock by the sea. - A river is a naturally flowing body of water. - There are many rivers flowing through the United Kingdom. - A river has three different parts to its course: the upper course, the middle course and the lower course. - The longest river in the United Kingdom is the River Severn. - A settlement is where people have chosen to live. - When choosing where to build a settlement people look for access		<u>Climate Zones and Biomes</u> - Climate zones are areas around the world with a similar climate. - The climate is the usual pattern of weather. - Places near the Equator are hot and wet. - Places along the tropics are dry all year. - Places get colder as you move from the tropics to the poles. - Biomes are located around the world. - Biomes are large regions that have similar plants and animals. - Biomes are influenced by climate zones. - The same biome can be found across different continents. - The polar desert and tundra biomes are furthest from the Equator. - If we continue moving towards the Equator, we encounter the boreal forest, deciduous forest and grassland biomes. - Each biome presents different challenges. - The flora and fauna of each biome have adapted to survive the conditions. - The tropical rainforest biome is located along the Equator. - The savannah biome is often located either side of the tropical rainforest biome.	<u>Europe: Case Study Italy.</u> - Europe is a continent - Europe is located in the Northern Hemisphere - There are over 40 different countries in Europe - Europe can be divided into four different regions - The different regions are Northern, Southern, Western and Eastern Europe - Geography can be separated into human and physical - Human features are linked to human activity - Physical features are linked to the natural world - There are many physical features found across Europe - The physical features of Europe are varied - There are mountains, rivers, lakes, forests and coastlines - Human features are created by humans - Man-made landmarks are an example of human features - Landmarks are often built to represent or symbolise a place - There are many different man-made landmarks across Europe - Examples of man-made landmarks are buildings, monuments, bridges and castles - Each country in Northern Europe has a capital city - We can use a grid reference to locate places on a map - Sweden is one of the countries in Northern Europe - Typical life in Sweden has similarities and differences to life in the



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	to certain resources such as water, food and shelter. • Settlements can be in the countryside or built up land. • Types of settlements are cities, towns, villages and hamlets. • Cities are the largest settlements and hamlets are the smallest. • A county is different to a country. • A county is a part of a country that has its own council. • The council is responsible for making decisions and maintaining different services for the people. • Counties are found in each country of the UK: England, Scotland, Wales and Northern Ireland. • There are many different counties in England. • Each county contains different cities, towns, villages and hamlets. • The land in the United Kingdom is used in four main ways: farming, conservation, building and leisure. • Countryside includes farmland and protected land. • Built up land is land used for settlements and other buildings. • 84% of the population live in a town or city in the UK.		• Moving further north or south you encounter areas of desert and chapparal. • Each biome presents different challenges. • The flora and fauna of each biome have adapted to survive the conditions. • Some things are essential for humans. • Other things are desirable but non-essential. • Each biome is different for the humans living there. • Some characteristics are positive. • Some characteristics are negative and present a challenge. • The United Kingdom sits within the deciduous forest biome. • The United Kingdom was once covered in deciduous forests. • Most of those deciduous forests have now been cleared. • There are reasons for and against the deforestation. • We can carry out fieldwork to investigate the forests. • Fieldwork is used to answer questions.	United Kingdom • We can use written sources and maps to find out more about a place • Each country in Eastern Europe has a capital city • We can use a grid reference to locate places on a map • Ukraine is one of the countries in Eastern Europe • Life in Ukraine has similarities and differences to life in the United Kingdom • We can use written sources and maps to find out more about a place • Each country in Western Europe has a capital city • We can use a grid reference to locate places on a map • Belgium is one of the countries in Western Europe • Life in Belgium has similarities and differences to life in the United Kingdom • We can use written sources and maps to find out more about a place • Each country in Southern Europe has a capital city • We can use a grid reference to locate places on a map • Spain is one of the countries in Southern Europe • Life in Spain has similarities and differences to life in the United Kingdom • We can use written sources and maps to find out more about a place • Italy is a country in Southern Europe • Italy is a Mediterranean country • Italy is located on a peninsula • Italy is bordered by four other countries and by the Mediterranean Sea
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				• The weather and climate of Italy is different in the north and south • There are many different physical features across Italy • Italy is a country separated into different regions • There are 20 regions in total • Each region is different • Each region has a capital city • The capital city is known as the ‘capoluogo’ • The capital city represents what is significant about that region • Rome is the capital of Italy • The city was founded over 2000 years ago • Rome has a Mediterranean climate • The Vatican City is inside Rome • There are many interesting landmarks across Rome • There are similarities and differences between life in Rome and life in your locality
Access Art Key Objectives & Outcomes				
<u>Autumn 1 – Gestural Drawing</u> - I have seen how artists use charcoal in their work, and I have been able to talk about the marks produced, and how I feel about their work. - I have experimented with the types of marks I can make with charcoal. - I can work on larger sheets of paper, and I can make loose gestural sketches using my body. - I can understand what Chiaroscuro is and how I can use it in my work. - I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. - I can use light and dark tonal values in my work, to create a sense of drama. - I have used my body as a drawing tool to make drawings inspired by movement and seen how other artists do the same. - I have taken photographs of my work, thinking about focus, lighting, and composition. - I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. - I can voice what I like about my classmates work and how it makes me feel.	<u>Spring 1 – Working with shape and colour</u> - I can explore an artwork through looking, talking and drawing. - I can use the ‘Show Me What You See’ method to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. - I can cut shapes directly into paper, using scissors inspired by the artwork. - I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork. - I can add to my collage using line, colour and shape made by stencils. - I can explore negative and positive shapes. - I can take photographs of my work. - I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.	<u>Summer 1 – Telling stories through drawing and making</u> - I have seen how artists are inspired by other artists often working in other artforms. - I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist’s work. - I can use my sketchbook to explore my response, making visual notes, jotting down ideas, and testing ideas. - I can make a sculpture using materials to model or construct which is inspired by a character in a book to film. - I can reflect and share how the way I made my sculpture helps capture feelings about the original character. - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can share my feedback about my classmate’s work.		



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DT Key Objectives & Outcomes					
<u>Autumn 2 - Structures: Constructing a Castle.</u>	<u>Spring 1 - Textiles: Egyptian Collars</u>	<u>Summer 2 - Mechanical Systems</u>			
• Designing a castle with key features to appeal to a specific person/purpose • Drawing and labelling a castle design using 2D shapes, labelling: - the 3D shapes that will create the features - materials needed and colours • Designing and/or decorating a castle tower on CAD software • Constructing a range of 3D geometric shapes using nets • Creating special features for individual designs • Making facades from a range of recycled materials • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design • Suggesting points for modification of the individual designs. • To understand that wide and flat based objects are more stable • To understand the importance of strength and stiffness in structures. • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose • To know that a façade is the front of a structure • To understand that a castle needed to be strong and stable to withstand enemy attack • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled • To know that a design specification is a list of success criteria for a product	• Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. • Develop appliqué designs based on design criteria. • Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy. • Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking. • Measure and attach a ribbon with a running stitch. • Recognise different types and qualities of fabrics. • Explain the aesthetic and functional properties of some of their material choices.	• Designing a toy that uses a pneumatic system. • I can make a sculpture using materials to model or construct which is inspired by a character in a book to film. Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of drawings are used in design to explain ideas clearly. • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving. • Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements. • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client.			
Computing Key Objectives & Outcomes					
<u>Comic Creation</u>	<u>Digital Storyboards</u>	<u>E-safety</u>	<u>Digital Art</u>	<u>Music Creation</u>	<u>Programming in Scratch</u>
• Add, resize and organise colour or picture backgrounds. • Add, resize, organise characters/objects to different panels. • Add narration using text and direct speech using speech bubbles. • Save comic with name and title. • Add audio recordings (optional).	• Add and edit backgrounds. • Add and edit characters, including changing posture, expression and clothing. • Add narration and speech bubbles, including formatting text. • Duplicate objects to match scenes. • Search for objects to use.	• Understand what to do if something upsets you online. • Understand why and how people can be nasty online. • Describe the term ‘sharing online’ and why we need to get permission to share photos and videos of other people. • Understand why people pretend to be someone else online.	• Use various lines and fill tools plus copy/paste and rotation to create pattern effects. • Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects. • Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics. <u>Branching Database</u>	• Create ascending and descending scales. • Add chords evenly across the scales. • Add arpeggios and melodies. • Add a steady and even rhythm. • Use sampled sounds to	• Design, write and debug programs that accomplish specific goals. (Including outputs) • Use repetition in programs. • Work with various forms of inputs; keyboard, mouse and touch screen. • Write programs to simulate physical systems.



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		- Understand why we only talk to people we know in the real world, when online. - Understand why we should not always trust what we read online and how to check - Understand the importance of being kind in the real world and also online. - Understand the importance of using avatars and how to make them.	- Add and label objects within a branching database. - Ask questions to sort (classify) objects.	- create an effective mix. - Build beats, melody (tones) and effects.	
PSHE/RSE Key Objectives & Outcomes					
<u>Health and Wellbeing</u> - I understand what a balanced diet is - I know that what I eat affects my mood and behaviour - I understand that I need more energy from food when I am more energetic. - I understand the positive impact of relaxation on the body - I can use stretching to ease muscle tension and relax - I understand when is a good time to use this technl can say what I am good at - I understand that I am part of different groups/communities - I understand that my identity is linked to the groups I am a member of - I understand that there are similarities and differences between people - I understand what being lonely means	<u>Citizenship</u> - To understand the UN Convention on the Rights of the Child. - To understand how recycling can have a positive impact on the environment. - To know that the local council is responsible for looking after the local area. - To know that elections are held where adults can vote for local councillors. - To understand some of the consequences of breaking rules. - To understand the role of charities in the community.	<u>Families and Relationships</u> - I understand that all families are different - I can explain the ways which families support each other. - I know there are people that can help me if I am worried about my family. - I understand that I may experience problems with my friends and this is normal - I can explain some steps I can take to resolve problems with my friends - I understand that violence is never the right way to solve a problem - I understand what bullying is - I can explain some of the possible effects of bullying - I know what help is available in my school if someone is being bullied - I understand that there are different ways to communicate - I can communicate my meaning without talking - I can listen and show that I'm listening - I know how to be a good listener - I understand what trust is - I can identify people I trust and why - I can explain what I can do if I don't trust someone or they break my trust - I can identify similarities and differences between people - I understand how I should treat people who are different to me - To understand that toys can reinforce gender stereotypes - To explain how these stereotypes can be challenged - To begin to understand why stereotypes are negative - I understand that stereotypes can be based on different factors - I can explain some stereotypes that exist about older people	<u>Economic Wellbeing</u> - To know that coins and notes have different values. - To know some of the ways children may receive money. - To know that it is wrong to steal money. - To know that banks are places where we can store our money. - To know some jobs in school. - To know that different jobs need different skills.	<u>Safety and the Changing Body & Transition</u> - I understand it is most important to ensure the safety of myself and others in the event of an emergency. - I can assist in an emergency by correctly calling for help. - I know the information I need to give to emergency services if they are called to an incident. - I understand how to use positive language within an email - I am able to recognise when digital behaviour is unkind - I know how to be a responsible digital citizen when I encounter others online - I understand some choices I can make. - I understand why some decisions are made for me. - I can explain who might make choices for me.	



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		I can explain why stereotypes are unfair.		- I understand the basic rules for keeping safe on or near roads. - I can explain rules for keeping safe.
Music Objectives & Outcomes				
Ballads - To know that a ballad tells a story through song. - To know that lyrics are the words of a song. - To know that in a ballad, a 'stanza' is a verse. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - I can name the key features of a ballad - I can learn the lyrics of a song and use actions to help me remember it - I can follow the tune of a ballad - I can name the key features of a ballad - I can learn the lyrics of a song and use actions to help me remember it - I can follow the tune of a ballad	Jazz - To understand that 'syncopation' means a rhythm that is played off the natural beat. - To know that Ragtime is piano music that uses syncopation and a fast tempo. - To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. - To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	Creating composition in response to an animation - To understand that the timbre of instruments played affect the mood and style of a piece of music. - To know that an ensemble is a group of musicians who perform together. - To know that to perform well, it is important to listen to the other members of your ensemble.	Developing Singing Technique: Theme: The Vikings - I can move and sing at the same time as my classmates - I can learn new lyrics and follow a tune - I can say what we need to do better next time - I can sing in time with the music - I can follow the tune - I can move in time to the music - I can identify how to improve my performance - I can recognise and name note rhythms when I hear them - I can recognise and name note rhythms when I see them - I can recognise and name note rhythms when I hear them - I can recognise and name note rhythms when I see them	
RE Objectives & Outcomes				
What makes us human? Hindu, Christian, Buddhist, Humanist Thinking about what religions and worldviews are, children will look at optical illusions and explore the	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist Reflecting on why people make choices about how to live a good life,	Are scriptures central to religion? Jewish, Muslim, Christian, Hindu (plus option to include locally represented worldview)	What happens if we do wrong? Hindu, Muslim, Humanist, Christian Making connections between their previous learning about the role of god and moral guidance, children	Why is water symbolic? Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview) Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview) Continuing to look at symbolism, children explore the use of fire in many



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lens that they and others look at the world through. Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'	children consider their own view on what is right and wrong, just and fair. They investigate how some Jewish people maybe use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code inspired by what they have learnt in this unit.	Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.	explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation.	Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water.	ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.
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French Objectives & Outcomes

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>A new start</u> <u>I Can</u> - Say a greeting - Respond to a question - about name or feelings - Attempt a question – name or feelings - Remember some numbers between 0-10 - Say at least 4 colours Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	<u>Calendar and celebrations</u> <u>I Can</u> - Read and say some adjectives of colour - Recognise, say and attempt to write a day of week - Recognise and say most months - Attempt to write accurately an important month of year - Attempt to say and write the date Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	<u>Animals</u> <u>I Can</u> - Remember and say animal nouns - Write a simple sentence about a favourite animal - Recognise a noun in a sentence Speak confidently (words and phrases) Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.	<u>Carnival and numbers</u> <u>I Can</u> - Recall numbers 1-10 - Recognise and say numbers to 20 - Recall personal info questions from Autumn 1 - Say and ask age Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.	<u>Hungry Giant</u> <u>I Can</u> - Understand and say fruit/veg nouns - Recall numbers 0-20 - Count fruits - Understand, enjoy, join in with story and board game - Ask politely for an item - Attempt to write a simple sentence using conjunction "and" Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately. Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	<u>Going on a picnic and where I live</u> <u>I Can</u> - Identify and understand familiar colours in a sentence - Remember and say familiar colours - Understand and join in with a story - Ask the question "Where do you live?" - Respond to the question with "I live in..." Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.

P.E Objectives & Outcomes



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<u>Dance</u>	<u>Multi-skills</u>	<u>Gymnastics</u>	<u>Invictus</u>	<u>Rounders</u>	<u>Tennis</u>
• Moves in a fluent and expressive manner • Demonstrate changes of direction, speed & level in competitive environments or during performance • Demonstrate changes of direction, speed & level in competitive environments or during performances	• Displays an understanding of fair play, respect and working well with others • Demonstrates a developed understanding of how the body changes/functions during exercise • Use Fundamentals of movement to employ simple tactics in competitive environments • Demonstrate changes of direction, speed & level in competitive environments or during performances	• Plan, perform and repeat sequences of movements in a group • Demonstrate changes of direction, speed & level in competitive environments • Use Fundamentals of movement to employ simple tactics in competitive environments • Demonstrate changes of direction, speed & level in competitive environments or during performances	• Demonstrates a developed understanding of how the body changes/functions during exercise • Displays an understanding of fair play, respect and working well with others • Throw and catch displaying with accuracy, in isolation and varied environments • Use Fundamentals of movement to employ simple tactics in competitive environments • Demonstrate changes of direction, speed & level in competitive environments or during performances	• Displays an understanding of fair play, respect and working well with others • Competent in the Fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) • Throw and catch displaying with accuracy, in isolation and varied environments	• Displays an understanding of fair play, respect and working well with others • Throw and catch displaying with accuracy, in isolation and varied environments •