

3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Mesopotamia	Meso America	North America	Japan	Arctic	U.K.

Paragon		Why did people start farming?	How do people live in a rainforest?	How do people live in a desert environment?	How do people live on an island?	How do people live in an icy land?	How do people live in Britain?

History		<p>-I can describe events from the past using dates when things happened.</p> <p>-I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>-I can use my mathematical knowledge to work out how long ago events happened.</p>					
		<p>-I can use my mathematical knowledge to work out how long ago events happened.</p>	<p>-I can describe events from the past using dates when things happened.</p>	<p>-I can use research skills to find answers to specific historical questions.</p> <p>-I can research in order to find similarities and differences between two or more periods of history</p>	<p>-I can use research skills to find answers to specific historical questions.</p>	<p>-I can use a timeline within a specific period of history to set out the order that things may have happened.</p>	<p>-I can explain some of the times when Britain has been invaded.</p> <p>-I can use research skills to find answers to specific historical questions.</p> <p>-I can research in order to find similarities and differences between two or more periods of history</p>

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Geography	<p>-I can use the correct geographical words to describe a place.</p> <p>-I can use an atlas by using the index to find places.</p>					
	<p>-I can use the correct geographical words to describe a place.</p> <p>-I can use an atlas by using the index to find places.</p> <p>-I can describe how earthquakes are created.</p> <p>-I can describe how volcanoes are created.</p> <p>-I can locate and name some of the world's most famous volcanoes.</p>	<p>-I can name a number of countries in the northern hemisphere.</p>	<p>-I can use some basic Ordnance Survey map symbols.</p> <p>-I can use grid references on a map.</p> <p>-I can describe how volcanoes are created.</p>	<p>-I can use some basic Ordnance Survey map symbols.</p> <p>-I can locate and name some of the world's most famous volcanoes.</p> <p>-I can describe how earthquakes are created.</p>	<p>-I can name a number of countries in the northern hemisphere.</p>	<p>-I can use some basic Ordnance Survey map symbols.</p> <p>-I can use grid references on a map.</p> <p>-I can name a number of countries in the northern hemisphere.</p> <p>-I can name and locate the capital cities of neighbouring European countries.</p>

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Science	Rocks	Animals, including humans	Light		Forces and magnets	Plants
	<p>-I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>-I can describe in simple terms how fossils are formed when things that have lived are trapped within rock .</p> <p>- I can recognise that soils are made from rocks and organic matter.</p>	<p>-I can 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</p> <p>-I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>-I can recognise that they need light in order to see things and that dark is the absence of light</p> <p style="text-align: center;">-I can notice that light is reflected from surfaces</p> <p>-I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>-I can recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>-I can find patterns in the way that the sizes of shadows change.</p>		<p>-I can compare how things move on different surfaces</p> <p>-I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>-I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>-I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>-I can 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</p>	<p>-I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can 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</p> <p>-I can investigate the way in which water is transported within plants</p> <p>-I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

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Art & Design technology	<p>ART</p> <ul style="list-style-type: none"> -I can use sketches to produce a final piece of art. -I recognise when art is from different cultures. -I recognise when art is from different historical periods. <p>DT</p> <ul style="list-style-type: none"> -I can follow a step-by-step plan, choosing the right equipment and materials. -I can design a product and make sure that it looks attractive -I can select the most appropriate tools and techniques for a given task. -I can prove that my design meets some set criteria. 					
	<p>ART</p> <ul style="list-style-type: none"> -I can show facial expressions in my art. -I can use different grades of pencil to shade and to show different tones and textures. <p>DT</p> <ul style="list-style-type: none"> -I can work accurately to measure, make cuts and make holes. 	<p>ART</p> <ul style="list-style-type: none"> -I can use different grades of pencil to shade and to show different tones and textures. -I can create a background using a wash <p>DT</p> <ul style="list-style-type: none"> -I can choose a textile for both its suitability and its appearance. 	<p>ART</p> <ul style="list-style-type: none"> -I can use digital images and combine with other media in my art. -I can use IT to create art which includes my own work and that of others. <p>DT</p> <ul style="list-style-type: none"> -I can choose a textile for both its suitability and its appearance. 	<p>ART</p> <ul style="list-style-type: none"> -I can create a background using a wash. -I can use a range of brushes to create different effects in painting. <p>DT</p> <ul style="list-style-type: none"> -I can describe how food ingredients come together. 	<p>ART</p> <ul style="list-style-type: none"> -I can create a background using a wash. <p>DT</p> <ul style="list-style-type: none"> -I can choose a textile for both its suitability and its appearance. 	<p>ART</p> <ul style="list-style-type: none"> -I can use digital images and combine with other media in my art. -I can use IT to create art which includes my own work and that of others. <p>DT</p> <ul style="list-style-type: none"> -I can describe how food ingredients come together
	Clay pots & masks Facial sketches	Collage with fabric	ICT plus scanned in fabrics	Japanese art Japanese food	Arctic landscapes Slippers	UK collages Street party

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Jigsaw	PSHE	<u>Being Me in my world</u> -Getting to know each other -Our nightmare school Our dream school -Rewards and consequences -Our learning Charter Owing our learning Charter	<u>Celebrating difference</u> -Families -Family Conflict -Witness and feelings -Witness and solutions -Words that harm -Celebrating difference	<u>Dreams and Goals</u> -Dreams and Goals -My dreams and ambitions -A new challenge -Our new challenge -Overcoming obstacles -Celebrating my learning	<u>Healthy me</u> -Being Fit and Healthy (1) -Being Fit and Healthy (2) -What do I know about drugs? -Being safe -Being safe at home -My amazing body	<u>Relationships</u> -Family roles and responsibilities -Friendship -Keeping myself safe -Being a global citizen (1) -Being a global citizen (2) -Celebrating my web of relationships	<u>Changing me</u> -How babies grow -Babies -Outside body changes -Inside body changes -Family stereotypes -Looking ahead
	RE	<u>Divali</u> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Hinduism	<u>Christmas</u> Has Christmas lost its true meaning? Christianity	<u>Jesus' Miracles</u> Could Jesus really heal people? Were these miracles or is there some other explanation? Christianity	<u>Easter- Forgiveness</u> What is good about Good Friday? Christianity	<u>Sharing and Community</u> Do Sikhs think it is important to share? Sikhism	<u>Pilgrimage to the River Ganges</u> Would visiting the river Ganges feel special to a non-Hindu? Hinduism
	FRENCH	Numbers Greetings	Classroom instructions	Ask for and give name. Ask for and give age. (Revise numbers)	Colours	Names of fruit and food items.	Days of the Week Months of the Year
	General Knowledge	Food and drink of the world	The climate of the world.	Popular culture: Theatre, books, film.	Science and nature: animals of the world, famous discoveries, scientists.	World History: Key moments since 1066.	Popular culture: music through the ages.

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ICT	Switched on SOW	<p>We are programmers.</p> <p>Programming an animation.</p>	<p>We are bug fixers</p> <p>Finding and correcting bugs in programs.</p>	<p>We are presenters.</p> <p>Videoing performance.</p>	<p>We are network engineers</p> <p>Exploring computer networks inc. Internet.</p>	<p>We are communicators</p> <p>Communicating safely online.</p>	<p>We are opinion pollsters.</p> <p>Collecting and analysing data.</p>
Music	Charanga scheme	<p>Three Little Birds A Reggae Song by Bob Marley</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds.</p>	<p>Ho, ho, ho! A Christmas song</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Ho Ho Ho - a Christmas song.</p>	<p>Glockenspiel Stage 2 At Gluttonberry Festival</p> <p>This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel.</p>	<p>Benjamin Britten - There was a monkey A Friday Afternoons Song by Benjamin Britten</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: There Was a Monkey.</p>	<p>Let your spirit fly An R&B Song for Children</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Let Your Spirit Fly, an R&B song written for children.</p>	<p>Reflect, Rewind and Replay Consolidate learning and perform - Year 3</p> <p>This is a six-week Unit of Work that consolidates learning that has occurred during the year. It is supported by weekly lesson plans and assessment. All the learning is focused around the revision of chosen units for a performance, a context for the History of Music and the Language of Music.</p>
PE	PE Coach	Core Skills	Invasion Games	Gymnastics	Net & Wall Games	Athletics	Striking & Fielding Games

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Literacy	Linked to Paragon if appropriate	Fiction Stories with familiar settings	Poetry Fireworks	Fiction Stories with familiar settings e.g. "Flotsam"	Non Fiction <i>Travel Brochure</i>	Fiction Billy The Kid	Fiction Fantastic Mr Fox
		Non-Fiction Instruction Writing	Fiction Jesus' Christmas Party The Snowman	Non Fiction Letter writing (Newspaper report)	Fiction <i>Inch - High Samuari</i>	Non Fiction Leaflet Report/Newspaper writing	Non Fiction Diary Entry
		Poetry Rhyming poems (Friendship Week)		Poetry Shape Poems	Poetry <i>Haiku</i>	Poetry Performance	Poetry Repeating Patterns
		Fiction Myths and Legends			Fiction <i>The Raven (1 week focus on NWC Indians)</i>		
		SPAG	SPAG	SPAG	SPAG	SPAG	SPAG

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<h1>Maths</h1>	Numicon + Pearson	<p>Number and Place value:</p> <ul style="list-style-type: none"> -Compare and order numbers. -Value of digits up to 1000. <p>Addition and subtraction:</p> <ul style="list-style-type: none"> -Number facts and bonds. <p>Multiplication and division:</p> <ul style="list-style-type: none"> -Doubles and halves. -Repeated addition on a numberline. <p>Fractions, Decimals, Ratios and Percentages:</p> <ul style="list-style-type: none"> -Units fractions (1/4 1/3 etc). -Understand fractions are part of a whole. <p>Measures:</p> <ul style="list-style-type: none"> -Know the number of days in each month, year and leap year. -Tell the time from an analogue clock. -Compare lengths. <p>Geometry:</p> <ul style="list-style-type: none"> -Make and model 3D shapes. -Recognise 3D shapes in different orientations. 	<p>Number and Place value:</p> <ul style="list-style-type: none"> -Compare and order numbers. -Round numbers to nearest 10 and 100 -Multiply and divide by 10. <p>Addition and subtraction:</p> <ul style="list-style-type: none"> -Written method for addition and subtraction. -Add 2 and 3 digit numbers mentally. -Solve word problems. <p>Multiplication and division:</p> <ul style="list-style-type: none"> -Learn 2, 3, 4, 5 and 10 x tables. -Multiply numbers mentally. -Missing number problems. -Written methods for multiplication. <p>Fractions, Decimals, Ratios and Percentages:</p> <ul style="list-style-type: none"> -Find fractions of quantities. -Find equivalent fractions. <p>Measures:</p> <ul style="list-style-type: none"> -Tell the time to the nearest minute. -Calculate time intervals. -Understand roman numerals. -Measure perimeter of 2D shapes. <p>Geometry:</p> <ul style="list-style-type: none"> -Properties of 2D shapes. 	<p>Number and Place value:</p> <ul style="list-style-type: none"> -Compare and order numbers to 1000. -Solve money problems. <p>Addition and subtraction:</p> <ul style="list-style-type: none"> -Mental subtraction. -Written method for addition and subtraction. -Mental strategies including estimation. <p>Multiplication and division:</p> <ul style="list-style-type: none"> -Solve missing number problems. -Written methods for multiplication and division. <p>Fractions, Decimals, Ratios and Percentages:</p> <ul style="list-style-type: none"> -Adding and subtracting fractions. -Comparing and ordering fractions. -Fraction word problems. <p>Measures:</p> <ul style="list-style-type: none"> -Compare, add and subtract units of measure. -Estimate time. -Use 12 and 24 hour clocks. -Measure perimeter of 2D shapes. <p>Geometry/Statistics.</p> <ul style="list-style-type: none"> -Understanding angles. -Understand direction. -Draw and interpret bar charts and pictograms.
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