



Year 3

Autumn - Prehistoric Britain

Spring - James and the Giant Peach

Summer - Ancient Greece





Topic – Prehistoric Britain
Year 3 – Autumn Term
Subject – Science – Rocks



Prior Learning	This is the first time the children will study rocks.
What Comes Next	In Year 4, the children will look at properties and changes of materials,
Key Vocabulary	Fossil, sedimentary, igneous, porous

Notes and Guidance	Skills	Knowledge
<p>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none">• Ask relevant questions and use different types of scientific enquiries to answer them• Set up simple practical enquiries, comparative and fair tests• Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• Gather, record, classify and present data in a variety of ways to help in answering questions• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identify differences, similarities or changes related to simple scientific ideas and processes• Use straightforward scientific evidence to answer questions or to support their findings. <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	<ul style="list-style-type: none">• That rocks can change over time.• How to use a hand lens to analyse objects.• That rocks may alter when they are rubbed together.• That rocks may change when they are in water.

Enrichment
During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Prior Learning	Previously, the children have identified and named a variety of common wild and garden plants and described the structure of flowering plants and trees. In Year 2, children have observed and described how seeds and bulbs grow.	
What Comes Next	Children will continue to learn about plants in 'Living Things and their Habitats' units.	
Key Vocabulary	Roots, stem, trunk, leaves, flowers, nutrients, soil, pollination, seed formation, dispersal	
Notes and Guidance	Skills	Knowledge
<p>Pupils might compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser. They may discover how seeds are formed by observing the different stages of plant life cycles over a period of time. They will learn how seeds are dispersed.</p> <p>They will observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. <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 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • The types of animals that are commonly found as fossils • That every part of a plant exists to perform a function • How plants obtain nutrition
<p>Enrichment</p> <p>During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.</p>		



Prior Learning	This is the children's first exposure to Ancient British history. In Year 2, they will have explored areas of British History such as the Great Fire of London, the Gunpowder Plot and the Victorians.
What Comes Next	Later this year children will study Ancient Greece and in Year 4, pupils study the impact of the Roman Empire.
Key Vocabulary	Prehistoric, Neolithic, Mesolithic, Paleolithic, bronze, alloy, bone marrow, earthwork, tribe, iron, flint

Notes and Guidance	Skills	Knowledge
<p>Children can create toilet roll timelines to gain an understanding of chronology and how far in the past this time period is.</p> <p>Children can look at artefacts should as arrowheads and spearheads – what were they used for – children could design and make replica products.</p> <p>Children can create a history podcast to present research on an area of prehistoric Britain.</p>	<ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods of history. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Use a timeline with a specific period of history to set out the order that things may have happened. • Use appropriate historical vocabulary to communicate information. • Start to present, communicate and organise ideas about the past using models, drama, role-play computing skills and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. 	<ul style="list-style-type: none"> • A timeline can be divided into BC (Before Christ) and AD (Anno Domini). • The key ways that the prehistoric way of life changed in Britain from the Stone Age to the Iron Age (tools, homes, farming). • The various ways that Prehistoric people found food and how this compares to life today. • The different tools that Prehistoric people used, what they were used for and what they were made from. • How Prehistoric people have influenced our lives today (farming, metalwork, cooking, dogs). • The types of creatures that could be found in Prehistoric Britain and how people interacted with them. • The importance of British sites such as Skara Brae and Stonehenge and what they tell us about life at the time.

Enrichment
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Prior Learning	Pupils have previously identified the five oceans and seven continents and identified which continent Blackheath is found in. They have explored seaside locations in the four countries of the UK.		
What Comes Next	In Year 4 pupils study the Amazon rainforest looking at both human and physical features. They will explore how water impacts human life investigating flooding and make decisions around the conservation of water. Finally, they will learn about national disasters including volcanoes and earthquakes.		
Key Vocabulary	United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, mountain, peak, height, population, counties, and capital.		
Notes and Guidance		Skills	Knowledge
Children should consider how areas of the United Kingdom have changed over time. Children should think about what is here now which wouldn't have been then. What building materials did people have? Could they build wherever they wanted? Where would they choose to build or create a home? Why would some land be better to use than other areas? Children could carry out a study based on a given situation. Imagining that they are in an area – where would they settle and why?		<ul style="list-style-type: none"> To label key cities of the UK. To use the eight compass points to describe the location of the countries and cities of the UK. To use eight compass points to describe a location on a map. To locate countries on a map of the UK To use a map or atlas to locate areas of high ground in the UK. To research using photos, maps etc. To find out more about the country that I live in. To describe how the UK has changed over time. To use eight compass points to describe a locational relative to another place. To follow the journey of a river on a map and find out where it starts and ends 	<ul style="list-style-type: none"> To name and locate the countries and cities of the UK. To name the main rivers of the UK. To name the seas surrounding the UK. To name and locate the main rivers and seas of the UK. To name counties of the UK. To identify the county I live in. To know/explain what a county is. To name the areas of high ground in the UK To identify things our county is known for e.g. foods, people, industries, trades. To identify the human and physical features of the county we live in. To identify how the UK has changed over time. To identify rivers and seas using an atlas or map.
Enrichment During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.			



Topic – Prehistoric Britain
Year 3 – Autumn Term
Subject – Religious Education



Prior Learning	In Year one, children started to learn about special celebrations in religions. In Year two, children have learnt about Islamic stories about the prophet and began to learn about key Muslim beliefs.	
What Comes Next	In Year 4, learn more about being a Sikh in Sandwell following on from their learning about Vaisakhi and Diwali. They also focus on the prophet Muhammed and his significance to Muslims.	
Key Vocabulary	Festivals, Vaisakhi, Diwali, Passover, ritual. Belief (Shahadah), prayer (salah), charity (Zakah), fasting (Sawm), pilgrimage (Hajj)	
Notes and Guidance	Skills	Knowledge
<p>UL2.I - 'What are the deeper meanings of religious festivals?' (Vaisakhi, Diwali, Passover)</p> <p>UL2.II- 'Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living'</p>	<p>U2.I</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe how festivals from at least three religions are celebrated, using the right words Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show Consider questions about the belief that God is at work in human life and stories, which show how this should be celebrated. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences and generalities in relation to the festivals they study <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons Make links between different religions, which all celebrate the triumph of goodness over evil. <p>U2.II</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe the 5 Pillars of Islam and the beliefs they express Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple connections between beliefs about Allah and the 5 Pillars Describe how people show devotion in Islam <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions about why the Pillars are practiced by so many millions Express their own ideas about the meaning and value of rituals like these Give good reasons for their views about religion and ritual. 	<p>U2.I</p> <ul style="list-style-type: none"> How and why the festivals of Vaisakhi, Diwali and Passover are celebrated. The similarities and differences and generalities in relation to the 3 festivals studied. The links between sacred texts and religious festivals today. <p>U2.II</p> <ul style="list-style-type: none"> The 5 Pillars of Islam and the beliefs they express. The beliefs about Allah and the 5 Pillars of Islam.

Enrichment
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Prior Learning	In Year 2, children have developed their drawing techniques when completing line drawings of animals. In Year one, the children collaged a circus outfit in their textile/ collage unit.
What Comes Next	In Year 4, the children will continue to develop their drawing technique by considering depth and perspective when drawing buildings. In textile/collage in year 5, children will combine collage and stitching to create a finished piece.
Key Vocabulary	Drawing: 3D, texture, tone, shadow, hatching, cross-hatching, chequered, landscape, cityscape, portrait, self-portrait, record, outline, position, profiles, forward facing, character Textile/ Collage: abstract, mixed media, mood board, tactile, textiles, visual, arrange, decorate, texture sew, needle, thread, weaving, combine, natural, synthetic

Notes and Guidance	Skills	Knowledge
<p>Drawing – Stonehenge shadows (Inspired by John William Inchbold)</p> <p>Textile/Collage – Weaving</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists working in different times and cultures Explore the work of John William Inchbold Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Use sketchbooks to collect and record ideas and practise techniques <p>Drawing</p> <ul style="list-style-type: none"> Use shading to show depth and 3 dimensions Use shading to show light and shadow effects; Use different materials to draw, e.g. pastels, chalk, felt tips <p>Textile/ Collage</p> <ul style="list-style-type: none"> Develop weaving as an artistic technique Show an awareness and name a range of different fabrics To select materials by colour and texture according to their intention Use collage to create a mood board of ideas Be able to name the tools and materials they have used. Develop weaving skills in tying, cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> That John William Inchbold was an English painter and a couple of facts about him. About John William Inchbold's paintings of Stonehenge <p>Drawing</p> <ul style="list-style-type: none"> That different shading techniques cause different effects (e.g. 3D) About the position of a shadow based on its light source About different shadow effects <p>Textile/ Collage</p> <ul style="list-style-type: none"> What weaving is and the appropriate fabrics for weaving What a mood board is What tools are used for weaving How to overlap and layer when weaving

Enrichment
During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - Design Technology



Prior Learning	In Year Two, the children have had experience of using different joining, cutting and finishing techniques with paper and card and have a basic understanding of 2D and 3D shapes in mathematics, the physical properties and everyday uses of materials in science.
What Comes Next	In Year 4, the children will design shell structures using CAD when they make a survival box.
Key Vocabulary	Shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, font, lettering, text, graphics, decision, evaluating, design brief design criteria, prototype

Notes and Guidance	Skills	Knowledge
<p>POAP – Shell structures</p> <p>Outcome - A treasure box</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating and ensure it fits the theme of the outcome. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures. Test their own products against design criteria and the intended user and purpose. 	<ul style="list-style-type: none"> Develop and use knowledge of how to construct strong shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.

Enrichment
During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Prior Learning	This is the first time that the children are learning trumpets.	
What Comes Next	Children will have the opportunity to continue learning a brass instrument in years 4, 5 and 6 if their parents choose to access the instrument lessons provided by SIPs.	
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, genre, stave, crotchet, quaver, minim, semibreve, forte, piano, composer	
Notes and Guidance	Skills	Knowledge
<p><u>Autumn 1 and 2</u></p> <p>Music in Year 3 is taught by Sarah Matthews, from Sandwell Music Service. The children learn to play the trumpet.</p>	<ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunelessly and with expression, simple dynamics Perform actions confidently and in time to a range of action songs Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes Perform as a choir in school assemblies Develop facility in playing an instrument Play or perform melodies following staff notation using a small range (e.g. Middle C –E) as a whole class or in small groups Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/ do-re-mi Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and answer phrases. To listen with attention and begin to recall sounds and changes To notice and explore the way sounds can be combined and used expressively Begin to recognise and identify instruments being played Inventing 'on the spot' responses using a limited note range: using voices and instruments Structure musical ideas: compose using stimuli- beginning middle end Combine rhythm and pitch (do re mi) Compose accompaniments on untuned percussion using known rhythms and note values Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> Comment on likes and dislikes. Start to learn about the different purposes of music throughout history and in other cultures To comment on the effectiveness of own work, identifying and making improvements Introduce and understand the differences between crotchets and paired quavers. Introduce the stave, lines and spaces and clef. Use dot notation to show higher or lower pitch.
<p>Enrichment</p> <p>During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.</p>		



Topic – Prehistoric Britain
Year 3 – Autumn Term
Subject – Computing



Prior Learning	This is the first time the children will have completed a data topic.		
What Comes Next	In Year 5, children will create an online quiz, analyse answers to generalise data that will be used within an excel spreadsheet. The children will use the data to create a bar graph or a pie chart.		
Key Vocabulary	Microsoft Excel, interpret, numerical data, spreadsheet, table, bar graph.		
Notes and Guidance		Skills	Knowledge
In this unit, children will be introduced to Microsoft Excel. They will learn how to interpret numerical data, input it onto a spreadsheet and create a table to display this data. Children will know how to protect their identify online, through the use of avatars, passwords and nicknames.		<ul style="list-style-type: none"> • Search for and open Microsoft Excel. • Interpret numerical data and understand what it means. • Input numerical data accurately onto a spreadsheet in Microsoft Excel. • Create a table to sort and display data that has been inputted. • Save their work into a shared folder. 	<ul style="list-style-type: none"> • How data can be collected, such as: questionnaires, interviews, documents, observations etc. • Data can be presented in a variety of ways, including: tables, pie charts, bar graphs etc. • Data can be in text form, pictures or numerical. • How to consider the effect of their online actions on others.
Enrichment During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.			



Prior Learning	In Key Stage one, children will have taken part in a range of PE games and activities. They will have followed simple instructions and followed rules; working as a pair and in a small group. They will have been introduced to simple signs and symbols in geography. In Year 2, children have started to use their core strength to link elements and started to think about rhythm in sequences.
What Comes Next	In Year 4, children will continue OAA work on the residential to Bell Heath where they work on team work and map skills in an unfamiliar setting. (Children who do not attend will be given the opportunity to develop these skills in school.) In Year 4, children will use changes in speed, height and direction when composing sequences with more technical difficulty and accuracy.
Key Vocabulary	Maps, diagram, scale, symbols, orienteering, controls, challenges, problem solving, lead, plan, follow, trust. Fluency, contrasting, unison, low, combinations, full turn, half turn, sustained, explosive, power, control, group, similar, different.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Outdoor/ Adventurous The P.E Hub</p> <p>Autumn 2: Gymnastics Unit I The P.E Hub</p>	<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none"> To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative. <p>Gymnastics Unit I</p> <ul style="list-style-type: none"> Modify actions using different pathways, directions and shapes. Begin to relate strength and flexibility to the actions and movements they are performing. Use body control when controlling rolls and jumps. Use basic compositional ideas to improve sequence work-unison. 	<p>Outdoor/ Adventurous</p> <ul style="list-style-type: none"> To know the difference between cooperation and competition. To know some important elements of teamwork. To know that sometimes problems can be solved in different ways. To know how to create a simple map/ plan. <p>Gymnastics Unit I</p> <ul style="list-style-type: none"> To that unison is the simultaneous performance by 2 or more people to complete a gymnastic action. To know why strength and flexibility is important when maintaining a healthy lifestyle. To know that actions can be modified by using different pathways, directions and shapes.

Enrichment
During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic - Prehistoric Britain

Year 3 – Autumn Term

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Key Stage one, children will start to communicate ideas to music and to perform short phrases individually and in pairs. They have developed kicking and dribbling skills to prepare them for playing the port of football.
What Comes Next	In Year 4, children use freeze frames in dance and develop more complex and longer sequences of movement. In football, children will develop shooting skills and begin to learn about defensive actions with a game of football.
Key Vocabulary	Dance, turn, rhythm, direction, rehearse, formation, choreography, stimulus. Dribble, space, accuracy, movement, game situation, control.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Topic based Dance</p> <p>Autumn 2: Football</p>	<p>Topic Based Dance</p> <ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus into movement. • Create dance phrases that communicate ideas. • Share and create dance phrases with a partner and in a small group. • Repeat, remember and perform these phrases in a dance. <p>Football</p> <ul style="list-style-type: none"> • Use the feet to control the ball and dribble. • Pass the ball accurately, over space, to a team mate. • Begin to understand movement within a game situation. 	<p>Topic Based Dance</p> <ul style="list-style-type: none"> • That different speed and size movements of the body can show different ideas and emotions. • That a dance phrase is a short sequence of related movements that have a sense of continuity. • How to combine short phrases of movements in time with the music (3/4 or 4/4) <p>Football</p> <ul style="list-style-type: none"> • The laces should be used to dribble quickly and the inside and outside of the foot used to control the ball. • How to use the inside of their foot appropriately to pass the ball. • That moving into space away from the ball will help a team to move the ball across the pitch.

Enrichment
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Prior Learning	Friendships – In Year 1, children looked at what makes a good friend, the importance of teamwork and what bullying can look like and what to do about it. Drugs and Alcohol – In Year 2, children looked at how to check if a substance around their home was hazardous or not and what to do if they discover a hazardous substance.
What Comes Next	Friendships – In Year 5, children look at the characteristics of a good friend; how to support each other to problem solve; the importance of forgiveness and moving on; and the different types of bullying. Drugs and Alcohol – In Year 4, children look at how alcohol affects the body and that this can be different for different people. They also learn some laws and risks associated with alcohol.
Key Vocabulary	Good friend, positive, characteristics, friends, emotions, co-operative, teamwork, kindness, friendship, Smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, pressure, toxic, chemicals, addictive

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 – Healthy Mind, Happy Me Unit (Friendships)</p> <p>Autumn 2 - Christopher Winter Project (CWP) - Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Children in Need/Anti Bullying Week during Autumn Term</p> <p>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</p>	<ul style="list-style-type: none"> Identify positive characteristics they would like to see in a good friend (HMHM unit) Recognise a range of emotions and understand that their thoughts and emotions may differ to others (HMHM unit) Identify and discuss the importance of working together and co-operating and be able to identify what this could look like (HMHM unit) Explain the importance of being kind and helping each other. The children can also describe what this could look like in a range of situations (HMHM unit) Consider the importance of forgiveness and how to 'make things right' Talk about the benefits of an active lifestyle mentally and physically and identify the risks with an inactive lifestyle (obesity) (PE) Consider the dangers of smoking and the effects it has (CWP unit) Understand the impact of smoking and passive smoking (CWP unit) To know some strategies to prevent starting smoking (CWP unit) 	<ul style="list-style-type: none"> How to be and identify good friendships and know what doesn't make a good friend (BV – Mutual Respect, Tolerance, Individual Liberty) How to label different emotions and thought processes (BV – Mutual Respect, Tolerance, Individual Liberty) What to do to show kindness in a variety of different situations (BV – Mutual Respect, Tolerance, Individual Liberty) What forgiveness is (BV – Mutual Respect, Tolerance, Individual Liberty) Which trusted adults they could ask about putting something online (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) The importance of working as a team and communicating, building on each other's individual strengths (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law, Democracy) What they can do to keep an active lifestyle and what may happen if they don't have an active lifestyle (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) The negative impact on smoking and how they can prevent (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law)

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Prior Learning	This is the children's first French unit.
What Comes Next	Next term children will learn about body parts and to say where it hurts. They will also learn about different items of clothing.
Key Vocabulary	Capital letter, full stop, comma, conjunction (et), cognate, noun, determiner, silent letter, special character (accent)

Notes and Guidance	Skills	Knowledge
<p>Year 3 start to explore the patterns and sounds of the French language.</p> <p>'Me': Children learn to talk about themselves and to ask questions to others name, age etc.</p> <p>'Let's party': Children learn to say when their birthday is and to ask somebody when their birthday is</p>	<p>Speaking</p> <ul style="list-style-type: none"> Repeat single words and simple sentences Remember some words and some sentences from memory Ask and answer simple questions Take part in a short, prepared conversation <p>Listening</p> <ul style="list-style-type: none"> Understand some familiar words and sentences Understand other people's responses following a question <p>Writing</p> <ul style="list-style-type: none"> Simple sentences using a model or a help card Write some words and sentences from memory Write longer sentences using commas and the conjunction and <p>Reading</p> <ul style="list-style-type: none"> Understand single words and some familiar sentences Read aloud familiar words and sentences 	<ul style="list-style-type: none"> Greetings, name, age, where they live, how they are feeling and numbers up to 10 Asking people their name, age, where they live Colours The days and months of the Year Numbers up to 31 Sentence with birthday

Enrichment
During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Science – Animal including Humans



Prior Learning	In Year 2, children learn the importance of exercise, eating the right amounts of different types of food and hygiene.	
What Comes Next	In Year 4, children describe the simple functions of basic parts of the digestive system, the different types of human teeth and identify producers, predators and prey in a food chain.	
Key Vocabulary	Nutrition, skeleton, muscle, diet, protein, carbohydrate, dairy,	
Notes and Guidance	Skills	Knowledge
<p>Children will analyse a range of skeletons and identify differences. They will then identify how the differences indicate the diet of the animal. Children will then group animals depending on their diet. Children to sort animals into those with vertebrae and those without.</p> <p>Children might research different food groups and how they keep us healthy, and design meals based on what they find out.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings. <p>Animals including Humans</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes – compare how different animals move/eat based upon their skeletons. Identify that animals, including humans, need the right types and amount of nutrition Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> That animals cannot make their own food and must obtain nutrition from what they eat The main body parts associated with the skeleton and muscles. That different parts of the body have special functions That there are animals that don't have skeletons and can compare the animals with vertebrate That animals can be grouped according to what they eat That there are different food groups and their names. A range of foods that fit into different food groups. How to create a healthy diet with an appropriate combination of food groups
<p>Enrichment</p> <p>During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.</p>		



Prior Learning	In Year 2, pupils have previously identified different climates and how they affected physical and human features. They have also compared two different towns to look at how communities work together. In Year 3, the children have located main rivers in the UK and seas that surround it. They have also identified countries and counties in the UK.
What Comes Next	In Year 4 pupils study the water cycle and investigate the effects that water has on human life such as environmental damage.
Key Vocabulary	Farm, land, rural, urban, agricultural, arable, pastoral, climate, trade, fair trade

Notes and Guidance	Skills	Knowledge
This topic could involve a trip to Sheepwash farm in Lichfield where the children can explore pastoral and arable farming as the farmer owns cows and grows potatoes used for McCain's chips.	<ul style="list-style-type: none"> To locate urban and rural areas on a map of the UK. To locate arable farming areas of UK on a map. To locate pastoral farming areas of UK on a map. To compare maps of different agricultural areas. To locate rural and urban areas on a map of the UK 	<ul style="list-style-type: none"> To identify areas where food is farmed in the UK To know what the terms rural and urban mean. To explain what rural land is used for in the UK. To identify different types of farming. To describe what is meant by arable and pastoral farming. To give reasons why farms are located in certain places. To identify what happens on a farm during different seasons. To explain how physical and human features affect farming in different regions. To visit a farm to look at pastoral and arable farming. To look at what a potato crop needs to grow.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Religious Education



Prior Learning	In Year two, children reflected on the Christian festivals of Christmas and Easter.
What Comes Next	In Year four, children will continue learning about Christianity; focussing on the Bible's creation stories; Good Friday and the impact of the Pentecost.
Key Vocabulary	Gospel, baptism, trinity, disciples

Notes and Guidance	Skills	Knowledge
<p>UL 2.7 - 'What kind of world did Jesus want?'</p> <p>UL2.5 - "What is the Trinity and why is it an important idea for Christians?"</p>	<p>UL2.7</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly <p>UL2.5</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p> <ul style="list-style-type: none"> Some ideas of their own about what Christians believe God is like. 	<p>UL2.7</p> <ul style="list-style-type: none"> Know about the calling of the first disciples and what that means for Christians today. Know what Jesus' actions towards outcasts mean for a Christian <p>UL2.5</p> <ul style="list-style-type: none"> Recognise what 'Gospel' is and how Christians show their beliefs about God, the Trinity in worship and the way they live. Know Gospel texts that tells the story of the life and teachings of Jesus.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Prior Learning	In year 2, the children began to make tints and shades when thinking about hot and cold colours.	
What Comes Next	In year 4, the children will continue to develop their painting skills when creating work on the theme of water lilies.	
Key Vocabulary	Painting: Shade, tone, tint, wash, emotion, detailed colours e.g. scarlet, emerald, background, middle, foreground, shadow	
Notes and Guidance	Skills	Knowledge
During this term, the children will complete a painting unit where children develop their painting skills when completing a front cover for 'James and the Giant Peach'.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none"> Use different tools to paint given images e.g. different sized paintbrushes To mix tints, shades and tones to make given colours Experience painting with smaller brushes and develop brush control. Use light and dark within a painting Use different colours to create mood/feelings. 	<p>Painting</p> <ul style="list-style-type: none"> Which paintbrushes will give desired effects? Amounts of colour to add to create different tints and shades using poster paints How to use tints and shades to show light and dark areas How light and dark effects the viewer's feelings of a piece
<p>Enrichment</p> <p>During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.</p>		



Prior Learning	In Year Two, the children have had experience of preparing ingredients safely and hygienically. They will have some basic knowledge and understanding about healthy eating and The Eat Well Plate. They will have used some equipment and utensils and prepared and combined ingredients to make a product.
What Comes Next	In Year Six, the children will continue to develop their knowledge of healthy and varied diets when they plan and prepare a Chinese banquet.
Key Vocabulary	Utensils, techniques and ingredients, texture, taste, sweet, hot, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, purpose, user, annotated sketch, sensory evaluation

Notes and Guidance	Skills	Knowledge
<p>POAP – A healthy and varied diet</p> <p>Outcome – A healthy pizza</p> <p>Reminding children – Why is healthy eating important? Why our bodies need nutrients? How food helps our bodies – energy, growth etc.</p>	<p>Designing</p> <ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.

Enrichment
During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Prior Learning	This is the first time that the children are learning trumpets.	
What Comes Next	Children will have the opportunity to continue learning a brass instrument in years 4, 5 and 6 if their parents choose to access the instrument lessons provided by SIPs.	
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, genre, stave, crotchet, quaver, minim, semibreve, forte, piano, composer	
Notes and Guidance	Skills	Knowledge
<p><u>Spring 1 and 2</u></p> <p>Music in Year 3 is taught by Sarah Matthews, a peripatetic teacher from Sandwell Music Service and the children continue to learn to play the trumpet.</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression, simple dynamics • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as a choir in school assemblies • Develop facility in playing an instrument • Play or perform melodies following staff notation using a small range (e.g. Middle C – E) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/ do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and answer phrases. • To listen with attention and begin to recall sounds and changes • To notice and explore the way sounds can be combined and used expressively • Begin to recognise and identify instruments being played • Inventing 'on the spot' responses using a limited note range: using voices and instruments • Structure musical ideas: compose using stimuli- beginning middle end • Combine rhythm and pitch (do re mi) • Compose accompaniments on untuned percussion using known rhythms and note values • Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> • Comment on likes and dislikes. • Start to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of own work, identifying and making improvements • Introduce and understand the differences between crotchets and paired quavers. • Introduce the stave, lines and spaces and clef. • Use dot notation to show higher or lower pitch.
<p>Enrichment</p> <p>During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.</p>		



Prior Learning	In Year 2, children use algorithms to program BeeBots. They will have created and tested BeeBot algorithms and learnt to identify and fix any bugs.		
What Comes Next	Children will move on to explore Scratch and create a scene including a sprite using different effects.		
Key Vocabulary	Turtle, command, pattern, outcome, predict, procedure, algorithm.		
Notes and Guidance		Skills	Knowledge
This unit has a programming focus. The children will learn how to control a turtle using onscreen commands; learn how to identify patterns and predict the outcome of an algorithm and look at real life examples of algorithms and try to identify what the algorithm could achieve.		<ul style="list-style-type: none"> • Write their own algorithm using 2Logo on purple mash. • Control an onscreen 'turtle' using screen commands. • Identify patterns in an algorithm. • Predict the outcome of an algorithm. • Create a 'procedure' on 2Logo. 	<ul style="list-style-type: none"> • The types of commands on 2Logo including: BK, FD, LT, RT, RPT. • How to share and save their logo. • Where algorithms may appear in real life such as: a vending machine, traffic lights, recipes, online shopping and games.
Enrichment During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.			



Prior Learning	In Key Stage one, children will have started to link skills, e.g. dribbling and passing. They will have started to apply a small range of tactics within games and started to develop their power, agility and coordination to aid when playing games. Children will have worked on their sending and receiving skills and how to track a ball. They will have started to use rackets.
What Comes Next	In Year 4, children will participate in other invasions games, e.g. hockey and football. They will return to consolidating badminton skills in Year 5 and basketball skills in Year 6.
Key Vocabulary	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive, dribble, space, contact. Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, base, tricks, shuttlecock, boundary.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Basketball The P.E Hub Unit</p> <p>Spring 2: Badminton The P.E Hub Unit</p>	<p>Basketball</p> <ul style="list-style-type: none"> To perform some basic basketball skills- throwing, catching and dribbling. To build attacking/ offensive play. To implement some basic rules of basketball. <p>Badminton</p> <ul style="list-style-type: none"> To explore and use different shots with the forehand and backhand. To demonstrate different badminton skills. To practise some trick shots in isolation. 	<p>Basketball</p> <ul style="list-style-type: none"> To know what attacking/ offensive play is. To know some key parts of basketball and why they are important for the game. To know how to begin games using a jump start and some rules, e.g., if a defender makes deliberate contact, the other side gets a free throw. <p>Badminton</p> <ul style="list-style-type: none"> To know how points are scored in badminton. To know what a backhand is and its difference to a forehand. To know some racket shots that can be used in badminton.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Physical Education (Sports Coach P.E)



Prior Learning	In Key Stage one, children will have started to link skills, e.g. dribbling and passing. They will have started to apply a small range of tactics within games and started to develop their power, agility and coordination to aid when playing games. In autumn term, the children learnt how to perform in unison in gymnastics and will further embed this skill.
What Comes Next	In Year 4, children will learn how to use a push pass when passing the ball. They will further develop their understanding of game situations. In gymnastics, the children will continue to develop their strength and flexibility.
Key Vocabulary	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive, dribble. Actions, independently, strength, flexibility, sequence work, unison, pathways, directions, shapes.

Notes and Guidance	Skills	Knowledge
Spring 1: Uni Hoc Spring 2: Gymnastics	<p>Uni -Hoc</p> <ul style="list-style-type: none">• Demonstrate and follow the rules of Uni-hoc.• Use both sides of the stick to hit the ball.• Begin to use defensive play in game situations. <p>Gymnastics</p> <ul style="list-style-type: none">• Modify actions using different pathways, directions and shapes.• Begin to relate strength and flexibility to the actions and movements they are performing.• Use basic compositional ideas to improve sequence work-unison.	<p>Uni-Hoc</p> <ul style="list-style-type: none">• The safety rules of uni-hoc, (the stick must be kept below knee height and held in two hands.)• You are able to use both sides of the uni-hoc stick to hit the ball as the stick is flat on both sides.• That defensive play can prevent the opposing side scoring a goal and know some defensive positions that can help when defending. <p>Gymnastics</p> <ul style="list-style-type: none">• That a pathway is a direction of movement.• Which part of the body needs to show strength/ flexibility when performing, e.g. shoulder flexibility is important when performing bridges.• Unison is when children perform the same movement at exactly the same time as each other.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Prior Learning	In Year 2, children will explore different emotions and understand how to express them. They will explore their character traits and what makes each person special. They identify how to be the best they can be and how our communities can help us. During the drugs and alcohol unit, the children will identify different hazardous substances and learn about personal hygiene and how bacteria and viruses can affect us.
What Comes Next	In Year 4, they will build on the knowledge and understand of character traits and understand that characters are multi-faceted and some character traits can be inappropriate at times. They will also be taught to understand the affect alcohol has on the body and identify the risks.
Key Vocabulary	Families, positive, negative, school, happy, safe, different, special, belonging, allergic, airways, respiratory rate, breathing, reddening, puncture, swelling, infection, venom, reaction, auto injector, anaphylaxis, emergency services

Notes and Guidance	Skills	Knowledge
<p>Spring 1 – Healthy Mind, Happy Me unit (Belonging)</p> <p>Spring 2 – Basic First Aid</p> <p>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</p>	<ul style="list-style-type: none"> Understand that all families are different (HMHM unit) Identify special people who are important to them and explain why (HMHM unit) Discuss ways in which they can help others to feel like they belong (HMHM unit) Understand the features of what makes a good school (HMHM unit) Understand what it means to feel safe and happy (HMHM unit) Discuss and explain the mental benefits of an active lifestyle (PE, Mental health week) Understand the importance of building in regular exercise into your daily and weekly routines (PE) Build on their knowledge of healthy foods (School nurse talk) Understand the importance of building in regular exercise into your daily and weekly routines (PE) Identify what to do in an emergency situation and call the emergency services (basic first aid lessons) Understand what they need to do to deal with common injuries (basic first aid lessons) Identify when a casualty is having an allergic reaction to a bite or sting (basic first aid lessons) Provide first aid treatment for a casualty who has been bitten or stung (basic first aid lessons) Comfort and reassure a casualty who has been bitten or stung (basic first aid lessons) Talk about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion, first aid sessions) 	<ul style="list-style-type: none"> That other people's families may be made up differently to theirs (BV – Mutual Respect, Tolerance, Individual Liberty) Who their trusted adults are and who is special to them (BV – Mutual Respect, Tolerance, Individual Liberty) How to make others feels they belong and what strategies they can use to do this (BV – Mutual Respect, Tolerance, Individual Liberty) Identify what makes them feel safe and happy at home and school (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) How having an active lifestyle impact positively on your mental health (BV – Mutual Respect, Tolerance, Individual Liberty) The benefits of regular exercise into their (BV – Mutual Respect, Tolerance, Individual Liberty) Which foods are healthy and which foods you should eat in moderation (BV – Mutual Respect, Tolerance, Individual Liberty, Rule of Law) The steps to treat basic first aid for bites and stings (BV – Mutual Respect, Tolerance, Individual Liberty) The benefits of regular handwashing and cleaning your body/teeth (BV – Mutual Respect)

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Prior Learning	Last term, children learn to talk about themselves and their birthdays.
What Comes Next	Next term, children will take part in a conversation in a shop and also learn how to talk about the weather.
Key Vocabulary	Apostrophe, noun, determiner, cognate, capital letter, lower case, question mark, silent letter, special character (accent)

Notes and Guidance	Skills	Knowledge
<p>Year 3 start to explore the patterns and sounds of the French language.</p> <p>'The body' – Children learn parts of the body and to say where it hurts. They can describe their eyes and hair colour.</p> <p>'Clothes and story' – Children learn the names of some items of clothing and listen to a story.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Repeat single words and simple sentences Say some single words and simple sentences from memory Ask and answer simple questions <p>Listening</p> <ul style="list-style-type: none"> Understand familiar sentences Join in with a story <p>Writing</p> <ul style="list-style-type: none"> Write simple sentences and link them with the conjunction 'and'. <p>Reading</p> <ul style="list-style-type: none"> Understand short and longer sentences made up of familiar language Read aloud short sentences using correct pronunciation and intonation 	<ul style="list-style-type: none"> Body parts (head, arms, legs, feet, tummy, eyes, nose, ears, mouth) Sentences related to express where it hurts Colours Names of clothes (t-shirt, trousers, underpants, socks, boots, jumper, coat, skirt, dress, hat) What they are wearing / what others are wearing To ask information about other people and answer those questions about themselves

<p>Enrichment</p> <p>During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.</p>
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Prior Learning	This is the first time the children will be exploring light.
What Comes Next	In Year 6, children will recognise that light travels in straight lines, understand the reason why objects are seen and understand that shadows have the same shape as the object that cast them.
Key Vocabulary	Reflect, opaque, transparent, translucent, shadow, surface

Notes and Guidance	Skills	Knowledge
<p>Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p>Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</p> <p>Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. <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 • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> • That they are able to protect their eyes from possible damage by bright lights. • That different shaped objects produce different shadows. • That the size of shadows can be changed by the proximity of the light source. • That it is not safe to look directly into the sun. • That light responds differently in different surfaces.

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.

Prior Learning	This is the first time the children will be exploring forces.
What Comes Next	In Year 5, children will look at forces again and explore the force of gravity. They will identify the effects of air resistance, water resistance and friction. They explore levers, pulleys and gears. In Year 6, children will recognise that light travels in straight lines, understand the reason why objects are seen and understand that shadows have the same shape as the object that cast them.
Key Vocabulary	Reflect, opaque, transparent, translucent, shadow, surface, attract, repel, magnetic, pole

Notes and Guidance	Skills	Knowledge
<p>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p>Scientific Enquiry</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. <p>Forces</p> <ul style="list-style-type: none"> • Observe how magnets attract or repel each other and attract some materials and not others • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • 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. 	<ul style="list-style-type: none"> • That magnets attract some materials and not others. • That magnetic forces can act without direct contact

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.

Prior Learning	This is the pupils' first experience of learning about an Ancient civilization. Therefore, careful consideration needs to be given to placing Ancient civilizations in the context of time. Previous historical study has focused on The Great Fire of London, The Victorians and Prehistoric Britain	
What Comes Next	In Year 4, pupils study the impact of the Roman Empire.	
Key Vocabulary	Ruled, reigned, empire, invasion, conquer, kingdoms, ancient, civilization, democracy, city states, legacies	
Notes and Guidance	Skills	Knowledge
Ancient Greece – the children will undertake a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences. Begin to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Research in order to find similarities and differences between two or more periods of history. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe events from the past using the dates for when things happened. Use a timeline with a specific period of history to set out the order that things may have happened. Use appropriate historical vocabulary to communicate information. Start to present, communicate and organise ideas about the past using models, drama, role play computing skills and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. 	<ul style="list-style-type: none"> A timeline can be divided into BC (Before Christ) and AD (Anno Domini). The time of the Ancient Greeks coincided with the end of Prehistoric Britain and the Celts. The legacies of Ancient Greece that influence our lives today including sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas. Ancient Greece was divided into city states and how the landscape of Greece influenced this. How democracy emerged, developed and was used in ancient Athens. The story of Alexander the Great, the empire he built and his legacy. The myths of gods and goddesses of Ancient Greece, and how their religion compares with our religions today. The importance of Ancient Greek writing, art, sculpture, architecture and pottery in helping us to understand their way of life. The history of the Ancient Greek Olympics and how they influenced the games we have today. The story of the Trojan War and the different versions of the event that can be found.
Enrichment <ul style="list-style-type: none"> During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times. 		

Prior Learning	Pupils have previously studied differing environments (hot and cold areas), analysed the geography of Britain with particular reference to its rivers and seas and considered the geographical features of the UK. They have used maps and atlases to locate the geographical location of these areas.
What Comes Next	In Year 4 pupils study Italy within the context of the Roman Empire, they will learn about the water cycle and consider environments that are at risk by focusing on the world's equatorial rainforests.
Key Vocabulary	Europe, continent, Greece, Athens, export, terrain, climate, population.

Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the Geographical features of Greece. What is it like as a country? What are its geographical features in terms of terrain and weather – how have these affected the use of land in the country?</p> <p>Children may learn about the use and features of Atlases, for example they may use keys to identify major cities, the terrain of an area and begin to gain an understanding of scale.</p>	<ul style="list-style-type: none"> To locate Europe on a map. To locate Greece on a map of Europe. To label the neighbouring countries of Greece. To label the seas surrounding Greece. To locate Athens and main cities on a map of Greece. To use geographical Key Vocabulary to describe the physical attributes of an area. To populate a comparison table to show differences and similarities between the UK and Greece. To distinguish between physical and human Geography in Athens and Blackheath using photographs and maps. To compare the terrains, climate and population of the UK and Greece. To compare the climate of UK and Greece. 	<ul style="list-style-type: none"> To identify some countries in the continent of Europe. To identify the countries that neighbour Greece. To identify the seas that surround Greece. To name some Greek Islands. To name the capital city of Greece. To name the main cities of Greece. To identify landmarks of Greece e.g. Acropolis. To identify the reasons why Greece is a popular tourist destination. To identify many popular Greek foods. To identify the main Greek export. To identify the Greek flag. To explain what the term export means.

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.

Prior Learning	This is the first time the children have learnt about Judaism. They have learnt a little about Hindu festivals previously and this is their first detailed unit on Hinduism.	
What Comes Next	In Year 5, children will revisit Hinduism and look at beliefs connected to their views of 'goodness'. In Year 6, children will learn about prayer and its role within the religions of Hinduism and Judaism.	
Key Vocabulary	Arti, bha jan, andir, dharma, Santana dharma, Hinduism. Passover, Hannukah, Rosh Hashanah, Yom Kippur, Exodus, Commandment	
Notes and Guidance	Skills	Knowledge
<p>UL2.2- 'What does it mean to be a Hindu in Britain today'</p> <p>UL2.9 - 'What is it like to be Jewish? Family, synagogue, celebration, Torah'</p>	<p>UL2.2</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bha jans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. <p>UL2.9</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'Covenant' with '10 Commandments' Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>(UL2.2)</p> <ul style="list-style-type: none"> Know the different ways Hindus can show their faith within Britain and communities today (e.g. at home through home puja and in communities with arti and bha jans at the mandir and in festivals). Learn the terms Dharma, Santana Dharma and Hinduism and what they mean. <p>(UL2.9)</p> <ul style="list-style-type: none"> Know some of the key Jewish festivals (Rosh Hashanah, Yom Kippur, Passover) Know Jewish beliefs about God, sin and forgiveness and describe what they mean. Know about the story of Exodus and the '10 Commandments'.
Enrichment	During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.	

Prior Learning	In Year one, children had their first experience of clay: making a clay face of fruit. In Year 2, they made sculptures with sand. Children worked on using hot and cold colours when painting a picture on a theme of the Great Fire of London' in year two.	
What Comes Next	In Year 4, children will continue work on painting and sculpture/3D form when focussing on the work of Claude Monet and will use the new medium of water colour and developing joining techniques when working with clay.	
Key Vocabulary	Sculpture/ 3D Form: structure, texture, fine uneven, mosaic, attach	
Notes and Guidance	Skills	Knowledge
During this term, the children will complete a unit on Sculpture/ 3D form where they work with clay to create their own Greek pot.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Use sketchbooks to collect and record ideas and practise techniques <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> • To select and use appropriate clay tools • To learn how to create a base on which to create their piece • Applying experience of materials and processes to develop work. • Begin to show confidence in modelling forms and structures. • To be able to add detail to their work. • Begin to combine techniques (coiling/decoration/joining) to create finished pieces. • Take a 2D drawing into a 3D form. 	<p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> • Which tools will create different effects when working with clay • What a base is and why it's important for their work • That detail improves a piece of work • Additional ways to combine techniques (e.g. coiling, decorating, joining) • To use an image to create a sculpture
<p>Enrichment</p> <p>During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.</p>		

Prior Learning	In Year Two, the children will have constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. They will have had experience of cutting and joining a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.
What Comes Next	In Year Five, the children will return to electrical Systems- monitoring and control –when they design and make a night light.
Key Vocabulary	Series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief

Notes and Guidance	Skills	Knowledge
<p>POAP – Electrical systems; simple circuits and switches</p> <p>Outcome – A torch for Perseus and Theseus</p>	<p>Designing</p> <ul style="list-style-type: none"> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	<ul style="list-style-type: none"> Know and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project. (see skills grid)

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.

Prior Learning	This is the first time that the children are learning trumpets.	
What Comes Next	Children will have the opportunity to continue learning a brass instrument in years 4, 5 and 6 if their parents choose to access the instrument lessons provided by SIPs.	
Key Vocabulary	rhythm, pulse, melody, pitch, tempo, dynamics, duration, structure, genre, stave, crotchet, quaver, minim, semibreve, forte, piano, composer	
Notes and Guidance	Skills	Knowledge
<p><u>Summer 1 and 2</u></p> <p>Music in Year 3 is taught by Sarah Matthews, a peripatetic teacher from Sandwell Music Service, and the children continue to learn to play the trumpet.</p>	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunelessly and with expression, simple dynamics • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes • Perform as a choir in school assemblies • Develop facility in playing an instrument • Play or perform melodies following staff notation using a small range (e.g. Middle C –E) as a whole class or in small groups • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/ do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and answer phrases. • To listen with attention and begin to recall sounds and changes • To notice and explore the way sounds can be combined and used expressively • Begin to recognise and identify instruments being played • Inventing 'on the spot' responses using a limited note range: using voices and instruments • Structure musical ideas: compose using stimuli- beginning middle end • Combine rhythm and pitch (do re mi) • Compose accompaniments on untuned percussion using known rhythms and note values • Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<ul style="list-style-type: none"> • Comment on likes and dislikes. • Start to learn about the different purposes of music throughout history and in other cultures • To comment on the effectiveness of own work, identifying and making improvements • Introduce and understand the differences between crotchets and paired quavers. • Introduce the stave, lines and spaces and clef. • Use dot notation to show higher or lower pitch.
<p>Enrichment</p> <p>During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.</p>		

Prior Learning	In Year 2, children will have learnt how to insert a picture into Microsoft word and how to create and present a fact file. They will have to learnt different functions on the keyboard.
What Comes Next	Children will create a PowerPoint presentation including slide transitions. They will add and format backgrounds and insert video links.
Key Vocabulary	Microsoft PowerPoint, Smart Art, timeline, text sequence, copy, paste, remove background, filter, enlarge, spelling, grammar, avatar, nickname.

Notes and Guidance	Skills	Knowledge
In this unit, children will be introduced to Microsoft PowerPoint to present information. They will learn how to create a timeline, insert text and images and edit their images using the crop feature. Children will continue to develop their typing skills and practice typing using both hands on the keyboard.	<ul style="list-style-type: none"> • Begin to use two hands when typing on a keyboard. • Search for and open Microsoft PowerPoint. • Choose and insert a smart art to create a timeline of events. • Add text to their chosen smart art. • Edit text colour, size and style to match their chosen theme. • Insert and sequence images in a timeline. • Edit an image using the 'crop' picture. • Explain the difference between what it means to 'know someone' online versus in real life. 	<ul style="list-style-type: none"> • What cut, copy and paste means. • How to position their hands on a keyboard for effective typing. • Pictures can be edited to achieve a desired effect including: crop, remove background, filter, enlarge etc. • If a word is underlined, there could be an issue with spelling or grammar. • How to protect their identity online through the use of avatars, passwords and nicknames. • The risks of excessive time spent online.

Enrichment

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Prior Learning	In Key Stage One dance, children have started to work in small groups to create movement sequences to music. In Key Stage one striking and fielding activities, children will have experienced different games and activities where throwing and catching skills were used. They have had the opportunity to strike the ball with rackets and bats and played in some simple striking and fielding games.
What Comes Next	In Year 4, children will continue to develop their rounders skills, further consolidating their skills and understanding of the rules. They will complete dance units where other types of dances are looked at e.g. English Country Dance.
Key Vocabulary	Dance, turn, rhythm, direction, rehearse, formation, choreography. Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, back stop, rounders, half rounders.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Dance (Greek Dancing Focus)</p> <p>Summer 2: T-Ball/ Rounders</p>	<p>Dance (Greek Dancing Focus)</p> <ul style="list-style-type: none"> Share and create dance phrases with a partner and in a small group. Perform using more sophisticated formations as well as individual. <p>T-Ball/ Rounders</p> <ul style="list-style-type: none"> To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skill 	<p>Dance (Greek Dancing focus)</p> <ul style="list-style-type: none"> To know some key elements of Greek Dance. To know how to combine short phrases into a larger dance. To know that dance phrases can communicate ideas. <p>T-Ball/ Rounders</p> <ul style="list-style-type: none"> To know the rules for the games of T-Ball and rounders. To know how to bowl underarm at a target. To know why fielders must be alert and ready to receive the ball.

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.

Prior Learning	In Year 3, children have learnt the rules of Kwik Cricket and how to fulfil the role of wicket keeper within the game. In athletics, the children were introduced to throwing the javelin and the hurdles.
What Comes Next	In Year 4, children will continue to develop their Kwik Cricket skills, learning how to bowl overarm and how to stop a one-bounce ball. In athletics, the children will further develop their javelin technique and run for speed and distance as part of a team.
Key Vocabulary	Rules, Kwik Cricket, moving ball, long technique, wicket keeper. Run, sprint, speeds, hurdles, approach, javelin, pull-throw.

Notes and Guidance	Skills	Knowledge
<p>Summer 1: Kwik Cricket</p> <p>Summer 2: Athletics</p>	<p>Kwik Cricket</p> <ul style="list-style-type: none"> Be taught and follow the rules of Kwik Cricket. Stop a moving ball using a long technique. Perform as a wicket keeper. <p>Athletics</p> <ul style="list-style-type: none"> Run at different speeds. Approach and jump hurdles. Throw a javelin using pull-throw technique. 	<p>Kwik Cricket</p> <ul style="list-style-type: none"> The rules of Kwik cricket. (ES to add) That a long technique means the fielder puts their whole body behind the ball, forming a barrier behind the ball. How to stop the ball as a wicket keeper using their hands or feet. <p>Athletics</p> <ul style="list-style-type: none"> The difference between sprinting and endurance running. How to safely get over a hurdle using a lead leg. That a lead leg is the leg that goes over the hurdle first, and should remain fairly straight. The pull-throw technique, (using the body to send the javelin rather than just the arm to throw it.)

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.

Prior Learning	In Year 2, children will have learnt how to interpret a UV index (Sun Safety Week), and appreciate that sunscreen provides protection against UV and that it should be applied before going out when the index level is high. Children will have also learnt about the concepts of gender stereotypes (CWP unit) and identified differences between male and female (sex) (CWP unit)	
What Comes Next	As part of sun safety, they will explain why the sun has beneficial and harmful effects for living (Sun Safety Week). In Year 4, the children will explore the human life cycle (CWP unit), identify basic facts about puberty (CWP unit) and explore how puberty is linked to reproduction (CWP unit).	
Key Vocabulary	Stereotypes, gender roles, similar, different, family, fostering, adoption, relationship, trusted adult, community, gratitude, help, support, school environment, sun damage, bullying, harassment, sun damage, male, female, private parts, penis, testicle, vulva, vagina, uterus, family, fostering, adoption, relationship, trusted adult, community, gratitude, help, support	
Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (First week back after Easter) & Healthy Minds, Happy Me Unit (My Wider World)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Explore different types of families and who to go to for help and support (CWP unit) Understand that their community can be different to that of others (HMHM unit) Begin to think about the different communities to which they belong and identify in these communities (HMHM unit) Build on their knowledge of what it means to be connected to others and how this can support them (HMHM unit) Begin to show gratitude towards others (HMHM unit) Understand why it's important to look after their school environment (HMHM unit) Identify the differences between rights and responsibilities (HMHM unit) Understand that colour change from our natural skin colour is a sign of sun damage (Sun Safety Week) Explore different types of families and who to go to for help and support (CWP unit) Identify that people are unique and to respect those differences (CWP unit) Consider appropriate and inappropriate physical contact/consent (CWP unit) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (day to day routines and discussion) Explore the differences between female and male bodies (CWP unit) <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> That all families are different and have different family members Who to go to when they need help/support? The meaning of 'community' What connects them to others What gratitude means and how they show it to others That each person's body belongs to them How to respect other people's personal space What they can do to help their school environment Know what rights and responsibilities they have in their lives and how they are similar/different to their peers The negative impact that the internet can have on their mental health Signs and symptoms of sun damage That all families are different and have different family members Who to go to when they need help/support? That each person's body belongs to them How to respect other people's personal space What they can do to help their school environment Know what rights and responsibilities they have in their lives and how they are similar/different to their peers The negative impact that the internet can have on their mental health That germs and bacteria are invisible to the naked eye and know why it's important to wash their hands throughout the day How to name male and female body parts using agreed words

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.



Prior Learning	Last term, children learnt body parts and to say where it hurts. They also learnt about describing their hair/eye colour and some items of clothing.	
What Comes Next	At the beginning of Year 4, children will learn language and vocabulary related to food and a market.	
Key Vocabulary	Question mark, cognate, euros, silent letter, special character (accent)	
Notes and Guidance	Skills	Knowledge
<p>Year 3 start to explore the patterns and sounds of the French language.</p> <p>'At the Gift Shop' – children learn to buy items in a shop using euros. Children continue with their learning of numbers.</p> <p>'The Weather' – children learn sentences related to the weather in French</p>	<p>Speaking</p> <ul style="list-style-type: none"> Take part in a short- prepared conversation Take part in a short-prepared conversation Manipulate the language by changing the item and the price in the dialogue given (some children) <p>Listening</p> <ul style="list-style-type: none"> Understand a conversation made up of familiar language <p>Reading</p> <ul style="list-style-type: none"> Read aloud simple sentences and questions using correct pronunciation and intonation <p>Writing</p> <ul style="list-style-type: none"> Write some words and some simple sentences from memory 	<ul style="list-style-type: none"> Names of items in a souvenir shop (snow globe, cap, key ring, postcard, mug, pen) Numbers up to 50 Vocabulary related to a conversation in a shop Sentences about the weather: it's snowing raining/hailing/ stormy/ windy/ it's sunny/cold/hot/ foggy / cloudy What is the weather like? To situate some of the main cities of France
<p>Enrichment</p> <p>During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.</p>		