



Year 3 Curriculum 2023-2024

 						
	AUTUMN		SPRING		SUMMER	
	1.1 (7wks)	1.2 (7wks)	2.1 (7wks)	2.2 (5wks)	3.1 (6wks)	3.2 (7wks)
Theme	Pride		Respect		Empowerment	
	Stone Age to Iron Age	Map Mysteries	The Romans	Exploring the UK	The Ancient Egyptians	Conservation in Indonesia
English	Stone Age Boy (PW) <i>Genre: Historical Narrative</i> (4) Poetry week – The day war came. (1)	The Iron Man (PR) (4) <i>Letter writing</i> Winter’s Child (PW) (3) <i>Genre: Fiction: Fantasy</i> (Shortened)	Escape from Pompeii (PW) (5) Poetry: Dance with me... (2) <i>Genre: Couplet Poem</i>	Journey (PW) (4) <i>Genre: Fiction: adventure</i> RNLI Fact file (1) <i>Genre: Non-chron Report</i> Anglesey: Diary, Poem & Letter <i>Genre: Recount, Poetry & Letter</i> (Topic)	The Scarab’s Secret (4) <i>Fiction: Newspaper Article</i> Poetry: Amazing Mammals (1) <i>Genre: Dinka Poem</i>	Big Blue Whale (PW) (4) <i>Genre: Non-Fiction: Persuasion</i> One Tiny Turtle (3) <i>Genre: Non-Fiction: Persuasion</i> (Shortened)
Reading	Stone Age to Iron Age The Secrets of Stonehenge The First Drawing	The Iron Man (PR) The Boy with the Bronze Axe	Escape from Pompeii (PW) How to be a Roman in 21 Easy Stages.	Zeraffa Giraffa (PW) Usborne Atlas (PR)	Egyptian Cinderella (PR) Wonderful Things (PR) How to be an Ancient Egyptian in 13 Easy Steps	This Morning I Met a Whale (PR) Why Would Anyone Hurt a Whale? (PR) The Sea Book (PR)
Maths	<p>Number: Place Value -Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -Compare and order numbers up to 1000 -Identify, represent and estimate numbers using different representations -Read and write numbers up to 1000 in numerals and in words -Solve number problems and practical problems involving these ideas.</p> <p>Measurement: Time -Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Number: Fractions -Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Measurement: Length</p>	<p>Measurement: Mass and Capacity -Measure, compare</p> <p>Statistics -Interpret and present data using bar charts, pictograms and tables</p> <p>Number: Addition -Add numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundred -Add numbers with up to three digits, using formal written methods of columnar addition and subtraction -Estimate the answer to a calculation and use inverse operations to check answers -Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Number: Addition (ctd) Measurement: Mass and Capacity - add: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Subtraction -subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundred -Subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction -Estimate the answer to a calculation and use inverse operations to check answers -Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Measurement: Mass and Capacity - subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Measurement: Money -Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Statistics -Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</p> <p>Number: Fractions -Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] -Solve problems that involve all of the above</p> <p>Geometry: Shapes -Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>Number: Multiplication and Division -Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables -Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods -Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>Measurement: Time -Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Number: Fractions -Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators -Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators -Recognise and show, using diagrams, equivalent fractions with small denominators -Compare and order unit fractions, and fractions with the same denominators -Solve problems that involve all of the above</p> <p>Measurement: Time -Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks -Know the number of seconds in a minute and the number of days in each month, year and leap year -Compare durations of events [for example to calculate the</p>

	-Measure, compare, add and subtract: lengths (m/cm/mm) -Measure the perimeter of simple 2-D shapes			Geometry: Angles & Lines -Recognise angles as a property of shape or a description of a turn -Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle -Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		time taken by particular events or tasks].
Science	<p>Key concept/Skill: Light Know how to: Physics</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things, and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. <p>Key questions: • What is the difference between light and dark? • Why does light reflect from surfaces? • Why can light sometimes be dangerous and how can we protect ourselves? • How are shadows formed and why do they change size?</p> <p>Key vocabulary: light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p>Cross curricular links: Maths</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) Describe the simple physical properties of a variety of 	<p>Key concept/Skill: Rocks Know how to: Chemistry</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. <p>Key questions: • How do scientists group different types of rocks? • How are fossils formed? • What is soil and how is it formed?</p> <p>Key vocabulary: rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p> <p>Cross curricular links: History</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) Describe the simple physical properties of a variety of everyday materials. 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(Y1 - Everyday materials) 	<p>Key concept/Skill: Forces and Magnets Know how to: Physics</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Key questions: Can I explain what is a magnet? Can I identify magnetic materials?</p> <p>Key vocabulary: force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p> <p>Cross curricular links: Maths</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and 	<p>Key concept/Skill: Plants Know how to: Biology</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. <p>Key questions: Can I name the different parts of a flowering plant? Can I identify what plants need to grow well?</p> <p>Key vocabulary: photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p> <p>Cross curricular links: Geography</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants) 	<p>Key concept/Skill: Animals inc. Humans Know how to: Biology</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Key questions: Can I identify the different food groups to make a balanced plate? Can I name the main bones in a human skeleton?</p> <p>Key vocabulary: nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine</p> <p>Cross curricular links: DT</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)

	everyday materials. (Y1 – Materials)	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2 Uses of everyday materials) 	stretching. (Y2 - Uses of everyday materials)		<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)
History and Geography	<p>Geography From Winsford to Wales Wales and Anglesey Key concept/Skill: Comparing Winsford and Holyhead Key location: Anglesey, Holyhead Know how to: Understand and compare processes behind human and physical features Key questions: What are the human and physical features of Wales? How is Winsford different to Anglesey? What fieldwork can I complete in Anglesey to compare it to Winsford? Key vocabulary: human features, physical features, rural, urban Cross curricular links: Residential Links to Prior Learning: Y2</p>	<p>History Stone Age to Iron Age Key concept/Skill: National Changes in Britain from the Stone Age to the Iron Age Know how to: Secure chronological knowledge/ Use a range of sources to look for evidence / make valid statements about similarities, differences and changes occurring during this time period. Key questions: How did farming change from the Stone Age to the Iron Age? What inventions changed life during the Stone Age to the Iron Age? Would you have survived the Stone Age? Key vocabulary: Palaeolithic, Mesolithic, Neolithic, nomadic, Stonehenge, roundhouses, weapons, Celts, smithing Cross curricular links: English, Art, DT, Science, Residential Links to Prior Learning: Y2</p>	<p>History The Romans Key concept/Skill: Local The Roman Empire and its impact on Britain Know how to: Use a range of sources to look for evidence / explain the significance of a time period Key questions: Why did the Romans invade Britain? Who was Emperor Hadrian and why is he remembered? How did the Romans create a democratic society and what did this mean? How can we see evidence of Romans in our local area today? Key vocabulary: Romans, aqueduct, amphitheatre, empire, forum, defeat, rebellion, invasion, emperor, democracy, settlement Cross curricular links: English, Art Links to Prior Learning: Y2</p>	<p>Geography Map Mysteries Key concept/Skill: Comparing and contrasting, geographical fieldwork, changing land use Key location: Winsford Know how to: Talk about the physical and human features of Winsford, communicate information through maps, Interpreting sources of information Key questions: What influence did the Romans have on Cheshire? How has Cheshire changed over time and why? How do other people live in Cheshire? Key vocabulary: salt towns, agriculture, residential, commercial, transport, recreational, grid references, map symbols, Cheshire, population. Cross curricular links: History, Science Links to Prior Learning: Y2</p>	<p>History Ancient Egypt Key concept/Skill: International The achievements of the earliest civilizations – Ancient Egypt Know how to: Secure chronological knowledge/ look for connections/ contrasts and trends over time Key questions: What were the main beliefs of the Ancient Egyptians? What do you think was the biggest achievement of the Ancient Egyptians and why? How do we know so much about the Ancient Egyptians? Key vocabulary: Afterlife, amulet, Amun, canopic jars, hieroglyphics, sarcophagus, sphinx Cross curricular links: English, Art, Dance Links to Prior Learning: Y2</p>	<p>Geography Conservation in Indonesia Key concept/Skill: Impact and change Key location: Asia Know how to: Understand the impact of plastic pollution on ocean biomes Know how to: Understand key processes behind human/physical features Key questions: How is Indonesia different to where I live? What is an ocean habitat (aquatic biome) like? Why are the oceans polluted and in danger? Key vocabulary: ocean biomes, conservation, global, pollution, critical, aquatic, Asia Cross curricular links: English, Science, Art Links to Prior Learning: Y2</p>
Art	<p>Sculpture (Minor) Key concept/Skill: Sculpture - Compare and recreate form of natural and manmade objects. Artist: Andy Goldsworthy (English sculptor, photographer and environmentalist) Know how to: a. cut, make and combine shapes to create recognisable forms; b. use clay and other malleable materials and practise joining techniques; c. add materials to the sculpture to create detail;</p>	<p>Drawing (Major) Key concept/Skill: Drawing - Explore shading, using different media. Artist: Prehistoric cave artists Know how to: a. experiment with showing line, tone and texture with different hardness of pencils; b. use shading to show light and shadow effects; c. use different materials to draw, e.g. pastels, chalk, felttips; d. show an awareness of space when drawing; Key questions: Can I explore shading using different media?</p>	<p>Textiles (Minor) Key concept/Skill: Textiles - Add detail to work using different types of stitch. Artist: TBC (<i>Designer link</i>) Know how to: a. select appropriate materials, giving reasons; b. use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c. develop skills in stitching, cutting and joining; Key questions: Can I add detail to work using different types of stitch?</p>	<p>Collage (Major) Key concept/Skill: Collage - Is able to create a collage using overlapping and layering. Artist: Antoni Gaudi (Spanish architect) (<i>Architecture link</i>) Know how to: a. select colours and materials to create effect, giving reasons for their choices; b. refine work as they go to ensure precision; c. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p>	<p>Printing (Minor) Key concept/Skill: Printing - Create printing blocks using relief or impressed techniques. Artist: TBC Know how to: a. use more than one colour to layer in a print; b. replicate patterns from observations; c. make printing blocks; d. make repeated patterns with precision; Key questions: Can I create printing blocks using relief or impressed techniques.?</p>	<p>Painting (Major) Key concept/Skill: Painting - Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Artist: JMW Turner (English painter) Know how to: a. use varied brush techniques to create shapes, textures, patterns and lines; b. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; c. create different textures and effects with paint;</p>

	<p>Key questions: Can I compare and recreate form of natural and manmade objects?</p> <p>Key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p> <p>Cross curricular links: Science - Nature</p> <p>Links to Prior Learning: KS1 sculpture units</p>	<p>Key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p>Cross curricular links: History - Stone Age cave drawings</p> <p>Links to Prior Learning: KS1 drawing units</p>	<p>Key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p> <p>Cross curricular links: History - The Romans, DT - bags</p> <p>Links to Prior Learning: KS1 textile units</p>	<p>Key questions: Can I create a collage using overlapping and layering?</p> <p>Key vocabulary: texture, shape, form, pattern, mosaic</p> <p>Cross curricular links: History - Roman mosaics (topic book covers)</p> <p>Links to Prior Learning: KS1 collage units</p>	<p>Key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers</p> <p>Cross curricular links: English - Sea creatures</p> <p>Links to Prior Learning: KS1 printing units</p>	<p>Key questions: Can I understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours?</p> <p>Key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</p> <p>Cross curricular links: English - Whales, Geography - Plastic Pollution</p> <p>Links to Prior Learning: KS1 painting units</p>
D&T	<p>Levers and Linkages: Moving Picture: Space</p> <p>Key concept/Skill: Mechanical systems: Levers and linkages</p> <p>Know how to: Create a moving picture to show what happens in space.</p> <p>Key questions: Can I research how levers and linkages work? Can I test out different methods of creating a lever or linkage? Can I design a space moving picture using a lever and linkage? Can I create my moving space picture? Can I evaluate my final product?</p> <p>Key vocabulary: mechanism, lever, linkage, pivot, slot, guide, system, input, process, output</p> <p>Cross curricular links: English</p> <p>Links to Prior Learning: KS1 units</p>		<p>2D Shape to 3D Product: Small Bag: Roman themed</p> <p>Key concept/Skill: Textiles: 2D shape to 3D products</p> <p>Know how to: Create a small bag to carry important items</p> <p>Key questions: Can I research different types of bags and how they are assembled? Can I design a small bag? Can I explore joining two pieces of fabric using basic stitches? Can I join fabric accurately to create a small bag? Can I evaluate my small bag?</p> <p>Key vocabulary: cross-stitch, applique, reverse applique, accurate, seam, stuff, double stitch, assemble, fastening, pin, zip, popper, button, toggle, Velcro, attach, functionality</p> <p>Cross curricular links: Topic, art</p> <p>Links to Prior Learning: KS1 units</p>		<p>Food Technology: Soup: Vegetable</p> <p>Key concept/Skill: Food and Nutrition: Healthy and Varied Diet</p> <p>Know how to: Make a vegetable soup to take on a picnic.</p> <p>Key questions: Can I investigate different types of soup? Can I name a variety of vegetables and know where they come from? Can I explain the importance of salt in food and the need for a balanced diet? Can I design a vegetable soup? Can I prepare and cook soup safely and hygienically using a range of techniques such as peeling, chopping, slicing and grating? Can I evaluate my soup and suggest improvements?</p> <p>Key vocabulary: heat, cook, hygiene, proving, ingredients, mixing, name of products, names of equipment and ingredients, recipe, flavour, seasonal, grow, reared, caught, processed, appearance, contamination, nutrition, bacteria, appetising, hygienic</p> <p>Cross curricular links: Science</p> <p>Links to Prior Learning: KS1 units</p>	
Computing	<p>Key concept/Skill: Computing Systems and Networks – Connecting Computers</p> <p>Know how to: Explain how digital devices function. Identify input and output devices.</p>	<p>Key concept/Skill: Data and information – Branching databases</p> <p>Know how to: Create questions with yes/no answers. Identify the attributes needed to collect data about an object. Create a branching database.</p>	<p>Key concept/Skill: Creating Media – Animation</p> <p>Know how to: Explain that animation is a sequence of drawings or photographs. Relate animated movement with a sequence of images. Plan an animation.</p>	<p>Key concept/Skill: Desktop Publishing</p> <p>Know how to: Recognise how text and images convey information. Recognise that text and layout can be edited. Choose appropriate page settings.</p>	<p>Key concept/Skill: Programming A - Sequencing Sounds</p> <p>Know how to: Explore a new programming environment. Identify that commands have an outcome.</p>	<p>Key concept/Skill: Programming B – Events and Actions</p> <p>Know how to: Explain how a sprite moves in an existing project. Create a program to move a sprite in four directions.</p>

	<p>Recognise how digital devices can change the way that we work.</p> <p>Explain how a computer network can be used to share information.</p> <p>Explore how digital devices can be connected.</p> <p>Recognise the physical components of a network.</p> <p>Key questions: How does a digital device work? What parts make up a digital device? How are computers connected?</p> <p>Key vocabulary: device, input, output, server, wireless network, components</p>	<p>Explain why it is helpful for a database to be well structured. Plan the structure of a branching database.</p> <p>Independently create an identification tool.</p> <p>Key questions: What is a branching database? Why are databases useful in everyday life? What is an identification tool?</p> <p>Key vocabulary: branching database, identification tool</p>	<p>Identify the need to work consistently and carefully. Review and improve an animation.</p> <p>Evaluate the impact of adding other media to an animation.</p> <p>Key questions: What is stop frame animation? How can I make a picture move? How do I add media and effects to animations?</p> <p>Key vocabulary: frame, audio, media, animation</p>	<p>Add content to a desktop publishing publication. Consider how different layouts can suit different purposes. Consider the benefits of desktop publishing.</p> <p>Key questions: Why is desktop publishing used in the real world? How do you add images and text to desktop publishing software? How do different layouts suit different purposes?</p> <p>Key vocabulary: templates, orientation, placeholders</p>	<p>Explain that a program has a start. Recognise that a sequence of commands can have an order. Change the appearance of my project.</p> <p>Create a project from a task description.</p> <p>Key questions: What does an effective programme require? Why is the sequence of commands important? How do you change the appearance of the environment in the programme?</p> <p>Key vocabulary: sequence, commands, sprites, backdrops</p>	<p>Adapt a program to a new context.</p> <p>Develop my program by adding features.</p> <p>Identify and fix bugs in a program.</p> <p>Design and create a maze-based challenge.</p> <p>Key questions: What do you need to consider when creating a program for a new context? How do you move a sprite? How do you identify and fix bugs?</p> <p>Key vocabulary: bug, sprite, extension blocks</p>
French	<p>Key concept/Skill: Introductory/general unit</p> <p>Know how to: Identify where France is on a map and identify the Capital city. Basic greetings- Hello; see you soon; goodbye; how are you?; Very good, good, okay, bad. Numbers 0-10, Colours.</p> <p>Key questions: Can I identify where France is on a map? Can I identify the capital city of France? Can I use basic greetings in a conversation?</p> <p>Key vocabulary: Bonjour - good day Salut - hello À bientôt - see you soon Au revoir - good bye Ça va? - how are you? Ça va très bien - I am feeling very good</p>	<p>Key concept/Skill: All about me</p> <p>Know how to: My name is..., Age, Family (parents, brothers/sisters-how many?) I live in...</p> <p>Key questions: Can I say what my name is? Can I say how many parents/brothers and sisters I have? Can I explain where I live?</p> <p>Key vocabulary: Je m'appelle... - My name is... J'ai ... ans. - I am ... years old. J'ai... - I have ... J'habite à ... en ... - I live in ... in ... une maison, un bungalow, un appartement</p>	<p>Key concept/Skill: School and work</p> <p>Know how to: Naming furniture, Days of the week, Subject names</p> <p>Key questions: Can I name different types of furniture? Can I name different names of the week? Can I identify different subjects? Can I identify my favourite subjects?</p> <p>Key vocabulary: le bureau de la maîtresse le bureau de la maître le tableau blanc la table la chaise le lit la commode l'armoire le canapé</p>	<p>Key concept/Skill: Hobbies</p> <p>Know how to: Names of different sports/hobbies Preferences to hobbies (I love, like, dislike, hate).</p> <p>Key questions: Can I name different sports and hobbies? Can I identify my favourite hobbies?</p> <p>Key vocabulary: J'adore J'aime Je n'aime pas Je déteste (I love) (I like) (I don't like) (I hate), le rugby, le musique</p>	<p>Key concept/Skill: Food and drink</p> <p>Know how to: Food items, Drink items, Breakfast, lunch, dinner.</p> <p>Key questions: Can I identify different food? Can I identify different drinks? Can I order my breakfast? Can I order my lunch? Can I order my dinner?</p> <p>Key vocabulary: petit-déjeuner - breakfast déjeuner - lunch diner - dinner / tea, le poulet, les pommes de terre, le gâteau</p>	<p>Key concept/Skill: Out and about</p> <p>Know how to: Capital city of France (key features-buildings/things to do) Places to visit, names of buildings, (library, cinema, etc.)</p> <p>Key questions: Can I identify different features in Paris? Can I identify different activities in France/Paris? Can I name places to visit?</p> <p>Key vocabulary: La capitale de ... est ... Paris si la capitale de la France. la bibliothèque le cinéma l'hôtel le restaurant, a tour Eiffel la cathédrale de notre dame l'arc de triomphe</p>
Music	<p>Let Your Spirit Fly</p> <p>Key concept/Skill: Develop knowledge and experience of rhythm and pulse.</p> <p>Listening and Appraising: RnB (a mix of Soul, Hip Hop and Gospel music) and other musical styles. To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear.</p>	<p>Glockenspiel stage 1</p> <p>Key concept/Skill: Exploring and developing playing skills using the glockenspiel.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p>	<p>Three Little Birds</p> <p>Key concept/Skill: Reggae, happiness and animals.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to:</p>	<p>The Dragon Song</p> <p>Key concept/Skill: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. To discuss –do the words of the song tell a story.</p>	<p>Bringing Us Together</p> <p>Key concept/Skill: This is a Disco song about friendship, peace, hope and unity.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of songs – introduction, verse and chorus. Recognise and identify instruments and voices you can hear. To discuss –do the words of the song tell a story.</p>	<p>Reflect, Rewind and Replay</p> <p>Key concepts/Skill: Classical music. Look back at the history of music and consolidate learning through rhythm, pulse, notation, listening and appraising, composing and improvising.</p> <p>Listening and Appraising: To be able to ask and answer questions about the music. To recognise different styles of music. To recognise the structure of music – when musical ideas are repeated. Recognise and identify instruments you can hear.</p>

	<p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to: Singing – beginning to sing in 2 parts. To be able to play instrumental parts with a song, both by ear and from notation, (notes, CD and E).</p> <p>Improvise using up to 3 notes CD and E.</p> <p>Compose a simple melody using simple rhythms and choosing notes from CD and E, or CDEF and G.</p> <p>Perform and share: Perform compositions – add simple dance moves, explain to audience how you learnt/ composed this song.</p> <p>Key questions: Can I compose a simple melody? Can I identify voices and instruments from a song?</p> <p>Key vocabulary: structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p> <p>Cross curricular links: PSHE: Feelings.</p>	<p>Know how to: Play the notes CDE and F. Learn how to play a variety of simple tunes on tuned percussion instruments using notes CDE and F. Improvise with a piece of Blues music using notes Cand D. Compose simple melodies and songs using notes CDE and F. Perform and share: using musical ideas from composition and improvisation work.</p> <p>Key questions: Can I play and read the notes C, D, E & F? Can I improvise using the notes C & D?</p> <p>Key vocabulary: improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> <p>Cross curricular links: English: Speaking and listening.</p>	<p>Learn the words and melody to a song and sing in unison. Play instrumental parts with the song using tuned percussion notes CD and E. To play instrumental parts either by ear or from notation. Improvisation: Create individual responses to the song/music using notes CD and E. Compose simple melodies and songs using simple rhythms and notes CDE F and G. Perform and share: using musical ideas from composition and improvisation work.</p> <p>Key questions: Can I sing in unison? Can I find the pulse as I am listening?</p> <p>Key vocabulary: introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p> <p>Cross curricular links: Humanities: origins of Reggae Music – Bob Marley – Jamaican Music.</p>	<p>What picture do they create in your imagination? Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to: To play and copy back rhythms using 2 notes on tuned percussion. To learn how to sing simple songs I two parts. Play instrumental parts with the song using tuned percussion notes GA and B. To play instrumental parts either by ear or from notation. Improvisation: Create individual responses to the song/music using notes GA and B. Compose simple melodies and songs using simple rhythms and notes GA and B. Perform and share: using musical ideas from composition and improvisation work.</p> <p>Key questions: Can I use up to 3 notes when playing along with the music? Can I tell an important story through song?</p> <p>Key vocabulary: keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p> <p>Cross curricular links: PSHE: Song covers themes of respect, kindness, friendship, acceptance and happiness.</p>	<p>Find the pulse/steady beat to the music you are listening to.</p> <p>Know how to: To play and copy back rhythms using 2 notes on tuned percussion. To learn how to sing simple songs tuned percussion notes CA and G. To play instrumental parts either by ear or from notation. Improvisation: Create individual responses to the song/music using notes CA and G. Compose simple melodies and songs using simple rhythms and notes CA and G. or CDEG and A. Perform and share: using musical ideas from composition and improvisation work.</p> <p>Key questions: Can I recognise the style indicators? Can I imagine a story from the song?</p> <p>Key vocabulary: keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p> <p>Cross curricular links: PSHE/ Citizenship: Song covering themes of friendship, peace, hope and unity.</p>	<p>Find the pulse/steady beat to the music you are to.</p> <p>Know how to: Copy and repeat simple rhythm patterns. To find and maintain a steady beat in a piece of music. To improvise and create own rhythm patterns in response to music. To improvise and create tunes using voices and instruments. To compose simple tunes using a variety of percussion instruments. To revisit songs and pieces of music from throughout the year.</p> <p>Key questions: Can I talk about different styles of music? Can I recognise and name different styles of music? Can I explore and find out about the history of classical music? Can I explore and find out about music from different eras and famous composers?</p> <p>Key Vocabulary: pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, melody - recognising and naming a variety of brass, string and woodwind instruments.</p> <p>Cross curricular links: English: Speaking and listening.</p>
RE	<p>Key Concept/Skill: Christianity – What is my view of God and why do people have faith?</p> <p>Know how to: To be able to explain my beliefs about God while understanding that others around me may have different beliefs.</p> <p>Key questions: 1. Can I explain what I think about God? 2. Can I discuss and listen to other people's views about God? 3. Can I investigate how Christians describe God? 4. Can I investigate how artists</p>	<p>Key Concept/Skill: Baha'i Faith – Lotus Temple/ Christmas Symbolism</p> <p>Know how to: I can recognise different Christmas symbols and can explain some of their symbolism.</p> <p>Key questions:</p> <p>Key vocabulary: Bab, Baha'u'llah, Bahai, Unity, Houses of Worship, Ridvan, Nine-Sided Star</p>	<p>Key Concept/Skill: Christianity – How do Christians use the Bible to help them live their lives?</p> <p>Know how to: I understand how the Bible is made of different books and testaments. I know how to find a bible verse.</p> <p>Key questions: 1. Can I understand why the Bible is a sacred text and a best seller? 2. Can I investigate what is in the Bible and who wrote it? 3. Can I explain how to find verses in the Bible? 4. Can I learn about why there are different kinds of</p>	<p>Key Concept/Skill: Hinduism – How do Hindu's view God and how is Diwali celebrated?</p> <p>Know how to: I can explain how God is viewed in Hinduism and how this is different to other faiths I have learned about.</p> <p>Key questions: 1. Can I understand how Hindus view God? 2. Can I explain what the Trimurti is? 3. Can I understand why this murti has the head of an elephant and the body of a boy? 4. Can I describe how Hindus celebrate</p>	<p>Key Concept/Skill: Christianity – What do I think about Jesus, and how is he portrayed in art?</p> <p>Know how to: I can explain how Jesus is portrayed in art from around the world and why there are many different Jesus'. I understand why the painter will paint Jesus to look like them.</p> <p>Key questions: 1. Can I begin to understand how pictures of Jesus from around the world show a personal relationship with Christians? 2. Can I explain what rosary beads are? Can I explain</p>	<p>Key Concept/Skill: Islam – How do Muslims worship?</p> <p>Know how to: To understand how the mosque helps Muslims to remain focused on prayer and worship.</p> <p>Key questions: 1. Can I explain what I remember about Islam? Can I remember who spoke to Muhammad in the cave? 2. Can I investigate what Muslims believe about Angels? 3. Can I explain where Muslims worship? 4. Can I describe how art is used to show belief in Islam? 5. Can I role play</p>

	<p>have portrayed God in different times? 5. Can I understand how faith impacts decisions, and can I understand what Abraham's faith meant to him? 6. Can I devise some questions What questions to interview Christians about their belief in God?</p> <p>Key vocabulary: faith, heaven, big questions, belief, sacrifice, action</p> <p>Links to Prior Learning: Y2- Judaism- What do Jews believe about God. Y2- Humanism-What is Humanism?</p>		<p>Bibles? 5. Can I understand what the Bible means to a Christian? 6. Can I explore how art is used in the Bible?</p> <p>Key vocabulary: Bible, sacred, verses, Christian, Wisdom, Testaments, Gospels, Law, prophecy, Psalms, Hymns, parable</p> <p>Links to Prior Learning: Y2- Why is the Bible a Special Book for Christians?</p>	<p>Diwali? 5. Can I understand how the Ramayana teaches Hindus about good and evil? 6. Can I explain which words of wisdom from the Bhagavad Gita are important to me, and how these words would be viewed by a Hindu?</p> <p>Key vocabulary: Brahman, Aum, Trimurti, Brahma, Vishnu, Shiva, Ganesha, Diwali</p> <p>Links to Prior Learning: PSHE- tolerance of other beliefs and people's differences</p>	<p>why some Christians like to have a personal image of Jesus? 3. Can I describe how I would portray Jesus in art? 4. Can I investigate what the Gospels tell us about Jesus as a person? Can I find links to pieces of art based on text? 5. Can I describe how Jesus' description of himself as "The bread of Life, The Light of the World and The Good Shepherd" has inspired art? 6. Can I recognise any symbols on crosses from El Salvador?</p> <p>Key vocabulary: Jesus, appearance, portrayed, Rosary Beads, El Salvador Cross, Orthodox Crucifix, Christian/Latin Cross, poverty, refugees, Bread of Life, Light of the World, Good Shepherd, crucifixion, gospel</p> <p>Cross Curricular Links: Geography- map reading, PSHE tolerance of difference and other religions, art</p> <p>Links to Prior Learning: Y1- Christianity- What does it mean to belong? Y2- Christianity- Why is the Bible a Special Book for Christians? Y2- Christianity- Why did Jesus teach people through stories?</p>	<p>how Muslims get ready to pray? 6. Can I explain what Muslims believe about the Qur'an?</p> <p>Key vocabulary: prophet, revelation, PBUH, Allah, Muhammad, 5 Pillars of Islam, Mosque, Ramadan, Qu'ran, angels, night journey, calligraphy, Islamic art, Wudu, respect</p> <p>Links to Prior Learning: Y1- Islam- How do Muslims express new beginnings? Y1- Islam - Why are Allah and Muhammad (PBUH) important to Muslims?</p>
PE	<p>Swimming Key concept/Skill: Develop flexibility, strength, technique, control, and balance Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water-based situations Key questions: Can I enter the water safely? Can I swim 10m front crawl? Can I swim 10m back stroke? Can I demonstrate some water safety skills? Key vocabulary: arms, legs, breathing, float, front crawl, back stroke, water safely</p> <p>Multi-skills / Orienteering Key concept/Skill: Range of physical activities</p>	<p>Swimming Key concept/Skill: Develop flexibility, strength, technique, control, and balance Know how to: Swim competently, confidently, and proficiently over a distance of at least 25 metres, Use a range of strokes effectively Perform safe self-rescue in different water-based situations Key questions: Can I enter the water safely? Can I swim 10m front crawl? Can I swim 10m back stroke? Can I demonstrate some water safety skills? Key vocabulary: arms, legs, breathing, float, front crawl, back stroke, water safely</p> <p>Hockey Key concept/Skill: Competitive sports, physical activity</p>	<p>Gymnastics Key concept/Skill: Broad range of physical activities Know how to: Develop flexibility, control, technique and balance Key questions: Can I explore different ways of travelling with different heights, speeds and directions? Can I perform a variety of jumps? Can I explore different rolls? Can I explore different balances? Can I combine different jumps, rolls and balances into a routine? Key vocabulary: different types of jumps/rolls/balances</p> <p>Basketball/Netball Key concept/Skill: Competitive sports, physical activity Know how to: Attacking/defending strategies Key questions: Can I travel with a ball? Can I bounce/dribble a ball?</p>	<p>Gymnastics / Dance Key concept/Skill: Broad range of physical activities Know how to: Develop flexibility, control, technique and balance Key questions: Can I find ways of travelling along a bench? Can I jump and land safely from a box/bench? Can I combine rolls, jumps and balances by using benches/boxes? Can I travel safely on the apparatus? Can I showcase my performances? Key vocabulary: different types of jumps/rolls/balances</p> <p>Rugby Key concept/Skill: Competitive sports, physical activity Know how to: Attacking/defending strategies Key questions: Can I use tag belts to improve evasion skills? Can I</p>	<p>Dance Key concept/Skill: Broad range of physical activities Know how to: Perform dances using a range of patterns Key questions: Can I show imaginative responses to music through body language and movement? Can I begin to use compositional ideas of copying and mirroring? Can I create a solo sequence? Can I create a sequence in a small group? Can I create a whole class pyramid? Can I practice and perform a whole dance routine? Key vocabulary: space, repetition, action, reaction</p> <p>Athletics Key concept/Skill: Competitive sports, physical activity Know how to: Develop flexibility, control, and technique</p>	<p>Indoor Athletics Key concept/Skill: Broad range of physical activities Know how to: Develop flexibility, control, and technique Key questions: Can I improve my running technique and take part in a relay? Can I develop my long jump techniques? Can I learn how to perform a triple jump? Can I explore how to use hurdles? Key vocabulary: accuracy, relay, speed, power, agility, obstacles</p> <p>Tennis Key concept/Skill: Competitive sports, physical activity Know how to: Develop flexibility, control, and technique Key questions: Can I learn basic tennis skills and hit a forehand ground shot? Can I improve my forehand ground stroke? Can I</p>

	<p>Know how to: Use running, jumping, throwing, and catching in isolation and in combination</p> <p>Key questions: Can I learn the different techniques involved in running? Can I practice different throws and improve my catching? Can I combine running, catching and throwing?</p> <p>Key vocabulary: jump, run, throw, catch</p>	<p>Know how to: Attacking/defending strategies</p> <p>Key questions: Can I learn how to use a hockey stick? Can I travel with a hockey stick and pass? Can I learn different attacking and defending strategies? Can I play a game?</p> <p>Key vocabulary: pass, dribble, flick, obstruction</p>	<p>Can I learn 3 different passes? Can I learn different attacking and defending strategies? Can I play a game?</p> <p>Key vocabulary: pass, bounce, dribble, pivot, attack, score, defend</p>	<p>improve passing, receiving and general ball handling skills?</p> <p>Can I develop running with the ball in rugby situations? Can I pass the ball accurately? Can I attack as part of a team? Can I defend as part of a team?</p> <p>Key vocabulary: attack, defend, backward pass, tag, dodge, intercept</p>	<p>Key questions: Can I develop my starting and acceleration techniques in running? Can I develop my throwing techniques for shot put and javelin? Can I learn how to throw a discus? Can I take part in a min-athletics event?</p> <p>Key vocabulary: throw, catch, accelerate, javelin, discus, shot put</p>	<p>learn to perform and return a serve? Can I take part in mini matches?</p> <p>Key vocabulary: return, serve, ground shot, ground stroke</p>
PSHE	<p>Pride: Living in the wider world</p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience</p> <p>Key discussions: The value of rules and laws; rights, freedoms and responsibilities</p> <p>How the internet is used; assessing information online</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>Key questions: Why are rules and laws important? What are my rights and freedoms? How can I access information safely online? What are job stereotypes?</p> <p>Key vocabulary: rules and laws, rights, freedoms, responsibility, stereotypes</p> <p>Cross curricular links: Geography – learning about our locality</p> <p>Links to Prior Learning: Y2 Pride Unit</p>	<p>Pride: Living in the wider world</p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience</p> <p>Key discussions: The value of rules and laws; rights, freedoms and responsibilities</p> <p>How the internet is used; assessing information online</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>Key questions: Why are rules and laws important? What are my rights and freedoms? How can I access information safely online? What are job stereotypes?</p> <p>Key vocabulary: rules and laws, rights, freedoms, responsibility, stereotypes</p> <p>Cross curricular links: Geography – learning about our locality</p> <p>Links to Prior Learning: Y2 Pride Unit</p>	<p>Respect: Relationships</p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others</p> <p>Key discussions: What makes a family, features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the important of self-respect; courtesy and being polite</p> <p>Key questions: What does a healthy family look like? How can I set and respect personal boundaries of others? Can I discuss the importance of self-respect?</p> <p>Key vocabulary: families, healthy and unhealthy relationships, personal boundaries, self-respect</p> <p>Cross curricular links: RE-respect for other religions and world views.</p> <p>Links to Prior Learning: Y2 Respect Unit</p>	<p>Respect: Relationships</p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others</p> <p>Key discussions: What makes a family, features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the important of self-respect; courtesy and being polite</p> <p>Key questions: What does a healthy family look like? How can I set and respect personal boundaries of others? Can I discuss the importance of self-respect?</p> <p>Key vocabulary: families, healthy and unhealthy relationships, personal boundaries, self-respect</p> <p>Cross curricular links: RE-respect for other religions and world views.</p> <p>Links to Prior Learning: Y2 Respect Unit</p>	<p>Empowerment: Health and Wellbeing</p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions: Health choices and habits; what affects feelings; expressing feelings</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Key questions: Can I discuss healthy choices and habits? Can I reframe setbacks? How do I keep safe in my local environment and unfamiliar places?</p> <p>Key vocabulary: healthy choices, expressing feelings, reframing setbacks, risks and hazards, safety</p> <p>Cross curricular links: Science & PE – healthy living and lifestyles</p> <p>Links to Prior Learning: Y2 Health and Wellbeing Unit</p>	<p>Empowerment: Health and Wellbeing</p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions: Health choices and habits; what affects feelings; expressing feelings</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Key questions: Can I discuss healthy choices and habits? Can I reframe setbacks? How do I keep safe in my local environment and unfamiliar places?</p> <p>Key vocabulary: healthy choices, expressing feelings, reframing setbacks, risks and hazards, safety</p> <p>Cross curricular links: Science & PE – healthy living and lifestyles</p> <p>Links to Prior Learning: Y2 Health and Wellbeing Unit</p>
Raising Aspirations	Volunteer – Emergency Services: RNLI (Anglesey)	Archaeologist (Stone Age) Geologist (Science: Rocks)	Archaeologist (The Romans)	Cartographer	Egyptologist (Ancient Egypt)	Naturalist (David Attenborough) Marine Biologist
Wow Outcomes			Anglesey Residential Visit Roman Chester		Ancient Egypt Day	