

# Year Three Curriculum Plan

## 2017 – 2018

	Autumn Term		Spring Term		Summer Term	
Topic(s)	Colourful Coastlines & Marvellous Maps	Stone Age! Bone Age!	Healthy Body! Happy Me!	Queen Boudicca & the Crazy Celts	Revolting Romans	Chocolate –From Bean to Bar.
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• use relevant strategies to build their vocabulary</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• use relevant strategies to build their vocabulary</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• use relevant strategies to build their vocabulary</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use relevant strategies to build their vocabulary</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• use relevant strategies to build their vocabulary</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• use relevant strategies to build their vocabulary</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>

<p><b>Reading</b></p>	<p><u>Language and Literacy Texts: Unit 1</u>          – Sand Wizards by Jon Black          Which Holiday? You're a to Z Holiday guide.  <u>Additional Texts:</u>          The Lighthouse Keeper's Lunch by Ronda Armitage          Poems about the Seaside by Brian Moses          The United Kingdom by A. Johnson</p>	<p><u>Language and Literacy Texts: Unit 2.</u>          A tune of Lies by Lou Kuenzler.          How to Make a One-string Guitar.  <u>Additional Texts:</u>          Stig of the Dump by Clive King          Stone Age Boy by Satoshi Kitamura          The Ice Age Tracker's Guide by Adrian Lister          A variety of non-fiction books about the Stone Age.</p>	<p>Language and Literacy Texts: Unit 3.          A Tale of Two Robots by Roy Apps          Nose in the book or Eyes on the Game.  <u>Additional Texts:</u>          George's Marvelous Medicine by Roald Dahl          Revolting Recipes by Roald Dahl          Keeping my Body Healthy by Steve Jones</p>	<p>Language and Literacy Texts: Unit 4.          "Water-cycle" by Andrew Fusek Peters          How Long Should Break Be?  <u>Additional Texts:</u>          Boudicca Strikes Back by Natalie Grice          The Children of Lir (Celtic Myth) retold by Maire Buonocore, Nikki Gamble, and Pam Dowson          A variety of non-fiction books about the Celts.</p>	<p>Language and Literacy Texts: Unit 5.          'Smash and Grab" by John Dougherty          Wanted: A New Planet  <u>Additional Texts:</u>          Pompeii: Buried alive by Edith Kundhart          A variety of non-fiction books about the Romans.          Roman Mysteries: The Secrets of Vesuvius by Caroline Lawrence</p>	<p>Language and Literacy Texts: Unit 6          The Enchantress of the Sands by Jamilla Gavin          Jamilla Gavin          - Biography          - Autobiography  <u>Additional Texts:</u>          Charlie and the Chocolate Factory by Roald Dahl.          Chocolate: From Bean to Bar          Milk: From Cow to Carton</p>
<p><b>Writing</b></p>	<p><u>Language &amp; Literacy Unit One:</u>  <b>Key fiction writing purpose:</b> The children will write two descriptions of a beach setting which show contrasting moods and feelings.  <b>Key non-fiction writing purpose:</b> The children will write an entry for an A to Z travel guide that gives the reader clear, useful and interesting information.  <u>Additional Writing Tasks:</u>          Retelling a familiar story          Writing a story with a familiar setting          Writing Recounts          Writing Poetry</p>	<p><u>Language &amp; Literacy Unit Two:</u>  <b>Key fiction writing purpose:</b> To write a new ending to the play, including some new ideas for action, stage directions and dialogue.  <b>Key non-fiction writing purpose:</b> To write clear instructions about how to make a bottle band.  <u>Additional Writing Tasks:</u>          Writing an historical themed 'journey' story          Writing Letters          Writing Non Chronological Reports          Writing Recounts</p>	<p><u>Language and Literacy: Unit Three:</u>  <b>Key fiction writing purpose:</b> To write a new episode for the story.  <b>Key non-fiction writing purpose:</b> To write a balanced discussion text about whether break times are too short.  <u>Additional writing Tasks:</u>          Writing instructions such as recipes          Writing Character Profiles          Writing 'Tales of Fear' stories</p>	<p><u>Language and Literacy: Unit Four:</u>  <b>Key fiction writing purpose:</b> To write a water-cycle poem, and participate in a class poetry performance.  <b>Key non-fiction writing purpose:</b> To write two clear and useful explanations, then present them to the class.  <u>Additional Writing Tasks:</u>          Writing 'Conquering the Monster' stories inspired by Ancient Celtic Myths          Writing Explanations          Writing Non chronological Reports</p>	<p><u>Language and Literacy: Unit Five:</u>  <b>Key fiction writing purpose:</b> To write a new mystery story.  <b>Key non-fiction writing purpose:</b> To write a non-chronological report and then present it to the class.  <u>Additional Writing Tasks:</u>          Writing historical stories in the form of a diary account          Writing Recounts          Writing Newspaper Articles about Natural Disasters</p>	<p><u>Language and Literacy: Unit Six:</u>  <b>Key fiction writing purpose:</b> To write a new folktale with a vivid setting, atmosphere and an exciting climax.  <b>Key non-fiction writing purpose:</b> To write a biography using notes taken from audio accounts and fact files.  <u>Additional Writing Tasks:</u>          Writing their own autobiography          Writing a Roald Dahl biography          Writing explanations to explain how certain food items are processed</p>

<b>Big Maths (mental maths)</b>	<p>Counting: Reading numbers: Step 4: I can read 2d numbers. Step 5: I can read 3 d multiples of 100. Step 6: I can read 3d numbers step 7: I can read 4 digit numbers. Squiggleworth: Step 2: I can partition a 3d then 4d number. Counting: I can count in threes, I can count in 50s, I can count in four. Learn it's:3x table Its' nothing new: Adding with PIM Calculating: Addition and subtraction steps</p>	<p>Counting: 3, 4, 8, 50, Learn its: 4x table Its nothing new: Doubling and Halving with PIM Jigsaw numbers Fact families addition. Calculating: Addition and subtraction steps.</p>	<p>Counting 3,4, 8, 50 Partitioning a 1dp number Counting: 3,4,8,50 Learn it's: 8x table Its' nothing new: Multiplication Calculating: Multiplication and division.</p>	<p>Counting: 3,4,8,50 Learn it's: recap Its' nothing new: Division  Calculating: Addition Subtraction Multiplication Division.</p>		
<b>Maths including reasoning</b>	<p>Number and Place Value (all year 3 objectives) One week – measurement: Recognise angles as a property of shape or a description of a turn. (Properties of Shape)  Identify right angles and identify whether other angles are greater or less than a right angle. (Properties of Shape)  Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. (Properties of Shape)</p>	<p>Addition and Subtraction (all year 3 objectives)  Measurement: 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. (Measurement)  Statistics(1 week) Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. (Statistics) Interpret and present data using bar charts,</p>	<p>Multiplication and Division (all year 3 objectives)  Measurement: Know the number of seconds in a minute and the number of days in each month, year and leap year. (Measurement)  Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. (Properties of Shape)</p>	<p>Fractions (all year 3 objectives)  Properties of shapes:  Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. (Properties of Shape)</p>	<p>Measurement:  All the remaining measurement objectives</p>	<p>Revisit/Consolidation work/Gap analysis</p>

		pictograms and tables. (Statistics)				
<b>Science</b>	None	<p><b>Rocks</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings,</li> </ul>	<p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys,</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions &amp; using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>	<p><b>Light</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions &amp; using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings,</li> </ul>	<p><b>Plants</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using</li> </ul>

		<p>labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>bar charts, and tables</p> <ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>
<b>Computing</b>		<p>Use technology safely and respectfully, keeping personal information private. (E-Safety)</p> <p>Use technology safely and recognise acceptable and unacceptable behaviour. (E-Safety)</p>	<p>Use simple search technologies. (Net Searching)</p> <p>Use simple search technologies and recognise that some sources are more reliable than others. (Net Searching)</p>	<p>Use simple search technologies. (Net Searching)</p> <p>Use simple search technologies and recognise that some sources are more reliable than others. (Net Searching)</p> <p>Understand that the internet is a large network of computers and that information can be shared between computers. (Networks)</p>	<p>With support select and use a variety of software to accomplish goals. (Using Computer)</p> <p>Make efficient use of familiar forms of input and output devices. (Computers)</p> <p>Recognise familiar forms of input and output devices and how they are used. (Computers)</p>	<p>Use logical reasoning to explain how some simple algorithms work. (Coding)</p> <p>Design, write and debug programs that control or simulate virtual events. (Coding)</p>

<b>RE</b>	What do different people believe about God?	How do faith communities demonstrate what is sacred?	How do believers use symbolism to show their beliefs?
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<p><b>Art / DT</b></p>	<p><b>Art</b> <b>Colour and Tone:</b></p> <ul style="list-style-type: none"> <li>To learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown).</li> <li>To learn to apply paints with control and using correct equipment.</li> <li>To think about the composition of their work.</li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>To be able to use simple cross stitch on Binca to create a pattern.</li> <li>To weave on a simple loom.</li> <li>To know what warp and weft are.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>To look closely during observational drawing.</li> <li>To appreciate that 'tones' can provide depth in drawings.</li> <li>To draw using a range of media.</li> </ul> <p><b>Form:</b></p> <ul style="list-style-type: none"> <li>To be able to curl, scrunch, shape, tear and cut.</li> </ul>	<p><b>Art</b> <b>Colour and Tone:</b></p> <ul style="list-style-type: none"> <li>To learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown).</li> <li>To learn to apply paints with control and using correct equipment. <ul style="list-style-type: none"> <li>To think about the composition of their work.</li> </ul> </li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>To produce a simple print block using card, string and other materials.</li> </ul> <p><b>Line and Shape:</b></p> <ul style="list-style-type: none"> <li>To look closely during observational drawing.</li> <li>To appreciate that 'tones' can provide depth in drawings.</li> <li>To draw using a range of media..</li> </ul>	<p><b>D.T.</b> <b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>The children will understand and apply the principles of a healthy and varied diet.</li> <li>The children will talk about the different food groups and name food from each group.</li> <li>The children will understand that food has to be grown, farmed or caught in Europe and the wider world.</li> <li>The children will use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</li> </ul> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform their design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul> <p><b>Evaluate</b></p> <p>Evaluate their ideas and products against their design criteria and consider the views of others to improve their work.</p> <p><b>Art</b> <b>Colour and Tone:</b></p> <ul style="list-style-type: none"> <li>To learn about the simple colour</li> </ul>	<p><b>Art</b> <b>Pattern:</b></p> <ul style="list-style-type: none"> <li>To be able to use simple cross stitch on Binca to create a pattern.</li> <li>To weave on a simple loom using wool.</li> <li>To know what warp and weft are.</li> </ul> <p><b>D.T.</b> <b>Textiles ( link to Art )</b> To plan a sewing / weaving design.</p>	<p><b>D.T.</b> <b>Electrical:</b></p> <ul style="list-style-type: none"> <li>To make a product that uses electrical components</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their design criteria and consider the views of others to improve their work.</li> </ul>	<p><b>D.T.</b> <b>Materials:</b></p> <ul style="list-style-type: none"> <li>To design packaging for a product</li> </ul> <p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>The children will understand that food has to be grown, farmed or caught in Europe and the wider world.</li> <li>The children will use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</li> </ul>
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<b>History / Geography</b>	<p>Marvellous maps and Colourful Coasts</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will name and locate counties and cities of the United Kingdom.</li> <li>The children will study a geographical region and identify human and physical characteristics, key topographical features (coasts) and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>The children will understand geographical similarities and differences through the study</li> </ul>	<p>History: <b>Stone Age Focus</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</li> <li>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a</li> </ul>		<p>History: <b>Iron Age Focus</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</li> <li>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a historically grounded</li> </ul>	<p>History: <b>The Roman Empire and its impact on Britain.</b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</li> <li>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a historically grounded</li> </ul>	<p>Geography: (Mexico: Tocuaro)</p> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>To study types of settlement and land use and economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><u>Geographical Skills &amp; Fieldwork</u></p> <ul style="list-style-type: none"> <li>The children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

	<p>of human and physical geography of a region of the United Kingdom.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>The children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>The children will use the 8 points of a compass, 4-figure grid reference, symbols and key (including the use of maps) to build their knowledge of the United Kingdom.</li> <li>The children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic,</li> </ul>		<p>understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, connections between</li> </ul>	<p>understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military,</li> </ul>	
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		military, political, religious and social history; and between short- and long-term timescales.		local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	political, religious and social history; and between short- and long-term timescales.  Geography: To study volcanoes and earthquakes  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
<b>Music</b>	Listen with direction to a range of high quality music.  Sing songs with multiple part with increasing confidence.  Begin to listen to and recall sounds with increasing aural memory.	Listen with direction to a range of high quality music.  Sing songs with multiple part with increasing confidence.  Begin to listen to and recall sounds with increasing aural memory	Listen with direction to a range of high quality music.  Sing songs with multiple part with increasing confidence.  Begin to listen to and recall sounds with increasing aural memory	Listen with direction to a range of high quality music.  Sing songs with multiple part with increasing confidence.  Begin to listen to and recall sounds with increasing aural memory	Listen with direction to a range of high quality music.  Sing songs with multiple part with increasing confidence.  Begin to listen to and recall sounds with increasing aural memory	Listen with direction to a range of high quality music.  Sing songs with multiple part with increasing confidence.  Begin to listen to and recall sounds with increasing aural memory
<b>PE</b>	Dance Competitive Games	Dance Athletics	Dance Gymnastics	Dance Compleitive Games	Dance Athletics	Dance Outdoor and adventurous activities
<b>PSE</b>	Being me in my world	Celebrating Difference	Healthy Me	Dreams and Goals	Relationship	Changing Me
<b>French</b>	Counting and numbers to twenty Days of the week. Colours.	Greetings and responding to greetings. Giving personal details. Expressing Thanks.	Food	Giving and following simple instructions.	Animals	Celebration of what learned this year
<b>Visit(s)</b>	Filey	Cresswell Crags Caves	Warburton Workshop- A representative from the Warburton Education Team.	Tempus Fugit Drama Company- Queen Boudicca Workshop	Brigantium Roman Fort Museum in York	