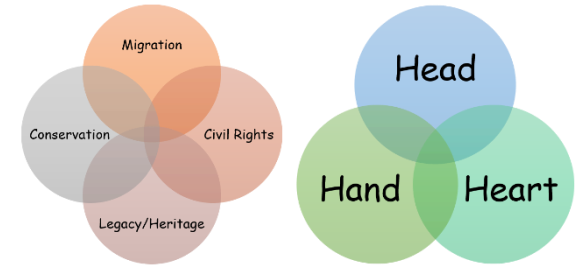


Riversdale Primary School

Medium Term Planning



Year Group	Year 3
Term	Autumn 2

Learning Overview
In history this half term, pupils in Year 3 will begin the move from studying the stone age, to exploring the changes in society that led to the bronze and iron ages. In geography, they will continue to look at land use in the UK, building on their learning from Key Stage 1 about urban and rural areas. They will discuss farming, topography and how land use has changed over time. In science, the pupils will explore light and shadow and link these concepts to how we see, leading to an important discussion on how we can protect our eyes. Finally, in computing, pupils will take a look inside a computer to get to know the different components and how they come together to make a device that is so significant in the modern world.

Engaging Starting Points/Hooks
<ul style="list-style-type: none"> Create a display in the classroom with a range of metallic objects (gears etc.) and computer parts to elicit intrigue, related to writing and computing.

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> The Iron Man 	

Significant People Past & Present	
<ul style="list-style-type: none"> Jesus of Nazareth (RE) 	<ul style="list-style-type: none"> Frank Bowling (Art)

Linked UNCRC Articles

- Article 2: Non-discrimination
- Article 6: Life, survival and development
- Article 13: Freedom of expression
- Article 14: Freedom of thought, belief and religion
- Article 27: Adequate standard of living

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 1 & 2: <ul style="list-style-type: none"> • Text type features of setting and/or character description. • Text type features of an informal letter. • Text type features of instructional writing. • Recognise and apply the grammatical concepts of: noun, phrase, noun phrase, statement, question, exclamation, command, compound, conjunction (co-ordinating + because) suffix, adjective, adverb, verb, simple past tense, simple present tense past progressive tense, present progressive tense contraction, apostrophe, comma. • Recognising and applying the word structures: <ul style="list-style-type: none"> - Formation of nouns using suffixes such as -ness, -er and by compounding. - Formation of adjectives using suffixes such as -ful, -less. - Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. - Use of suffixes to change present tense verbs to past tense (regular and commonly used irregular verbs). Year 3: <ul style="list-style-type: none"> • Identify a range of appropriate time conjunctions to support the 	<ul style="list-style-type: none"> • Understand the text read as a class, extracting key details, events, and emotions. <p><u>CHARACTER DESCRIPTION:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of a setting and/or character description. • Recall that the purpose of a conjunction is to link sentences together. • Explain the difference between a coordinating and subordinating conjunction. • Identify a range of suitable subordinating conjunctions for a given context. • Recall the importance of tense consistency. • Identify verbs that are specific for action e.g. rushed, shoved, pushed. • Select a range of adjectives to be used within expanded noun phrases that are specific and contextually appropriate. • Recognise that to build suspense and tension, techniques such as varying sentence length, including short sentences followed by pauses can be effective at engaging the reader. • Recognise how techniques such as simile, alliteration and onomatopoeia can be used to engage the reader. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A character description of the Iron Man written to build suspense and tension. (Sentence Stacking) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • An informal letter from Hogarth to his grandmother detailing his discovery of the Iron Man and idea to send him to a scrap yard. (Sentence Stacking) • A set of instructions explaining how to make their pneumatic toy. (DT Link) • An informal letter from Hogarth to his grandmother, updating her on the Space-Bat-Angel-Dragon event. (Independent) Handwriting: <ul style="list-style-type: none"> • Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting. Composition: <ul style="list-style-type: none"> • Plan writing by discussing and recording ideas within a given structure. • Apply editing skills to make corrections to spelling, 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<p>sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc.</p> <ul style="list-style-type: none"> • Identify the difference between 1st and 3rd person. • Explain what adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing. 	<p><u>INFORMAL LETTER:</u></p> <ul style="list-style-type: none"> • Recognise the format of an informal letter, including placement of address and salutation. • Identify that letters require a clear introduction. • Notice that the writer will often open with a question to the reader, e.g. "How are you?" • Understand that points about the issue should be organised into paragraphs denoted by time/place. • Know that simple sentences with extra description through expanded noun phrases can help the reader understand the topic. • Recognise that more complex sentences can be made using subordinating conjunction such as when, if, as etc. • Understand the importance of simple adverbs to help sequence events. • Identify that questions used at the end of a letter is used to elicit a response from the reader. • Know that all letters must have an appropriate sign off. <p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of instructional/procedural writing. • Understand the importance of a simple and clear introductory paragraph in instructions, to connect with the reader. • Identify the need for a set of ingredients and equipment outlined clearly at the start. • Know why instructions are set out sequentially/in time order. • Identify the significance of numbering instructions to provide clarity. • Identify a range of simple time conjunctions to support the 	<p>punctuation and grammar, based on current learning.</p> <ul style="list-style-type: none"> • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure. 	
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		<p>progression of the instructions. E.g., first, next, then, after, etc.</p> <ul style="list-style-type: none"> • Identify a range of more complex adverbials of time to support the progression of the instructions. E.g. "Once the glue has dried,". • Recognise that imperative verbs are sometimes used at the start of an instructional sentence. • Begin to explain present perfect tense in relation to instructions. 		
<p>Mathematics:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. • Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> • Know that multiplication is a form of repeated addition. • Recognise alternative words that mean multiplication for example x groups of y. • Know the products of the 3-, 4- and 8-times tables. • Quickly recall the multiplication facts for the desired tables. • Know the corresponding division facts for the 3-, 4- and 8- times tables. • Explain the concept of place value and why this is important for multiplication of two-digit numbers. • Explain how to lay out multiplication using the formal written method. • Understand the distributive law when multiplying two-digit numbers. • Identify how to lay out division using the formal written method. • Define the term renaming. • Define the term integer. • Explain the context of a word problem identifying which operation is being asked of them. • Explain how to scale quantities up or down using multiplication. • Define the terms doubling and tripling. • Relate the number of objects in one group to the number of 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> • 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>Length:</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract lengths (m/cm/mm). 	<ul style="list-style-type: none"> • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		<p>objects in another group using multiplication and division.</p> <p>Length:</p> <ul style="list-style-type: none"> • Know that length can be measured metres (m), centimetres (cm) or millimetres (mm). • Recognise that 1 km is equal to 1000 m. • Recognise that 1 m is equal to 100 cm. • Recognise that 1 m is equal to 1000 mm. • Know that the equipment used for measuring length might include a ruler, tape measure, metre stick etc. • Know the mathematical symbols for greater than (>), less than (<) and equal to (=). • Identify that different objects will be measured using different units, for example larger objects will use (m) whilst smaller objects might use (cm/mm). • Select the correct unit of measurement for a given context. • Know the mathematical symbols for addition (+) and subtraction (-). • Identify which operation (addition or subtraction) a problem requires. 		
<p>Science:</p>	<p>Year 1:</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. <p>Year 3:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, decide for how to gather evidence to answer the question. 	<p>Light:</p> <ul style="list-style-type: none"> • Dark is the absence of light. • We see sources of light when their light travels to our eyes. • Light travels in straight lines until it encounters a surface. • We see non-luminous objects when a light from a source reflects off them and into our eyes. • The shadow will always form on the side behind the object, not the one facing the source of light. • Parts of the earth are in shadow because they are facing away from the sun. This is night. 	<p>Ask Questions</p> <ul style="list-style-type: none"> • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Given a range of resources, decide for how to gather evidence to answer the question. • Consider their prior knowledge when asking questions. <p>Observe</p> <ul style="list-style-type: none"> • Make systematic and careful observations. <p>Conclusions</p>	<p>Values: Value, Respect, Entrust, Reflect, Share, Democracy</p> <ul style="list-style-type: none"> • Recognising the importance of light in our daily activities such as reading, playing, and exploring. • Respecting the beauty of reflection in nature and in man-made objects, such as mirrors. • Trusting in the advice of adults and taking responsibility for protecting our eyes by wearing sunglasses and seeking shade. • Reflecting on how shadows are formed and how they change throughout the day, deepening

	<ul style="list-style-type: none"> Identify the type of enquiry to answer a question. Follow a plan to carry out: observations over time. Make systematic and careful observations. Use a range of equipment for measuring length and time. Use standard units for their measurements. With support, decide how to record and present evidence. Record measurements on given templates (if required), for example: using tables, tally charts and bar charts. Answer own and others' questions based on measurements taken. With support, check answers are consistent with evidence. Interpret data to generate simple comparative statements based on evidence. With support, present the same data in different ways in order to help with answering the question using scientific language. Begin to identify naturally occurring patterns and causal relationships. Draw conclusions based on evidence and current subject knowledge. Following a scientific experience, ask further questions which can be answered by extending the same enquiry. Communicate findings to an audience both orally and in writing, using appropriate scientific language. 	<ul style="list-style-type: none"> The size of the shadow depends on the distance between it and the light source. The sun is very bright. Looking directly at it can damage our eyes. The pupil (the dark circle in the centre) gets smaller to let in less light. Our eyelids also blink to stop light from entering our eyes. This is called a reflex action. Wearing brimmed hats and sunglasses can prevent some light from entering our eyes. 	<ul style="list-style-type: none"> Draw conclusions based on evidence and current subject knowledge. Begin to identify naturally occurring patterns and causal relationships. Answer own and others' questions based on observations made. With support, check answers are consistent with evidence. <p>Enquiry</p> <ul style="list-style-type: none"> Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. Follow a plan to carry out: observations over time. <p>Communicate</p> <ul style="list-style-type: none"> Communicate findings to an audience both orally and in writing, using appropriate scientific language. <p>Record/Present</p> <ul style="list-style-type: none"> With support, decide how to record and present evidence. Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. <p>Evaluation</p> <ul style="list-style-type: none"> Identify ways in which adaptations may have been made to the method or how the enquiry would be done differently if repeated. 	<p>our understanding of light and shadow.</p> <ul style="list-style-type: none"> Sharing our observations and discoveries about shadows with our classmates, fostering a sense of community and teamwork. Encouraging equal participation and input from all students in sharing their findings, promoting fairness and inclusivity in the classroom.
Art:	<p>Year 2:</p> <ul style="list-style-type: none"> Use a sketchbook to record media experimentations including textures and patterns to inform own work. 	<p>Painting:</p> <ul style="list-style-type: none"> Abstract art is about that captures the feeling of things, not making them look exactly like real objects. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. 	<p>Value: Individuality, Value, Respect, Aspire, Empathy,</p> <ul style="list-style-type: none"> Abstract art encourages individual expression and interpretation.

	<ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory. • Talk about how a piece of art makes them feel. • Talk about own work, explaining the process they have used and begin to identify likes and dislikes. • Look at and talk about the other artists expressing their likes and dislikes with increasing detail. • Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. • Mix primary colours to make brown. • Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel. • Explain what the colour wheel is and what it shows. • Explain the term complimentary colours and how these might be used together. • Discuss why they have selected specific colours for their work. • Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks. 	<ul style="list-style-type: none"> • Analogous colours are next to each other on the colour wheel, like blue, blue-green, and green, which look nice together. • Know that pure colour/pigment is a hue. • Make tints of a colour by adding white. • Make shades of a colour by adding black. • Painting techniques like colour blocking help to give art boldness and vibrancy. • Light and dark colours help create depth and different moods in paintings. • Dots, stippling, scratching, and splashing with paint can make exciting patterns and textures. • Using the right brush size and type helps control how paint goes onto the paper. • Painting techniques like colour washing help to give art softness and calmness. • Watercolours can be thinned with water to make soft, translucent washes and are great for backgrounds. <p>Significant People:</p> <ul style="list-style-type: none"> • Frank Bowling <ul style="list-style-type: none"> • Guyanese abstract artist. • Uses shape and colour to create his artwork. <p><i>Vocabulary:</i> <i>abstract, hue, tint, shade, analogous, vibrancy, stippling, scratching, dotting, watercolour</i></p>	<ul style="list-style-type: none"> • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work. <p>Painting:</p> <ul style="list-style-type: none"> • Experiment with varying degrees of white to make different tints. • Experiment with varying degrees of black to make different shades. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. 	<p>Each artwork is unique and reflects the artists individuality.</p> <ul style="list-style-type: none"> • Understanding the value of colours and how they work together is essential in creating harmonious and balanced compositions in art. • Learning about complementary colours and how they work together in art demonstrates respect for the principles and rules of colour in painting. • Experimenting with various painting techniques encourages students to aspire to become better artists by broadening their skill set. • Explore different materials and textures to convey emotions and experiences. • In creating abstract paintings inspired by the UK's natural landscapes, students can showcase their individuality and unique interpretation of these scenes.
Computing:	<p>Year 2:</p> <ul style="list-style-type: none"> • Understanding what a computer is and that it's made up of different components. 	<p>Kapow Computing Scheme:</p> <p>Journey Inside a Computer (Lessons 1, 2 and 5 only):</p> <ul style="list-style-type: none"> • To know the roles that inputs and outputs play on computers. 	<ul style="list-style-type: none"> • Understanding what the different components of a computer do and how they work together. • Drawing comparisons across different types of computers. 	<p>Values: Respect, Individuality, Value</p> <ul style="list-style-type: none"> • Understanding the roles of inputs and outputs encourages respect for how computers serve different needs.

	<ul style="list-style-type: none"> Recognising that buttons cause effects, and that technology follows instructions. Learning how we know that technology is doing what we want it to do via its output. Using greater control when taking photos with cameras, tablets or computers. Developing confidence with the keyboard and the basics of touch typing. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Creating and labelling images. Searching for appropriate images to use in a document. Understanding what online information is. Learning how computers are used in the wider world. Identifying whether information is safe or unsafe to be shared online. 	<ul style="list-style-type: none"> To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. To know what a tablet is and how it is different from a laptop/desktop computer. <p><i>Vocabulary:</i> <i>Algorithm, Assemble, CPU (central processing unit), Data, Decompose, Desktop, Disassemble, GPU (graphics processing unit), Hard drive, HDD (hard disk drive), Infinite loop, Input, Keyboard, Laptop, Memory, Microphone, Monitor, Mouse, Output, Photocopier, Program, QR Code, RAM (random access memory), ROM (read only memory), Storage, Tablet, Technology, Touchscreen, Touchpad</i></p>	<ul style="list-style-type: none"> Using decomposition to explain the parts of a laptop computer. Explaining the purpose of an algorithm. 	<ul style="list-style-type: none"> Learning about different computer components (CPU, RAM, hard drive) can highlight that every computer is unique, just like each pupil. Discussing how components work together shows that each part plays a crucial role, just as each person's contributions are important.
DT:	<p>Year 2:</p> <ul style="list-style-type: none"> Work within a range of contexts, e.g. imaginary, story-based, home, school, gardens, playgrounds, and the local community. State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for. Say how their products will work. Say how they will make their products suitable for their intended users. Use simple design criteria to help develop their ideas. Generate ideas by drawing on their own experiences. 	<p>Pneumatics:</p> <ul style="list-style-type: none"> Air can be controlled to create a force that makes objects move. Pneumatic systems use air pressure to create mechanical movement. "Input" is the air pressure, and "output" is the final movement or action. Air pressure can be adjusted to control the speed and force of movement. A pneumatic system must be airtight. If not, the system loses air pressure so it will not work. <p><i>Vocabulary:</i> <i>pneumatic, mechanism, system, input, output, air pressure, airtight, components</i></p>	<p>Mechanisms:</p> <ul style="list-style-type: none"> Investigate ways of using a pneumatic system in combination with other materials to create a product. Create effective pneumatic systems using appropriate materials. <p>Designing:</p> <ul style="list-style-type: none"> Describe the purpose of their products. Indicate the design features of their products that will appeal to intended users. Explain how particular parts of their products work. Gather information about the needs and wants of particular individuals and groups. 	<p>Value: Aspire, Entrust, Share</p> <ul style="list-style-type: none"> Encourage design and create a toy with a functional pneumatic system, fostering a sense of aspiration and achievement. Students are entrusted with following their design plans and making sure that their toy with a pneumatic system is built as intended against the design criteria. Students share their finished products and learn from one another's experiences.

	<ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. • Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. • Use information and communication technology, where appropriate, to develop and communicate their ideas. • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved. 		<ul style="list-style-type: none"> • Develop their own design criteria and use these to inform their idea. • Use annotated sketches to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Model their ideas using prototypes and pattern pieces. • Make design decisions that take account of the availability of resources. <p>Making:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. <p>Evaluating:</p> <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. 	
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			<ul style="list-style-type: none"> Use their design criteria to evaluate their completed products. 	
Geography:	<p>Year 2:</p> <ul style="list-style-type: none"> Name and locate the four countries of the UK (England, Ireland, Scotland, Wales). Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff). Identify some features (e.g., landmarks and flags) of the four countries of the UK. Recognise the meaning of the term coastal in relation to cities, towns and/or villages. Identify the main differences between a town/city and the countryside (urban/rural). Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop. Use photographs to recognise landmarks and basic human and physical features. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Ask geographical questions such as 'why is this place like this?' and 'how is this place changing?'. 	<p>A Closer Look at the UK (Lessons 4 – 6):</p> <ul style="list-style-type: none"> Land in urban areas is used for housing, shops, offices, factories, schools and leisure activities. Urban areas have better transport links and public services like hospitals. Rural areas have more open spaces, and features like woodlands, rivers or hills. Land in rural areas is used primarily for farming. High ground areas may be less suitable for building so are more likely to be rural. Farming provides food/materials for the country. Types of farming include: <ul style="list-style-type: none"> Arable Farming, Pastoral Farming, and Mixed Farming. High ground areas may be less suitable for arable farming due to steep slopes and poorer soil. UK land use has changed due to the Agricultural and Industrial revolutions. <p><i>Vocabulary: settlement, farming, agriculture, suburb, industrialisation</i></p>	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Begin to use topographical maps to compare settlements and land uses in the UK. Compare physical and human features in the UK (compare Southfields and/or London to a rural setting in the UK). <p>Human & Physical Geography Knowledge:</p> <ul style="list-style-type: none"> Explain that topography refers to the shape, height and depth of a place. Know and understand aspect of human geography including: settlements, land use and economic activity. Identify human features of a location (e.g. rural vs urban setting). <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps. <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?' 	<p>Value: Reflect, Value</p> <ul style="list-style-type: none"> Pupils should be able to reflect on the differences between rural and urban land and how people use these, understanding the significance of both. Pupils will develop an understanding of how land is used to support the country and the significance of farming as a profession. As pupils learn about the changes in land use, they should be encouraged to reflect on the link between industrialisation and the environment.
History:	<p>Year 2:</p> <ul style="list-style-type: none"> Recount main events from a significant event in history. Recognise that some objects belong in the past. Begin to sequence artefacts, photographs and events that are in time order. 	<p>Great Builders: The Stone Age to the Iron Age (Lessons 4 – 6):</p> <ul style="list-style-type: none"> In the Neolithic era, people began to permanently settle, creating small communities. Timber homes were made using a technique called wattle and daub. Skara Brae in Orkney is an example of stone-built Neolithic houses. 	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Know that archaeological evidence can be used to find out about the past. <p>Historical Interpretation:</p>	<p>Values: Empathy, Reflect, Aspire, Value</p> <ul style="list-style-type: none"> Encourage students to recognise the sustainable practices of Stone Age communities and their relationship with the environment. Discuss how early humans might have managed their emotions and conflicts in close-knit communities.

	<ul style="list-style-type: none"> • Begin to understand where people and events fit on a timeline. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after. • Know that photographs and artefacts can tell us about the past. • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Find answers to simple questions about the past using sources. • Ask a range of simple questions to develop an understanding of a historical event. • Recognise that there are reasons why people in the past acted as they did. • Discuss why a historical event was significant in relation to its impact on society. • Identify some similarities and differences between ways of life at different times. • Know that there are explanations for similarities and differences between people's lives now and in the past. • Describe simple changes relating to ideas/objects that have occurred. • Identify simple reasons for change. 	<ul style="list-style-type: none"> • Bronze replaced stone as the primary material for tools and weapons. • Bronze tools allowed for more efficient farming and the clearing of forests. • Communities started to take part in long-distance trade, particularly tin which is used to make bronze. • There was an increase in the production and trade of decorative items. • Iron replaced bronze as the main material for tools and weapons. • Iron was abundant and easier to work with than bronze, leading to stronger and more efficient tools. • Communities could trade not just raw materials but finished iron goods, boosting local economies. • Competition for resources (iron), land, and power led to increased conflicts. <p><i>Vocabulary:</i> <i>prehistoric, BCE, CE, archaeologist, excavation, artefact, primary source, secondary source, hunter-gatherer, trade</i></p>	<ul style="list-style-type: none"> • Know that we can make inferences and deductions using images from the past. <p>Historical Significance:</p> <ul style="list-style-type: none"> • To know that significant archaeological findings are those which change how we see the past. <p>Chronology:</p> <ul style="list-style-type: none"> • Summarise the main events from a period of history and place them in order. • Accurately sequence several events, artefacts, and/or historical figures on a timeline. <p>Similarities and Differences:</p> <ul style="list-style-type: none"> • Identify some key features of past societies and periods. • Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. <p>Change and Continuity:</p> <ul style="list-style-type: none"> • Identify reasons for change and reasons for continuity. • Recognise the links between different societies. • Begin to compare different periods of history describing changes and continuity between them. <p>Cause and Consequence:</p> <ul style="list-style-type: none"> • Explain the impact of an event (including people's actions) on society within a time period. 	<ul style="list-style-type: none"> • Discuss the motivation behind Bronze Age communities' pursuit of advancements and trade opportunities. • Discuss the resilience of Iron Age communities in overcoming challenges and adapting to new technologies.
<p>Music:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Starting to understand how to produce different sounds on pitched instruments. 	<p>Kapow Music Scheme:</p> <p>Creating Compositions for an Animation:</p> <ul style="list-style-type: none"> • To understand that the timbre of instruments played affect the mood and style of a piece of music. • To know that an ensemble is a group of musicians who perform together. 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making.

	<ul style="list-style-type: none"> Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Year 3:</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances. 	<ul style="list-style-type: none"> To know that to perform well, it is important to listen to the other members of your ensemble. <p><i>Vocabulary:</i> <i>atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, tuned percussion, untuned percussion</i></p>	<ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances. 	<ul style="list-style-type: none"> Express individual creativity through music composition and performance. Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. Lead, make decisions, and contribute to the musical process. Engage in reflective practices after performances, analysing what went well and areas for improvement. Share musical talents and skills through performances. Share ideas, insights, and responsibilities. Set musical goals, whether related to technique, theory, or performance. Aim for higher levels of musical proficiency and expression. Develop a love for music through exposure to various genres and styles. Nurture emotional connections to music and express and interpret emotions through performance. Develop empathy by understanding the emotions conveyed in different pieces. Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> To use attacking and defending skills in a variety of simple games. Using a variety of simple tactics. 	<ul style="list-style-type: none"> Explain how to send and receive with control in order to keep possession and score goals. Describe the term awareness of space. Identify how to utilise the space effectively. Explain the meaning of the tactic being able to "read the game". 	<ul style="list-style-type: none"> Be aware of space and use it to support team-mates. Be able to carry out simple set plays of rugby. Use rules fairly to keep games going. Keep possession with some success. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work and understand why they are useful.

		<ul style="list-style-type: none"> Describe the simple rules of tag rugby. <p><i>Vocabulary:</i> <i>catching and throwing, target throwing, coordination, innings, field, fielding, position, passing, game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</i></p>	<ul style="list-style-type: none"> Choose and use a range of simple tactics for sending the ball in different way. 	<ul style="list-style-type: none"> Come up with and share sensible solutions, given time to think about their actions. Work collaboratively to improve individual and team member skills, showing aspiration. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.
<p>RE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> Describe a few things that a believer might learn from a religious story. Talk about some of the things that are the same for religious people. Briefly describe some similarities and differences between religions. Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. Compare some of the things that influence them with those that influence others. Ask important questions about life and compare their ideas with those of other people. Ask questions about the meaning of life and about identity. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. 	<p>What is the Nativity Story?</p> <ul style="list-style-type: none"> Recall key aspects around the birth of Jesus. Explain that the Bible is the Christian source of wisdom. Identify the importance of the Gospels to Christians. Explain how Mary and Joseph are represented. Explain similarities and differences about who is told that Jesus will be born and how they are told (in Matthew and Luke). Explain similarities and differences about where Jesus was born and how Mary and Joseph got there (in Matthew and Luke). Explain similarities and differences about the stories of the Magi and of the shepherds and what we learn about Jesus from these. Express why the Nativity is important to Christians. Give reasons why people who are not religious choose to celebrate Christmas too. <p><i>Vocabulary:</i> <i>Christianity, Christian, Jesus, birth, Mary, Joseph, Bible, magi, angel, manger, shepherd, star, house, Bethlehem, Galilee, Nazareth, census, gospel, nativity, Christmas</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Describe a few things that a believer might learn from a religious story. Talk about some of the things that are the same for religious people. Briefly describe some similarities and differences between religions. Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> Compare some of the things that influence them with those that influence others. Ask important questions about life and compare their ideas with those of other people. Ask questions about the meaning of life and about identity. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. 	<p>Values: Respect, Individuality, Value, Reflect</p> <ul style="list-style-type: none"> Showing respect for sources of wisdom from all religions regardless of belief. Understand that celebrating Christmas is central to Christianity but is also a cultural aspect of British society. Value the importance of different perspectives and different versions of the same story and how we can learn from these. Reflect on the importance of sources of wisdom and religious stories communities.

	<ul style="list-style-type: none"> Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 		<ul style="list-style-type: none"> Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 	
RSE:	<p>Year 2:</p> <ul style="list-style-type: none"> Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online). Explain how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. Identify how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Recognise that not everything they see online is true or trustworthy and that people can pretend to be someone they are not. Explain how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them. 	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> Identify how to recognise hazards that may cause harm or injury. Explain what should be done to reduce risk and keep themselves and others safe. Recognise how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. Know that their body belongs to them and should not be hurt or touched without their permission. Explain what to do and who to tell if they feel uncomfortable. Recognise and know how respond to pressure to do something that makes them feel unsafe or uncomfortable (including online). State everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines responsibly). Explain how to react and respond if there is an accident. Identify how to deal with minor injuries e.g. scratches, grazes, burns. Know what to do in an emergency, including calling for help and speaking to the emergency services. 	<ul style="list-style-type: none"> Keeping safe at home and school. Our bodies. Hygiene. Medicines and household products. 	<p>Values: Respect, Reflect, Value</p> <ul style="list-style-type: none"> Respect the concept of consent and that no means no. Understand that there are trusted adults that can provide support where needed. Value the importance of emergency services and how they are to be used. Respect the importance of health and safety measures put in place both in and out school. Reflect on own behaviours and how these relate to and reflect the school/societies values. Respect the importance of following medicine guidelines responsibly to keep selves and other safe.
Spanish:	<p>Year 3:</p> <ul style="list-style-type: none"> Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. Asking and/or answering simple questions. Practising speaking with a partner. 	<p>Kapow Spanish Scheme</p> <p>Spanish Numbers and Ages: Phonics</p> <ul style="list-style-type: none"> To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ. To know that some letters carry accents. 	<p>Language Comprehension:</p> <ul style="list-style-type: none"> Listening and responding to single words and short phrases. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar Spanish words in written form. 	<ul style="list-style-type: none"> To feel confident to speak Spanish. Appreciate similarities and differences between languages and cultures. Respect pronunciation and the importance of accuracy in communicating in different languages.

	<ul style="list-style-type: none"> • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Experimenting with simple writing, copying with accuracy. • To know the key phonemes that are represented by the following letters: a, o, i. • To know some common verbs in the present tense. • To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning. • To know that in Spanish there are formal and informal greetings. 	<ul style="list-style-type: none"> • To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the 'n' from a hard sound to a softer 'ny' sound (as in canyon). <p>Grammar</p> <ul style="list-style-type: none"> • To know some common verbs in the present tense. • To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning. • To know that the word order is sometimes different in Spanish compared to English. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To know some playground games played in Spanish-speaking countries. <p><i>Vocabulary:</i> <i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, más, menos, ¿Cuántos?</i></p>	<ul style="list-style-type: none"> • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. <p>Language Production:</p> <ul style="list-style-type: none"> • Asking and/or answering simple questions. • Practising speaking with a partner. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Introducing self to a partner with simple phrases. 	<ul style="list-style-type: none"> • Reflect on own progress and aspire for highest quality possible. • Acknowledge that we are each individuals, with varying identities which can be expressed in a range of languages.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage