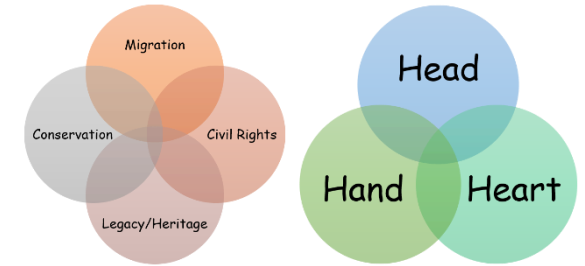


Riversdale Primary School

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.

Quality Stimulus Text(s)	
The Iron Man	

Significant People Past & Present	
• Jesus of Nazareth (RE) • Mary (Mother of Jesus) (RE)	• Joseph (Mary’s Husband) (RE) • 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?
Writing:	Year 1 & 2: - 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: - 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: - Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. - 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.	- Understand the text read as a class, extracting key details, events, and emotions. <u>CHARACTER DESCRIPTION:</u> - 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. <u>INFORMAL LETTER:</u> - 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?"	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: - A character description of the Iron Man written to build suspense and tension. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: - An informal letter from Hogarth to his grandmother detailing his discovery of the Iron Man and idea to send him to a scrap yard. - A set of instructions explaining how to make their pneumatic toy. (DT Link) INDEPENDENT WRITES: <i>Pupils will be expected to complete an independent write after each sentence stack. This should be the same text type, with a similar theme, allowing them to apply their learning, but the context should be different.</i> Handwriting: - 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: - Plan writing by discussing and recording ideas within a given structure. - Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning. - Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure.	- 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.

		• 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. <u>INSTRUCTIONS:</u> • 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 progression of the instructions. E.g., first, next, then, after, etc. • 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.		
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		Begin to explain present perfect tense in relation to instructions.		
Reading:	Year 3: - Connect prior knowledge with context. - Locate and discuss words and pre-taught vocabulary to find out what the text is about. - Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. - Read a range of texts with increasing accuracy and fluency. - Develop views about what is read with support. - Develop positive attitudes to reading and understanding of what is read. - Read aloud using punctuation to aid expression and intonation. - Self-correction, including re-reading and reading ahead. - Re-reading sentences for clarity. - Skim to gain an overview of a text, e.g. topic, purpose. - Identify different purposes of texts, e.g. to inform, instruct, explain. - Read short information texts independently with concentration. - Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. - Look for specific information in texts using contents, indexes, glossaries, dictionaries. - Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. - Enhance understanding in information text through, e.g.	Ready, Steady Read Together Scheme: Fiction: - Rumaysa Non-Fiction: - The Wonders of Nature Poetry: - Cloud Busting Comprehension: - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of stories (including fairy stories). - Increase their familiarity with a wide range of books and retell some of these orally. - Read a range of books that are structured in different ways and read for a range of purposes. - Participate in discussion about both books that are read to them and those they can read for themselves. - Identify simple themes and conventions in an increasing range of books. - Retrieve and record some information from non-fiction. - Identify how language, structure and presentation contribute to meaning. - Recognise some different forms of poetry [for example, free verse, narrative poetry]. - Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action.	Reading Skills: - Connect prior knowledge with context. - Locate and discuss words and pre-taught vocabulary to find out what the text is about. - Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. - Read a range of texts with increasing accuracy and fluency. - Develop views about what is read with support. - Develop positive attitudes to reading and understanding of what is read. - Read aloud using punctuation to aid expression and intonation. - Self-correction, including re-reading and reading ahead. - Re-reading sentences for clarity. - Skim to gain an overview of a text, e.g. topic, purpose. - Identify different purposes of texts, e.g. to inform, instruct, explain. - Read short information texts independently with concentration. - Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. - Look for specific information in texts using contents, indexes, glossaries, dictionaries. - Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. - Enhance understanding in information text through, e.g.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Pupils will listen respectfully during reading discussions and show respect for different characters, cultures, and viewpoints encountered in a wide range of fiction, non-fiction, plays, and poetry. - Pupils will express their individual opinions about books, justify their preferences, and explore how characters in stories show unique thoughts, feelings, and motives. - Pupils will value a broad range of books and texts for different purposes, recognising the importance of reading for information, entertainment, and learning. - Pupils will take ownership of their reading by using strategies such as skimming, re-reading, and self-correcting to ensure understanding, and by selecting books suited to their level and interest. - Pupils will reflect on main ideas, characters' actions and motives, and their own understanding by summarising information and justifying their inferences with evidence from the text. - Pupils will share their thoughts and opinions during group discussions, read poems and play scripts aloud, and present information or ideas to the class with expression and confidence. - Pupils will take turns in reading and discussions, respect differing views, and contribute fairly when

	illustration, photographs, diagrams and charts. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence.	• Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. <i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i>	illustration, photographs, diagrams and charts.	making decisions as a group about text choices or interpretations. • Pupils will aspire to read more fluently and with greater understanding, build their vocabulary, and engage with increasingly challenging texts across genres. • Pupils will develop a love of reading through exposure to engaging stories, poetry, and non-fiction, and will speak with enthusiasm about books they enjoy. • Pupils will develop empathy by exploring characters' feelings, thoughts, and motives, and by justifying these with evidence from the text, particularly when making inferences.
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	• Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination.			
Mathematics:	Year 2: • 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.	Multiplication & Division: • Know that multiplication is a form of repeated addition. • Recognise alternative words that mean multiplication for example $\times$ 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 objects in another group using multiplication and division.	Multiplication & 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. Length: • Measure, compare, add and subtract lengths (m/cm/mm).	• 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.

		Length: - 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.		
Science:	Year 1: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 3: - 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. - Identify the type of enquiry to answer a question.	Light: - 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. - The size of the shadow depends on the distance between it and the light source.	Ask Questions - 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. Observe - Make systematic and careful observations. Conclusions - Draw conclusions based on evidence and current subject knowledge.	Values: Value, Respect, Entrust, Reflect, Share, Democracy - 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 our understanding of light and shadow.

	- 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.	- 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.	- 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. Enquiry - 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. Communicate - Communicate findings to an audience both orally and in writing, using appropriate scientific language. Record/Present - With support, decide how to record and present evidence. - Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. Evaluation - Identify ways in which adaptations may have been made to the method or how the enquiry would be done differently if repeated.	- 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:	Year 2: Use a sketchbook to record media experimentations including textures and patterns to inform own work.	Painting: - Abstract art is about that captures the feeling of things, not making them look exactly like real objects. - Analogous colours are next to each other on the colour wheel, like	Exploring & Developing Ideas: - Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. - Use a sketch book to express feelings about a piece of art.	Value: Individuality, Value, Respect, Aspire, Empathy, Abstract art encourages individual expression and interpretation. Each artwork is unique and reflects the artists individuality.

	• 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.	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. Significant People: Frank Bowling • Guyanese abstract artist. • Uses shape and colour to create his artwork. <i>Vocabulary:</i> <i>abstract, hue, tint, shade, analogous, vibrancy, stippling, scratching, dotting, watercolour</i>	• Make notes in a sketch book about techniques used by artists studied. Responding to Art: • 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. Painting: • 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.	• 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:	Year 2: • Understanding what a computer is and that it's made up of different components. • Recognising that buttons cause effects, and that technology follows instructions.	Kapow Computing Scheme: Journey Inside a Computer (Lessons 1, 2 and 5 only): • To know the roles that inputs and outputs play on computers. • To know what some of the different components inside a	• Understanding what the different components of a computer do and how they work together. • Drawing comparisons across different types of computers. • Using decomposition to explain the parts of a laptop computer.	Values: Respect, Individuality, Value • Understanding the roles of inputs and outputs encourages respect for how computers serve different needs. • Learning about different computer components (CPU, RAM, hard

	- 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.	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. <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>	Explaining the purpose of an algorithm.	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:	Year 2: - 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. - Use knowledge of existing products to help come up with ideas.	CONTEXT: <i>"Hi, my name is Jacob. I am 12 years old. I was to make my little cousin a toy for Christmas. He likes animals, monsters, mythical creatures, that sort of thing. I want the toy to be something that moves, but he is very young, so I don't want any electrical components. Can you help me to design and make something for him?"</i> Pneumatics (Lessons 4 – 6): - 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.	Mechanisms: - Investigate ways of using a pneumatic system in combination with other materials to create a product. - Create effective pneumatic systems using appropriate materials. Designing: - 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. - Develop their own design criteria and use these to inform their idea.	Value: Aspire, Entrust, Share - 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.

	• 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.	• A pneumatic system must be airtight. If not, the system loses air pressure so it will not work. <i>Vocabulary:</i> <i>pneumatic, mechanism, system, input, output, air pressure, airtight, components</i>	• 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. Making: • 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. Evaluating: • 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. • Use their design criteria to evaluate their completed products.	
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Geography:	Year 2: - 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?'.	A Closer Look at the UK (Lessons 4 – 6): - 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: - 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. <i>Vocabulary:</i> <i>settlement, farming, agriculture, suburb, industrialisation</i>	Place Knowledge: - 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). Human & Physical Geography Knowledge: - 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). Interpret a Range of Sources: - 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. Enquiry & Investigation: - Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?	Value: Reflect, Value - 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:	Year 2: - 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. - 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,	Great Builders: The Stone Age to the Iron Age (Lessons 4 – 6): - 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. - Bronze replaced stone as the primary material for tools and weapons.	Using Sources for Enquiry: - Use evidence to build up a picture of a past event. - Know that archaeological evidence can be used to find out about the past. Historical Interpretation: - Know that we can make inferences and deductions using images from the past. Historical Significance: - To know that significant archaeological findings are those	Values: Empathy, Reflect, Aspire, Value - 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. - Discuss the motivation behind Bronze Age communities' pursuit of advancements and trade opportunities.

	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.	• 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. <i>Vocabulary:</i> <i>prehistoric, BCE, CE, archaeologist, excavation, artefact, primary source, secondary source, hunter-gatherer, trade</i>	which change how we see the past. Chronology: • 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. Similarities and Differences: • 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. Change and Continuity: • 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. Cause and Consequence: • Explain the impact of an event (including people's actions) on society within a time period.	• Discuss the resilience of Iron Age communities in overcoming challenges and adapting to new technologies.
Music:	Year 2: • 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. • Maintaining a comfortable position when sitting or standing to sing and play instruments. Year 3: • Discussing the stylistic features of different genres, styles and	Kapow Music Scheme: Creating Compositions for an Animation: • 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. • To know that to perform well, it is important to listen to the other members of your ensemble. <i>Vocabulary:</i>	• 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. • 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.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • 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. • Express individual creativity through music composition and performance. • Maintain individual responsibilities in group performances, ensemble

	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.	<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>	• 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.	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.
PE:	Year 2: • To use attacking and defending skills in a variety of simple games. • Using a variety of simple tactics.	• 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". • Describe the simple rules of tag rugby. <i>Vocabulary:</i> <i>catching and throwing, target throwing, coordination, innings, field, fielding, position,</i>	• 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. • Choose and use a range of simple tactics for sending the ball in different way.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy • Carry out activities to improve their work and understand why they are useful. • 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.

		<i>passing, game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</i>		- 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.
RE:	Year 3: - 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. - Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	What is the Nativity Story? - The Gospels according to Matthew and Luke tell the nativity differently. - Joseph and Mary travelled to Bethlehem because of a census. - Luke says that there was no room in the inn, so Jesus was born in a stable and laid in a manger. - Matthew says the Magi brought gifts of gold, frankincense, and myrrh to the baby Jesus. - Luke says that Shepherds, were visited by angels who announced Jesus' birth. - Matthew does not mention shepherds, while Luke does not mention the Magi. - The Nativity is celebrated during Christmas. - Christmas represents hope, joy and salvation. - Many non-religious people celebrate Christmas as a cultural holiday. - They focus on family, togetherness, and goodwill. Significant People: Jesus - Central figure in Christianity. - Taught people about God using parables. Mary - Mother of Jesus. - Was told about Jesus by an angel, according to the Gospel of Luke. Joseph	Learning About Religion & Belief: - Describe a few things that a believer might learn from a religious story. - Describe some religious sources and explain that these teachings affect religious groups. - Talk about some of the things that are the same for religious people. - Use the right religious words to describe and to briefly compare different practices and experiences Learning From Religion & Belief: - Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. - Compare some of the things that influence them with those that influence others. - Begin to link things that are important to them and other people with the way people behave.	Values: Respect, Individuality, Value, Share, Reflect, Democracy - This lesson encourages respect for different beliefs and traditions by exploring how Christians view the Nativity story. - Understanding the significance of Mary and Joseph's roles fosters respect for their contributions to the faith and the diverse representations of religious figures. - The contrasting accounts of how different individuals (Mary, Joseph, the shepherds) receive the announcement of Jesus' birth highlight the individuality of their experiences and responses. - Understanding how Bethlehem contributes to the overall nativity story helps children appreciate the significance of various places in their own lives and in religious history. - This lesson encourages pupils to reflect on how sharing their own experiences and perspectives can bring people together, similar to how diverse communities came to honour Jesus. - Reflection on the values embodied in the Nativity story encourages deeper understanding of the Christian connection to the material. - This lesson highlights the diverse ways in which people celebrate

		- Husband of Mary. - Was told about Jesus by an angel, in his dreams, according to the Gospel of Matthew. <i>Vocabulary:</i> Christianity, Christian, magi, shepherd, angel, manger, Bethlehem, census, gospel, Christmas		Christmas, including those who are not religious. It emphasises the democratic nature of cultural celebrations, where people can participate regardless of their beliefs.
RHW:	Year 2: - About the 5 Character Strengths from Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. - The 5 Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World - That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. - What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. - About how to recognise the Character Strengths in themselves. - How to think about which Character Strengths they would like to grow or use more of. Year 3: - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others,	My Happy... Scheme: My Happy Mind Places: Lessons 3 – 4 To Learn: - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. - To recognise that feelings can change over time and range in intensity. - About everyday things that affect feelings and the importance of expressing feelings. - A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. - Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. - To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.	My Happy Mind: Places - Use vocabulary to name and express a range of feelings with increasing accuracy. - Recognise when feelings change or become more intense and respond appropriately. - Choose and apply strategies to help regulate strong or conflicting emotions. - Practise and engage in daily habits that support mental wellbeing (e.g. rest, movement, connection). - Talk about feelings with a trusted adult when they need help or support. - Recognise signs that they or someone else might need support with mental health. - Use problem-solving steps to manage emotional challenges or change. - Express feelings related to grief, loss, or transition in healthy and appropriate ways. My Happy Mind: Celebrate - Identifying and recognising their own and others' Character Strengths. - Categorising and sorting different Character Strengths into the 5 main categories. - Reflecting on personal experiences and how they have influenced their strengths.	My Happy Mind: Places Values: Love, Entrust - Pupils will show care and kindness to themselves and others when experiencing strong or difficult emotions. - Pupils will trust that it is safe and important to talk to a trusted adult about their mental health and feelings. My Happy Mind: Celebrate Values: Respect, Individuality, Empathy, Aspire - Recognising and respecting others' Character Strengths fosters a respectful environment where each person's abilities are valued. - Emphasising that each person has unique strengths aligns with valuing individuality and appreciating the diverse qualities in everyone. - When children use their strengths to create positive emotions, they develop empathy by understanding how others feel and how to contribute to their well-being. - The idea that character growth is possible through effort and learning encourages pupils to aspire to develop and improve

	clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	• To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. <i>Vocabulary:</i> <i>feelings, emotions, facial expressions, physical health, brain, strategies, happy place, middle place, busy place, trusted adult, support network, team H-A-P, hippocampus, amygdala, prefrontal cortex</i> My Happy Mind: Celebrate To know that: • Scientists discovered that we all have 24 Character Strengths but in different amounts. • We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. • The five main categories of Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World • That half of our character is set by genetics and the other half from our experiences. • That our character can grow based on our experiences, just like their brains do with Neuroplasticity. • Why it is important to spot strengths in others and how they can be used.	• Practicing growth mindset and understanding how personal development occurs over time. • Observing others' strengths and considering how to apply those strengths in various situations. • Problem-solving and using Character Strengths as tools to face challenges effectively. • Developing emotional intelligence, self-regulation, and a sense of well-being through the use of Character Strengths. • Collaborating in teams, using positive emotions to support each other and promote group success.	themselves, fostering a growth mindset.
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		• That strengths can help them to approach difficult situations. • When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy. <i>Vocabulary:</i> <i>character strengths, genetics, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, spotting, neuroplasticity, Team H-A-P</i>		
Spanish:	Year 3: • 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. • 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.	Kapow Spanish Scheme Spanish Numbers and Ages: Phonics • 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. • 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). Grammar • 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. Cultural awareness • To know some playground games played in Spanish-speaking countries.	Language Comprehension: • 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. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Language Production: • 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.	• 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. • 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.

		<i>Vocabulary:</i> <i>uno, dos, tres, cuatro, cinco, seis, siete, ocho,</i> <i>nueve, diez, once, doce, más, menos,</i> <i>¿Cuántos?</i>		
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage