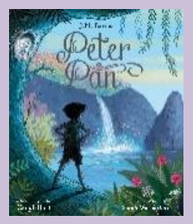
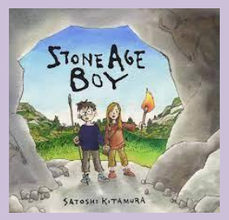
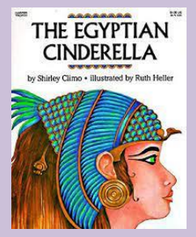
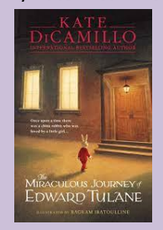
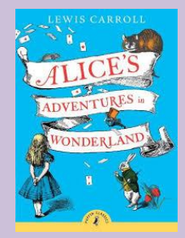
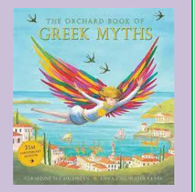
Avonwood Primary School Year 3 Curriculum Map

	AUTUMN		SPRING		SUMMER	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Big Question(s)	What is life like in the United Kingdom?	How was life in a prehistoric settlement different to life today?	What was the impact of pharaohs on Egyptian civalisation.	What impact do volcanoes have on the areas around them?	What impact do the Alps and the Amalfi coast have on tourism?	How did the Ancient Greeks change the way we think today?
Reading Key Text	**Peter Pan** By J.M Barrie 	**The Stone Age Boy** By Satoshi Kitamura 	**The Egyptian Cinderella** By Shirley Climo 	**The Miraculous journey of Edward Tulane** By Kate DiCamillo 	**Alice's Adventures in Wonderland** By Lewis Carrol 	**Greek Myths** By Geraldine McCaughrean and Enma Chichester Clark. 
Earth Charter Links	**Earth** **Family**	**Family** **Past** **Peace**	**Life** **Earth**	**Life** **Peace**	**Past** **Interconnected**	**Interconnected** **Past** **Love**
Launch Event	Silhouette London Skyline Art	Trip to Stonehenge – October 19th 2023 Stone Age Pottery and Jewelry	Egyptian Day	Volcano Art	Drama Day	Greek Day
Finale Event	Picture frame showcase	Stone Age Art	Egyptian Museum Exhibition	Exploding Volcanoes	Mad Hatter Tea Party	Greek Play
Visitors and visits	Stone Henge Trip – October 19th 2023	PACE – Christmas Meaning to Christians. Forest School	Vi	Visit to local Mosque Year 3 School Sleepover	Swimming Lessons	RNLI (water safety) Tree House Theatre Workshop
Reading: fiction	**Fiction** **Peter Pan** By J .M Barrie - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Fiction** **The Stone Age Boy** By Satoshi Kitamura - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Fiction** **The Egyptian Cinderella** By Shirley Climo - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Fiction** **The Miraculous journey of Edward Tulane** By Kate DiCamillo - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative	**Fiction** **Alice's Adventures in Wonderland** By Lewis Carrol - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Fiction** **Greek Myths** By Geraldine McCaughrean and Enma Chichester Clark. - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied

				content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text		- identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text
Reading: non-fiction	**Alternative Texts** **Shadow Poems** (science) **The United Kingdom Study Book CGP** (Topic) DEAR: Jeremy Strong (Rotation of Books)	**Alternative Texts** **UG** Raymond Briggs **How to Wash a Woolly Mammoth** Michelle Robinson **Life in the Stone Age and Bronze Age and Iron Age** By Anita Ganeria **The Stone Age** By Usborne Beginners DEAR: The Christmasaurus	**Alternative Texts** **Awful Egyptians (Horrible Egyptians)** (Topic / Fiction) **Everything Ancient Egypt (National Geographics Kids)** (topic / non-fiction) DEAR: Alternative fairy tales	**Alternative Texts** **Everything Volcanoes and Earthquakes** (topic) **Survivors** (Short non-fiction story) DEAR: Escape from Pompeii	**Alternative Texts** **So you think you have got it bad?** (Topic) **Visitors guide to Ancient Greece** (Topic) DEAR: Hopeless Heroes – Here come Hercules.	**Alternative Texts** **Old man of the Sea** (Topic) **The day the world came to my house** (topic) DEAR: The Boy who grew dragons.
English and Grammar	**Poetry:** **Core text:** *Jabberwocky – Lewis Carroll* **(1 week)** - Develop positive attitudes and stamina towards writing by creating poetry. - Discuss language, extending interest in the meaning and origin of words. - Develop an understanding of how choices in vocabulary and punctuation can impact on audience. - **Developing description:** **Core text:** *Once Upon an Ordinary School Day - Colin McNaughton* **(3 weeks)** - Understand the term 'preposition', recognising examples of their use - Use prepositions to add detail about time and place - Correctly use a or an according to whether the next word begins with a consonant or vowel - Make choices about vocabulary that shows an understanding of purpose and audience (e.g. by choosing words that make the reader feel a specific way about a character) **Instructions**: **Core text:** ***Instructions – Neil Gaiman*** *(2 weeks)* • Use a wide range of conjunctions to create multi-clause sentences (e.g. if, when, because, although)	**Writing to inform:** **Core text:** *Day of the Dinosaurs – Steve Brusatte* **(2 weeks)** • Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) • Understand how to use simple devices to organise material and aid presentation • Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about **Developing dialogue** **Core text:** *Stone Age Boy - Satoshi Kitamura* **(3 weeks)** • Understand the uses and purposes of dialogue in narrative writing • Use inverted commas around words being spoken to punctuate direct speech	**Investigating Viewpoint: Twisted Fairy Tales** True Story of the Three Little Pigs by Jon Scieszka **Linked text:** *A Tale of Two Beasts – Fiona Roberton* **(2 weeks)** • Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories using familiar characters) • Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) **Discussion:** Fairy Tale Crimes **Model text included** **Optional additional text:** *Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries – David Levinthal* • Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) • Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. choosing language and grammar to demonstrate impartiality) • Use adverbs and conjunctions to express cause • **Reporting**: Fairy Tale Crimes (2 weeks)	**Fact Files** **Core text:** *This is How We Do It: One Day in the Lives of Seven Kids from around the World– Matt Lamothe* *(2 weeks)* • Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) • Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about • Understand how to use the present perfect verb form • Use prepositions to add detail about time and place • Use a wide range of conjunctions to create multi-clause sentences (e.g. as, although, while, whereas, yet, though) **Traditional Fables:** **Core text:** *Selection of Traditional Fables (e.g. Aesop's Fables)* *(3 weeks)* • Write stories with creative characters,	**Creating Atmosphere** **Core text:** *Escape From Pompeii –Cristina Balit* **(4 weeks)** • Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. by creating changes in mood) • Express time, place and cause using conjunctions, adverbs and prepositions • Understand how to use the past perfect verb form • Use inverted commas around words being spoken to punctuate direct speech • Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) **Writing to inform** **Core text:** *Earth Shattering Events -Robin Jacobs* **(2 weeks)** • Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) • Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about • Sometimes use the present perfect verb form • Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. applying the features of informative writing) • Express time, place and cause using conjunctions, adverbs and prepositions • Use a wide range of conjunctions to create multi-clause sentences (e.g. as, so, if, because, although)	**Writing to persuade (Adverts and reviews)** **Core text:** *Izzy Gizmo – Pip Jones* **(2 weeks)** • Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. applying the features of persuasive writing) **Letter writing** **Core text:** *The Day The Crayons Quit – Drew Daywalt* **(3 weeks)** • Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) • Express time, place and cause using conjunctions, adverbs and prepositions • Make choices about vocabulary, grammar and

	• Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. by both entertaining and informing the reader) • Use adverbs and prepositions to add detail about time and place		• Make choices about grammar and vocabulary that shows an understanding of purpose and audience (e.g. applying the features of informative writing) • Use inverted commas around words being spoken to punctuate direct speech	settings and plots (i.e. not just retelling familiar stories or using familiar characters) • Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) • Use inverted commas around words being spoken to punctuate direct speech		structure that show an understanding of purpose and audience (e.g. by adapting language and grammar according to the recipient of the letter)
Spelling	**<u>6 weeks</u>** **1.** Review of Year 2 suffixes (ed / ing / er / est). **2.** Review of Year 2 suffixes (ness / ment / ful / less). **3.** Words from the Year 3 and 4 word list. **4.** The 'I' sound spelled with a 'y'. **5.** The 'u' sound spelled with a 'ou'. **6.** Focus words from children's own writing.	**<u>6 weeks</u>** **1.** The 'ai' sound spelled with ei / eigh / ey. **2.** The 'un', 'mis and 'dis' prefixes. **3.** Adding suffixes. **4.** Spelling split diagraphs. **5.** Focus words from the Year 3 / 4 word list. **6.** Focus words from children's own writing.	**<u>6 weeks</u>** **1.** Review of Autumn Term spellings. **2.** Review of Autumn Term spellings. **3.** Focus words from the year 3 / 4 spelling word list. **4.** The prefix 're'. **5.** The prefix 'super'. **6.** Focus words from children's own writing.	**<u>6 weeks</u>** **1.** The prefixes 'anti' and 'sub' **2.** The prefix 'auto' **3.** The prefix 'inter'. **4.** Homophones and near homophones **5.** Focus words from the Year 3 / 4 word list. **6.** Focus words from children's own writing.	**<u>6 weeks</u>** 1. Review of Spring term spellings. 2. Review of Spring term spellings. 3. Focus words from the Year 3 / 4 word list. 4. The 'ly' suffix. 5. The 'ly' suffix, 6. Focus words from children's own writing.	**<u>6 weeks</u>** 1. The suffixes 'ally' and 'ation'. 2. Suffixes (vowel letters) 3. The suffixes 'tion' and 'sion'. 4. The prefixes 'in' and 'il'. 5. The prefixes 'im' and 'ir'. 6. Review of Year 3 words from the Year 3/4 word list.
Maths	**<u>Number</u>** ***Place Value*** • Represent and partition numbers to 100 • Represent and Partition numbers to 1,000 • Use a Number line to 100 and 1000 • Estimate on a number line to 1,000 • Flexible partitioning of numbers to 1,000 • Represent and identify hundreds, tens and ones • Compare numbers to 1,000 • Find 1, 10 or 100 more or less 11 • Order numbers to 1,000 • Count in 50 ***Addition and Subtraction*** • Apply number bonds within 10 • Add and subtract 1s, 10s, 100s • Add 1s across a 10 and 100 • Subtract 1s across a 10 and 100 • Add and subtract two numbers (no exchange) • Add two numbers across a 10 or a 100.	**<u>Number</u>** ***Multiplication and Division A*** • Equal groups • Use arrays • Multiples of 2 • Multiples of 5 and 10 • Sharing and grouping • Multiply by 3 • Divide by 3 • The 3 times-table • Multiply by 4 • Divide by 4 • The 4 times-table • Multiply by 8 • Divide by 8 • The 8 times-table • The 2, 4 and 8 times-tables	**<u>Number</u>** ***Multiplication and Division B*** • Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2-digit number by a 1-digit number – no exchange • Multiply a 2-digit number by a 1-digit number – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning • Divide a 2-digit number by a 1-digit number – with remainders • Scaling • How many ways? ***<u>Measurement</u>*** ***Length and Perimeter*** • Measure in metres and centimetres • Measure in millimetres • Measure in centimetres and millimetres • Metres, centimetres and millimetres • Equivalent lengths (metres and centimetres)	**<u>Number</u>** ***Fractions A*** • Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions • Understand the whole • Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models ***<u>Measurement</u>*** ***Mass and Capacity*** • Use scales • Measure mass in grams	**<u>Number</u>** ***Fractions B*** • Add and subtract fractions • Partition the whole • Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount ***<u>Measurement</u>*** ***Money*** • Identify pounds and pence • Convert pounds and pence • Add money and subtract money • Find change from a given amount ***<u>Measurement</u>*** ***Time*** • Roman numerals to 12 • Tell the time to 5 minutes • Tell the time to the minute • Read time on a digital clock • Use am and pm • Years, months and days • Days and hours • Hours and minutes – use start and end times • Hours and minutes - use durations • Minutes and seconds • Units of time	**<u>Geometry</u>** ***Shape*** • Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical • Parallel and perpendicular • Recognise and describe 2-D shapes • Draw polygons • Recognise and describe 3-D shapes • Make 3-D shapes ***Statistics*** • Interpret pictograms • Draw pictograms • Interpret bar charts • Draw bar charts • Collect and represent data • Two-way tables

	• Subtract two numbers across a 10 or a 100 • Add 2-digit and 3-digit numbers • Subtract a 2-digit number from a 3-digit number • Complements to 100 • Estimate answers • Inverse operations		• Equivalent lengths (centimetres and millimetres) • Compare lengths • Add lengths • Subtract lengths • What is perimeter? • Measure perimeter • Calculate perimeter	• Measure mass in kilograms and grams • Equivalent masses (kilograms and grams) • Compare mass • Add and subtract mass • Measure capacity and volume in millilitres • Measure capacity and volume in litres and millilitres • Equivalent capacities and volumes (litres and millilitres) • Compare capacity and volume • Add and subtract capacity and volume	• Solve problems with time	
RE	**THEOLOGY** **Christianity** What is the Bible? Origins, content, significance, construction and interpretation of the Bible.	**THEOLOGY & SOCIAL SCIENCES** **Christianity** What is the Trinity? How have artists used symbolism to express Trinity? One God - Father, Son, Holy Spirit. Significance of metaphor and symbolism	**PHILOSOPHY** **Christianity & Humanism** How do people make moral decisions? Rules and human choice	**THEOLOGY** **Islam** Where do Islamic beliefs come from? History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.	**SOCIAL SCIENCES** **Islam** How do Muslims express their beliefs in their daily lives? Expression of beliefs about Allah, 5 Pillars of Islam as obligations. Lived diversity	**THEOLOGY & PHILOSOPHY** Is it reasonable to believe God is omnipotent, omnibenevolent, omniscient and omnipresent? Meaning of "omni" in Abrahamic understanding of God. Does this seem possible philosophically? What religious stories might support this?
PSHE	**Being me in my world** • My year ahead • Being me in Britain • Year 5 responsibilities • Rewards and consequences • Our learning charter • Basic First aid	**Celebrating Difference** • Different cultures • Racism • Rumours and name calling • Types of bullying • Does money mater? • Celebrating difference across the world	**Dreams and Goals** • When I grow up • Investigate jobs and careers • My dream job • Dreams and goals of young people in other cultures • How can we support each other • Rallying support	**Healthy Me** • Smoking • Alcohol • Emergency first aid • Body image • My relationship with food • Healthy me	**Relationships** • Recognising me • Getting on a falling out • Girlfriends and boyfriends • Relationships and technology	**Changing Me** • Self-body image • Puberty and girls • Puberty for boys • Conception • Looking ahead to year 6
PE	**Outdoor:** Invasion game: Football Cross country **Indoor:** Dance **Tournaments:** Football Cross Country	**Outdoor:** Invasion games: Netball/basketball **Indoor:** Gymnastics **Tournaments:** Cross Country/relay	**Outdoor:** Quadkids **Indoor:** Gymnastics (Parkour) **Tournaments:** Bee Netball	**Outdoor 1:** Invasion game: Tag rugby **Outdoor 2:** Hockey	**Outdoor:** Athletics track and field ***(Swimming catch up)*** **Indoor:** Dance **Tournaments:** Quadkids	**Outdoor 1:** Batting and fielding: cricket ***(Swimming catch up)*** **Outdoor 2:** Tennis **Tournaments:** Town sports Kwik cricket Rounders
Science	**CHEMISTRY** **Rocks** Comparisons of types of rocks and how fossils are formed.	**PHYSICS** **Light** Relationship between light and how we see; the formation of shadows.		**BIOLOGY** **Organisms** The role of muscles and skeletons; the importance of nutrients	**BIOLOGY** **Plants** Features of flowering plants and what they need to survive.	**PHYSICS** **Forces & motion** Introducing pushes and pulls; opposing forces, and balanced forces.	**PHYSICS** **Magnetism** Contact and non-contact forces, including friction and magnetism.

Computing **(E-Safety week)**	**Connecting computers: Developing an understanding of digital devices, with an initial focus on inputs, processes, and outputs** To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network Hardware: Chromebooks Software:	**Sequence in music: Exploring the concept of sequencing in programming through Scratch** To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description Hardware: Chromebooks Software: Scratch	**Branching databases: Developing an understanding of what a branching database is and how to create one** To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database Hardware: Chromebooks Software: Just 2 easy data branch	**Stop-frame animation: Using a range of techniques to create a stop-frame animation using tablets** To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation Hardware: Chromebooks Software: StopMotion	**Events and actions: Exploring the links between events and actions, whilst consolidating prior learning relating to sequencing** To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge Hardware: Chromebooks Software: Scratch	**Desktop publishing: Using desktop publishing software and considering careful choices of font size, colour and type to edit and improve premade documents** To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing Hardware: Chromebooks Software: Microsoft PowerPoint
History	N/A	**European history: Prehistoric Britain** I know that: Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs. Prehistory refers to the study of humans before there was writing Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age. **How do we find out about prehistoric Britain?** Archaeology is the branch of history that deals with the remains of human life. Archaeologists study artefacts, ecofacts and features. **Hunter-gatherers** are people who travel looking for animals to hunt and plants and berries to gather **Agriculture** is the farming of plants (**arable**) and animals (**pastoral**) to eat. Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period The move towards farming meant that prehistoric communities became more **settled**, **larger** and homes became more **sophisticated.** There are limits to what historians can learn from any collection of sources. The design of **hillforts**, **stone circles** and **geoglyphs** suggest that the natural world was very important. **Stonehenge** and other stone circles are made of **sedimentary** and **igneous** rocks. Burials and grave goods suggest that people believed in an **afterlife.**	**African history: Ancient Egypt** Ancient Egypt was an African civilisation that flourished at the same time as prehistoric Britain. An empire is a group of countries or places ruled by one person An autocracy is a place where one person or one group can rule exactly as they want to forever Ancient Egypt was an empire, led by an autocratic pharaoh Ancient Egyptians believed that the pharaoh was half man, half god. The Ancient Egyptians believed in an **afterlife** called the **Field of Reeds**. They used the **Book of the Dead** to navigate there Egyptians used phonetic, conceptual and pictorial **hieroglyphics** to share stories with future generations. Pharaohs fought battles outside of Egypt and received **tributes** and riches from the people they conquered, like the Kingdom of Kush at some points **Historical evidence**: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically. **Why was the pharaoh so powerful?** The Ancient Egyptians built and buried pharaohs inside huge **pyramids** (made out of sedimentary rock) Egyptians used **hieroglyphics** to share stories with future generations. The Ancient Egyptians made a range of developments in surgery and science.	N/A	N/A	**European history: Ancient Greece** **Who were the ancient Greeks?** A city-state is a city and the surrounding land that has its own government and identity A **government** is the system or people who rule a place. Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta **Chronology**: Use vocabulary like decade and century **Similarity & difference**: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences. **Democracy** is a system of **government** where everyone has a say Athens developed a democracy, which was more limited than ours today. Ancient Greeks used skills in **architecture** to build temples to honour their gods Architectural orders include **Doric**, **Ionic** and **Corinthian**, and these influences can be seen in our buildings today. Ancient Greeks believed in multiple gods and wrote **myths.**

Geography	**United Kingdom** The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland Use and interpret 8 compass points. England and the UK are split into regions. Regions in England and the UK are split into counties. Identify county boundaries on a map. Political maps show human boundaries and features; physical maps show physical boundaries and features. There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) The three longest rivers in the UK are the Severn, Thames and Trent. Ordnance Survey (OS) maps show human and physical features. Use and interpret standard OS map symbols. Physical features of the North West (**or other region**) include mountains, hills, forests, cliff, beach, river, and valley Settlements can be hamlets, villages, towns and cities, depending on their size Human features of the North West (**or other region**) include national parks, hamlets, villages, towns and cities, factories, offices Land use in the North West (**or other region**) has changed over time (green space is filled; towns have become larger)	N/A	N/A	**Volcanoes** The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The crust is split into tectonic plates that meet at plate boundaries. Tectonic plates move: towards each other, away from each other, or alongside each other. A volcano is an opening in the Earth's crust through which material can erupt. Volcanoes can be formed at destructive plate boundaries, where plates move toward each other. Volcanoes can be formed at constructive plate boundaries, where plates move away from each other. Volcanoes can be active, dormant or extinct. The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. Disciplinary: World maps can be drawn from different perspectives, including the Pacific-centred map. Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars. Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water.	**Looking at Europe and Tourism** **Europe** is made up of 50 countries; **Russia** is split across Asia and Europe **Disciplinary:** Use a junior atlas to identify appropriate maps. The **Alps** stretch across France, Italy, Switzerland, Austria and other countries. Identify a range of political and physical boundaries Say whether a map is at the local, national or global scale. The **Amalfi Coast** is located in Italy and there are a variety of human and physical features along the Amalfi Coast. **Disciplinary:** Spatially match locations on maps of different scales. Bournemouth is our local area based on the South Coast. There are a variety of human and physical features. **Tourism and its impacts** **Tourism** is the business of supporting and encouraging people to visit a place for fun. We can categorise effects into **social**, **economic** and **environmental.**	N/A
DT	**Picture Frames** Pupils will build knowledge of frame and shell structures by designing and creating structures that can serve as picture frames that would be sold in a **commercial context**. In the focused practical tasks, pupils will make and test different ways of making their structures stand (with a stand and ties) or hang on a wall. **Structures:** • Triangulation makes structures and **joints** stronger and more stable. • Free-standing structures can be made more stable by adding a **stand**. • **Ties** can make structures more stable. **D&T Shaping the World:** • Free standing structures in the world around us have been made strong and stable with triangulation, using strong materials and having a wide base. **Marking out:** Use a set square to keep right angles.		**Keeping it Contained** Pupils will design a product with a specific user and problem in mind (e.g. teacher keeps breaking sunglasses that are loose in their backpack), in a **school** or **home** context. In the focused practical tasks, pupils will practise ways of joining fabrics, and blanket stitches and other ways of finishing the container. **Joining:** Sew using a back stitch, and use press studs, hook-and-eyes, buttons and tying with ribbon to join fabrics. **Finishing:** Finish fabrics using a blanket stitch **Design Values:** Develop own, individual design criteria based on design values. **Identify User Needs:** Identify a user's needs in a specific context, when they have a specific problem, through observations. **Identify User Needs:** Identify a user's needs through a 'user trip' (doing the task that the user needs to do). **Generate Ideas:** Use constraints (e.g. max A5 page), Zwicky tables, and inspiration from nature to generate ideas.		**Food** **Sandwiches and Packed Lunches** Making sandwiches with a balance of proteins fats & carbohydrates. **Food Sources:** • Bread is made from flour, which is ground seeds of the wheat plant. • Sources of meat include chicken, sheep (lamb), pigs (pork products), tuna and other fish. **Nutrition & Eating:** • Some people are allergic to certain types of food, like nuts or gluten. This means their body reacts when the eat or are in contact with these foods. Some food allergies are mild, and some can be very serious. **Food Safety & Hygiene:** • Food should not be eaten after the 'use by' date. Foods can be eaten after the 'best before' date, but we should check them first. • High risk foods with a 'use by' date should be kept in the fridge. • Hands should be washed after handling raw eggs to stop the tiny things living in there getting into our bodies, because they can make us unwell.	

	Shaping: Use a bradawl to make a hole. **Shaping:** Cut hard materials like wood with a junior hacksaw and clamps. **Finishing:** Finish products with decorations using paints. **Design Values:** Use shared design criteria based on the value of **Sustainability** (and the whole life cycle of the product). **Generate Ideas:** Disassemble different products and use these as inspiration for creating own ideas.				**Prepare:** • Chop a range of foods, including the above plus hard-boiled eggs and cheddar. • Peel hard-boiled eggs. **Combine & Assemble:** • Stir with a teaspoon or tablespoon. • Spread butter / margarine with a knife. **Cook:** • Use a hob to boil (an egg). **Work in the Kitchen:** • Independently maintain a clean and organised workspace. • Make food choices based on colour; quantities of sugar, fat, and salt; dietary requirements; plus knowledge of food allergies.	
Art & design		**Why do we make art?** In this unit, pupils will create a series of animal drawings and paintings based on the Lascaux Cave network was discovered in 1940. **Control of materials** • Line drawings to create representational depictions of animals. • Application of paint using a variety of tools to gain an understanding of how the palaeolithic artists created the images at Lascaux. • Combining two art materials together is called 'mixed-media'. **Formal elements** • Tertiary colours are mixed with equal amounts of a primary and secondary colour.		**Fairy Tale Tiles** In this unit, pupils will produce a clay tile to illustrate a fairy tale and will contribute to a storyboard told over several clay tiles. **Control of materials** • Design ideas based on **Anthony Browne's** *Into the Forest*, exploring use of detail and **tone** using **pencil**. • Creating a **tile** with images carved into the surface, as an introduction to **clay**. **Formal Elements** • Exploring use of **tone** in Browne's drawings • Creating **texture** and **pattern** in **clay** • Working with a **raised relief** form.		**Mythology** In this unit, pupils will create their own representation of a myth using mixed media (more than one material/technique). **Photography** • Framing and taking photographs of each other acting scenes of a myth. **Control of materials** • Cutting out figures from their photographs to create a mixed media collaged artwork depicting the myth. • Painting or drawing (e.g. dragon) to be added to collaged background producing a mixed media response to a chosen myth or legend. **Observational drawing** • Drawing from a secondary source to learn how to draw a human figure.

						Sketchbooks • Developing design ideas in sketchbooks.
Music	**Stone Age Swing** *Rhythm Pitch* *Mnemonics* **Let's Celebrate** *Harvest and Christmas* Celebration Songs **Note Values** *Recognition of Musical Notes* **Musical Vocabulary** *Related to project* **Listening** *To listen torecorded/live musicand discuss.*		**Underground Music** *Compose rhythms from a given stimulus* **Let's Celebrate** *Easter and Spring Celebration Songs* **Note Values.** *Revisiting and underpinning*		**Exploring a New Instrument** *External Music provider.* *To explore the Clarinet. Woodwind Family*	
MFL	• Understand and use some greetings in French • Understand and ask some simple questions in French: 'What is your name?' 'How old are you?' 'How are you?' • Say in French what your name is, how old you are and how you feel • Name some members of your family in French • Count numbers from 1 to 10 in French and use numbers to count items • Copy the pronunciation of some French words • Pronounce the French 'r' sound correctly • Recognise some sounds that are special to French: j, ère, u		• Count numbers from 1 to 20 in French • Use numbers 1 to 20 to count items in French • Understand and answer the question 'How many…?' in French • Understand someone saying in French which activity they prefer • Say in French what you prefer • Ask someone in French what they prefer • Say 'There are…' and 'I have…' in French • Copy the pronunciation of some French words • Recognise and correctly say the French 'a' sound		• Understand the question 'When is your birthday?' in French • Say in French which month your birthday is in • Name the months of the year in French and put them into the correct order • Say 'happy birthday' in French • Understand some simple questions in French about hobbies and activities • Say and write some simple sentences in French about hobbies and activities • Join French sentences using the French word for 'and' • Identify a pronoun and a verb in French • Pronounce the French 'an' sound correctly	