Class 3 Curriculum

Syllabus Concepts	Origins and expression	Personal and collective	Place and time	Meaning and purpose	Ethics and values	Influence and power
REC Core statement	Nature/ formation/ expression (a)	Organised /individual (b)	Contexts (c)	Meaning and purpose (d)	Values, commitments and morality (e)	Influence and power (f)
Content	What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	How people's individual worldviews relate to wider, organised or institutional worldviews	How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change	How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may provide guidance on how to live a good life	How worldviews influence, and are influenced by, people and societies

Religious Education: Class 3

	Understanding Christianity	Worldviews
Class 3	**Incarnation:** • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. **People of God:** • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	**Class 3 Worldviews- to know that:** • A worldview is a way of being in and understanding the world. • Everyone has a worldview - no-one stands nowhere. • Theologians ask questions about the things people believe. • Human / social scientists ask questions about how people live • Philosophers ask questions about how people think or reason. • We can ask questions using these lenses to find out about other people and worldviews **Why should we look after the world?** • identify similarities in what Christians, Jews and Muslims believe about caring for our world • retell religious, spiritual and moral stories • talk about how both religious and non-religious people share the belief that we should all care for the environment • talk about how different communities of people show care for our world • identify how beliefs about caring for our world are turned into actions for different groups of people

	• Make links between the story of Noah and how we live in school and the wider world. **Salvation**: • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Give examples of what the texts studied mean to some Christians. • Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. **Gospel**: • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly **Creation/Fall:** • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.	• give a reason why our world is important to them, recognising that others may have different reasons • give simple reasons for why our world is important to them, or how they are grateful for it • respond sensitively and imaginatively to questions about caring for our world • respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share • give examples of practical ways they can/do look after our environment at school **How does living in Somerset affect how different Hindus live out their faith?** • To **explain** how context influences the way some people live • To **evaluate** the place of **prayer** and **worship** for **Hindu** believers. • To **evaluate** the place of **God** in the lives of **Hindu** believers**.** • To **investigate** Ahimsa • To **explain** what life can be like for a **Hindu** believer in the local area • To **discuss** and **reason** whether it is right to use people as models of a **worldview** **What are important times for Jewish people?** • link features of Jewish celebrations with stories, beliefs or objects • give examples of special times or special words for Jewish people, making links between them • describe some of the practices associated with the 'milestones' of a Jewish person's life and the impact this can have • compare their own lives with those of Jewish families • identify similarities and differences in the ways that different Jewish people celebrate important times • identify the impact of different beliefs on the way Jewish people live • evaluate the importance of special times for Jewish people and for themselves • give reasons for their own beliefs, attitudes and actions, thinking about where these come from • How does being part of a community impact the example you set for others? **How do Humanists (non-religious people) celebrate new life?** • be able to explain what Humanism is and how and why Humanists celebrate new life • draw conclusions about non-religious beliefs from understanding how babies are welcomed into a Humanist community. • describe why it is important for many people to celebrate the birth of a baby • identify similarities and differences in the ways some people welcome babies and be able to give examples, linking with differences in beliefs • be able to describe how important these celebrations can be to a community

	• Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians	• show that they have developed an understanding and respect for what is valued by others and how that value is expressed • be able to share their own personal ideas about new life and new beginnings • consider how we can set an example of caring for other and welcoming people to our school **How do people make the world a fairer place?** • suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning • make links between how different people address issues of injustice & their beliefs, and talk about the reasons for some similarities and/or differences • talk about the impact of beliefs and practices on different people's lived experience or their communities • explain what difference people's actions (e.g. charities) can make to the lives of others • respond sensitively to the views of others • express their own ideas about justice, fairness and/or equality • describe some of the challenges of taking action to address injustice give relating to where their ideas come from • discuss what we do/could do to set an example of fairness in our school • consider how we can be change makers that inspire others Why do people make promises? • suggest reasons why people might make promises to mark stages of life • suggest how promises religious people make might help them to feel closer to God • make links between different rites of passage & the beliefs of people making the promises, and talk about the reasons for some similarities and /or differences • talk about what types of promises are made in e.g. baptism, Bar/Bat Mitzvahs, Jewish weddings (Ketubahs), Humanist baby naming ceremonies and weddings. • explain what difference promises might make to a community • respond sensitively to the views of others • describe some of the challenges of making and keeping promises • give reasons for some of the views they have, relating to where their ideas come from • decide how to support others by keeping promises to each other, setting an example of trust • know when to seek help

Possible Big Questions:

WINDOW	**Mirror**	**DOORS**
What is life?	What are you thankful for?	Why is it better to do things together?
What season is most like you?	What do you believe?	How do I treat others?
What is the most beautiful thing in the world?	What am I worth?	Why do religions often give something up for a period of time?
What is love?	How do I decide what is right /wrong?	What is compassion?
Why do we fight/argue?	Do you believe in things you can't see?	What do you think of someone who chooses to be vegetarian?
	How does this photo/painting make you feel?	
	What helps you when things are difficult?	

Science: Class 3

Biology			Chemistry	Physics	
Animals, including humans	**Plants**	**Plants**	**Rocks**	**Forces**	**Light**
• Skeleton and muscles • Nutrition • Exercise and health • Teeth	• Plant life • Basic structure and functions	• Life cycle • Water transportation	• Fossil formation • Compare and group rocks • Soil	• Different Forces • Magnets	• Reflections • Shadows
• Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human • Identify and know the different types of human teeth • Know the functions of different human teeth	• Know the function of different parts of flowing plants and trees	• Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers	• Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock	• Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason	• Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected

Class 3

Working Scientifically

• Ask questions such as:
  • Why are some materials attracted to magnets?
  • Why do shadows change during the day?
  • Where does a fossil come from?
	• Use a thermometer to measure temperature and know there are two main scales used to measure temperature

• Observe at what time of day a shadow is likely to be at its longest and shortest	• Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
• Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.	• Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
• Use research to find out how reflection can help us see things that are around the corner	• Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
• Use research to find out what the main differences are between sedimentary and igneous rocks	• Know how to use a key to help understand information presented on a chart
• Test to see which type of soil is most suitable when growing two similar plants	• Be confident to stand in front of others and explain what has been found out, for example which materials are magnetic
• Test to see if their right hand is as efficient as their left hand	• Present findings using written explanations and include diagrams when needed
• Set up a fair test with different variables e.g. the best conditions for a plant to grow	• Make sense of findings and draw conclusions which help them to understand more about scientific information
• Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc.	• Amend predictions according to findings
• Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning	• Be prepared to change ideas as a result of what has been found out during a scientific enquiry

Art: Class 3

Evaluating and reflecting

Begin to reflect on the success of their own work.
Begin to say what they could have done to improve their, or they would do differently next time.
Analyse artist's work. What techniques did they use? Give opinions about a piece of art or movement. Explain their views with greater detail and use of the vocabulary of art.

Drawing

Draw for sustained periods of time.
Use a sketchbook to collect and develop ideas.
Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt pens, charcoal, chalks, fine tipped drawing pens.
Experiment with different grades of pencils to achieve varied tone and textures.

Key Vocabulary

Pencil grades, refine, shading, texture, symmetry, pattern, repeating, pressure, blend, sketch, tone, observation.

Painting

Use media and equipment correctly and with increasing confidence.
Learn about the colour wheel and predict colour mixing with increasing accuracy.
Use a variety of tools and techniques i.e. brush sizes and types.
Select and work from direct observation, including detail.
Use tints and shades.
Know how to create a wash.
Begin to record their ideas in a sketchbook.

Key Vocabulary

Tint, shade, paint wash, names of different types of paint, artefact.

Printmaking

Use equipment and media correctly and be able to produce a clean printed image.
Make simple marks with rollers and printing pallets.
Take simple prints e.g. mono-printing.
Experiment with overprinting motifs and colour.
Demonstrate experience with fabric. Roman mosaics.
Use their sketchbooks to plan and develop simple ideas and collect textures and patterns to inform their work.

Key Vocabulary

Relief and impress printing, mono-printing, overlapping/ overprinting, design.

Sculpture
Plan, design and make models from observation or imagination. Use a range of materials, both natural and man-made, to create sculptures Develop skills in joining, extending and modelling with malleable materials, including clay. Learn how to use coils to make clay coil pots. Demonstrate experience in surface textures and patterns and use them when appropriate. Explore the work of artists. Work with a range of construction kits.
Key Vocabulary
Manipulate, combine, malleable/ rigid, natural/ manmade, recycled, form, observation, decorative techniques.

Collage and Textiles
Match tools to materials. Use a variety of techniques with fabric e.g. printing, dyeing, weaving, stitching to create different textural effects. Develop skills in stitching, cutting and joining. Experiment with a range of collage techniques such as tearing, overlapping, and layering.
Key vocabulary
Join, transparent, opaque, stitch, thread, sew, dye, print, design, layering, overlapping, collage.

Digital Media
Explore ideas using digital sources e.g. internet, photos, National Gallery of Art. Record, collect and store visual information digitally. Use simple graphics packages to create images and effects. Use digital images and combine them with other media.
Key Vocabulary
Chrome book, record, store/ save, search engine, Google Draw, digital collage.

Development of Key Genres

Portrait Development
Create portraits with a greater awareness of skin tone, eye colour, hair colour etc. Represent the shape of features and body parts with greater accuracy and control e.g. points on either side of the eye, narrowing of the chin. Show people's emotions through facial expressions.

Still Life Development
Include greater detail e.g. pattern on vases, veins on a leaf. Begin to include shading to create depth. Show objects overlapping to create depth/ dimension. Refine their representation of shape and form.

Landscape Development
Refine their colour mixing to match the colours in the landscape e.g. tints and shades. Begin to represent distance; foreground and background. Develop their understanding of concepts such as the sky reaching the horizon, objects closer look larger and distant objects look smaller.

Key artists	
Cycle 1 Henri Matisse- Collage/ Digital Art (Google Draw) Charles Darwin-Sketches/documentary/ detailed drawings (Explorers and Adventurers) Margaret Mee- Modern documentary watercolours/ botanical (Explorers and Adventurers) James Gurney- Modern/ Fantasy (Footprints from the Past) Doug Henderson- Paleoart/ Modern (Footprints from the Past) Margaret Colberg- Paleoart/ Modern (Footprints from the Past)	Cycle 2 Renoir- Still life/ Impressionism (Paintings, Pictures and Photographs) Van Gogh- Sunflowers Impressionism (Paintings, Pictures and Photographs) Monet- Water Lilies Impressionism (Paintings, Pictures and Photographs) Henry Moore- Modern/ Sculpture (Different Places, Similar Lives) Georges Seurat- Pointillism (Different Places, Similar Lives)

Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.	
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour: 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel.
Line	Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design.
Form	The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques.
Space	Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space: 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form.
Texture	Describes how something feels or looks. It can be simulated or real.
Shape	Shape refers to a 2-dimesnsional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc.
Value	This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.

Knowledge and skills as an artist (Sticky Knowledge) At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.		
Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
• Create sketchbooks to record their observations and use them to review and revisit ideas	• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	• Great artists, architects and designers in history
Know how to use sketches to produce a final piece of art. Know how to use digital images and combine them with other media. Know how to use IT to create art which includes their own work and that of others.	Know how to show facial expression in art. Know how to express emotion in art. Know how to use different grades of pencils to shade and to show different tones and textures. Know how to create a background wash. Know how to use a range of brushes to create different effects in painting.	Know how to identify the techniques used by different artists. Know how to compare the work of different artists. Recognise when art is from different historic periods.

Design and Technology: Class 3

Developing, Planning and Designing

Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.

Follow design criteria. Identify the design features of their products that will appeal to intended customers. Understand how well products have been designed, made, what materials have been used and the construction technique. Use their knowledge of a broad range of existing products to help generate their ideas. Design innovative and appealing products that have a clear purpose and are aimed at a specific user. When planning, start to explain their choice of materials. Use annotated sketches to communicate their ideas. Learn about some inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
Key Vocabulary
Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client

Making

Planning and practical skills and techniques.

Plan: With growing confidence, carefully select from a range of tools and equipment, explaining their choices. With support, select from a range of materials and components according to their functional properties and aesthetic qualities. With support, order the main stages of making. **Practical Skills and Techniques:** Learn to use hand tools and kitchen equipment safely and appropriately, and learn to follow hygiene procedures. Use a wider range of materials and components, including textiles and food ingredients, construction materials and kits, and mechanical components. With growing independence, measure, and mark out to the nearest centimetre. Cut, shape and score materials with some degree of accuracy. Assemble, join and combine materials and components with some degree of accuracy. Demonstrate how to cut, shape and join fabric with some accuracy to make a simple product. Join textiles with an appropriate sewing technique.

Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, fabric paints and digital graphics.
Key Vocabulary
Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable

Evaluating

Evaluating their own ideas and existing products.

Own Ideas and Products: Evaluate their product against the original design criteria. How well does it meet its intended purpose? **Existing Products:** Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet its intended purpose. Including -where products were designed and made -when products were designed and made Explore what materials/ ingredients products are made from and suggest reasons for this.
Key Vocabulary
Assess • Edit • Improve • Alter • Outcome • Develop • Test • Analyse

Technical Knowledge

Knowing how products work.

Know how to use learning from science and mathematics to help design and make products that work. They understand and use mechanical systems in their products. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Know that materials have both functional properties and aesthetic qualities. Understand that materials can be combined and mixed to create more useful characteristics. Understand and demonstrate how mechanical systems have an input and output process. Explain how mechanical systems such as levers and linkages, and pneumatic systems create movement. Use mechanical systems in their products. Know how to program a computer to control their products. That a single fabric shape can be used to make 3D textiles products. That food ingredients can be fresh, pre-cooked and processed.

Use the correct technical vocabulary for the projects they are undertaking.
Key Vocabulary
Use vocabulary associated for all the areas of D: Designing, Making, Evaluating and Cooking and Nutrition.

Cooking and Nutrition

Knowing where food comes from. Knowing about food preparation, cooking and nutrition.

Know where foods come from: Start to know when, where, and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world. **Food preparation, cooking and nutrition:** Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. With support, use a heat sauce to cook ingredients showing awareness of the need to control temperature of the hob, oven or grill. Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking. Use appropriate cooking utensils. Explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes. Understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body. Follow a recipe with some support.
Key Vocabulary
Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria

Sticky Knowledge

Design Technology (Sticky Knowledge) At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate,	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide	Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears,	Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand

	develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	how key events and individuals in design and technology have helped shape the world.	pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Class 3	• prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance	• follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • make a product which uses both electrical and mechanical components • work accurately to measure, make cuts and make holes	• explain how to improve a finished model • know why a model has, or has not, been successful	• know how to strengthen a product by stiffening a given part or reinforce a part of the structure • Use a simple IT program within the design	• describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting

Geography: Class 3

Locational Knowledge

	• *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*	• *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*	• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Class 3	• Know the names of and locate at least eight European countries.	• Know the name of and locate at least six cities in England.	• Know the names of four countries from the southern and four from the northern hemisphere.

Place Knowledge

Human and Physical Geography

	• *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*	• *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	• Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Class 3	• Know at least five differences between living in the UK and a Mediterranean country.	• Know the names of and locate some of the world's deserts.	• Know why most cities are located by a river.

Map skills and Fieldwork skills

- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
- *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.*

- *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*

Class 3

Map Skills:

Using Maps:

- Follow a route on a map with some accuracy, e.g. plan a journey within the UK, using a road map.
- Locate places using a range of maps including OS & digital.
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps).
- Use 4 points of a compass, and letter/number co-ordinates to identify features on a map. Begin to use 4 figure grid references.
- Compare maps with aerial photographs.

Map Knowledge:

- Locate the UK on a variety of different scale maps.
- Learn about the lines of latitude and longitude.
- Can locate the Equator and Greenwich-Meridian.
- Locate Europe on a large scale map or globe.
- Name and locate countries in Europe (including Russia) and their capitals cities.

Making Maps:

- Try to make a map of a short route experiences, with features in order.
- Create a simple scale drawing.
- Use standard symbols, and understand the importance of a key.

Fieldwork Skills:

Gather Information:

- Ask geographical questions.
- Use a simple database to present findings from fieldwork.
- Record findings from fieldtrips.

Sketching:

- Draw an annotated sketch from observation including descriptive / explanatory labels.
- Begin to indicate direction on sketch maps.

Audio/Visual:

- Select views to photograph.
- Add titles and labels giving date and location information.
- Consider how photos provide useful evidence and use a camera independently.

History: Class 3

CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
• To include: • Stone age to Iron age • Romans • Anglo-Saxons • Vikings	• An aspect of theme that takes pupils beyond 1066 • World War 2	• A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
• **Know how Britain changed between the beginning of the stone age and the iron age** • **Know the main differences between the stone, bronze and iron ages** • **Know what is meant by 'hunter-gatherers'** • **Know how Britain changed from the iron age to the end of the Roman occupation** • **Know how the Roman occupation of Britain helped to advance British society** • **Know how there was resistance to the Roman occupation and know about Boudica** • **Know about at least one famous Roman emperor**	• **Study some of the famous inventions of the last 100 years. E.g. Look at who brought chocolate to Europe.** • **Battle of Britain during World War 2** • **Why children were evacuated during the war**	• **Study how homes in the local area have changed over time. Study what the area used to be used / famous for**

History: Class 3

ANCIENT ANCIENTS (approx. 3000 years ago)	ANCIENT GREECE	HISTORICAL ENQUIRY SKILLS
Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	• Greek life and influence on the Western world	• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
• **Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them** • **Know about, and name, some of the advanced societies that were in the world around 3000 years ago** • **Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty**		• **Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)** • **Research what it was like for children in a given period of history and present findings to an audience** • **Research to find answers to specific historical questions about their locality – (The South West)** • **Know how their locality has been shaped by what happened in the past** • **Know how historic items and artefacts have been used to help build up a picture of life in the past**

- ❑ Sticky Knowledge: Know how Britain changed between the beginning of the stone age and the iron age, Know the main differences between the stone, bronze and iron ages, Know what is meant by 'hunter-gatherers, Know that Britain was once invaded and occupied by the Romans and that they left a legacy, Know how World War 2 impacted the lives of those in Britain – in particular the lives of children

Music: Class 3

Performing	Compose	Listen
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	*improvise and compose music for a range of purposes using the inter-related dimensions of music*	*listen with attention to detail and recall sounds with increasing aural memory*
1. **play clear notes on instruments and use different elements in composition**	1. **combine different sounds to create a specific mood or feeling**	1. **listen carefully and recognise high and low phrases**
Use and understand	**Appreciate**	**History of music**
use and understand staff and other musical notations	*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*	*develop an understanding of the history of music*
1. create repeated patterns with different instruments 2. **improve my work; explaining how it has been improved**	**1. use musical words to describe a piece of music and compositions** 2. **use musical words to describe what they like and do not like about a piece of music**	1. **study the work of at least one famous composer such as Beethoven**

Music Kapow Units Long Term Overview Two Year Program

Class 3 (Year 1)	**Orchestral Instruments (Traditional Stories) Yr 2**	**Ukulele**	**Pentatonic Melodies (Chinese New Year) Yr 3**	**Adapting and Transposing (Romans) Yr 4**	**Ballads Yr 3**	**Traditional Instruments & Improvisation (India) Yr 3**
Class 3 (Year 2)	**Myths & Legends Yr 2**	**Ukulele**	**ME Unit**	**Composition in Response to Animation (Mountains) Yr 3**	**Musical Me Yr 2**	**Jazz Yr 3**

Computing: Class 3

Objectives can be taught through the use of the NCCE Teach Computing Units of Work

	Create programs	**Develop programs**	**Reasoning**	**Networks**	**Sticky Knowledge**
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*	
Class 3	write programs that accomplish specific goals (Discovery Education Coding Level 3) AND/OR Create sequences in a block-based programming language to make music (Scratch)	design a sequence of instructions, including directional instructions (Discovery Education Coding Level 3 and Botley 2.0)	*Met through the lessons with:* Discovery Education Coding Level 3 and Botley 2.0 Programmable Robots	navigate the web to complete simple searches Identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	**Know how to program directional instructions** **Know how to search for information online**

	Search engines	Using programs	Safe use	Sticky Knowledge
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*	
Class 3	Creating documents by modifying text, images, and page layouts for a specified purpose (Google Docs, Google Draw, Adobe Spark?)	understand what computer networks do and how they provide multiple services Capture and edit digital still images to produce a stop-frame animation that tells a story (iPad-iMotion) Build and use branching databases to group objects using yes/no questions (j2e.com)	use technology respectfully and responsibly Know different ways they can get help, if concerned (Project Evolve)	Know how to collect and simply present information Use the internet safely

Computing: Key Stage 2 Vocabulary

Class 3	Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, database, branching, stop-frame animation, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content

French: Class 3

Units of study	**French greetings with puppets YR3 (5 lessons)** Pupils learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling	**Transport YR3 (5 lessons)** Children decipher new vocabulary using their knowledge of cognates, develop their understanding of sentence structure, identify sounds and perfect their punctuation	**Clothes YR4** (5 lessons) Children name items of clothing and the different forms of the indefinite article and possessive adjective and practice using the correct adjectival agreement	**Numbers, calendars and birthdays YR4** (5 lessons) Children learn the days of the week dates and seasons through maths, songs, surveys and the research of French festivals finishing witha birthday celebration	**Weather and the water cycle YR4** (5 lessons) Children describe the weather, make statements about the weather in French cities, including compass points and temperatures and learn about the water cycle	**French food YR4** (5 lessons) Pupils apply their understanding within a new context; using number when paying for items in a café, and their language detective skills to interpret authentic French menus Express likes and dislikes.
Content	Speaking and Listening Introductions Speaking and Listening Expressing how you feel	Speaking and Listening Types of transport Speaking and Listening Literacy Saying how and where you are travelling to/from	Speaking and Listening Literacy Describing clothes Speaking and Listening Literacy Possessive adjectives	Speaking and Listening Literacy Counting 1-31 Speaking and Listening Literacy Days and dates Intercultural understanding French celebrations	Speaking and Listening Literacy Weather and temperature reporting Intercultural understanding French cities The water cycle	Speaking and Listening Literacy Ordering food and drinks Intercultural understanding French food Healthy eating
Skills	Speaking and Listening Literacy Listening and responding Literacy Appreciating stories, songs and rhymes	Literacy Linking spelling, sound and meaning of words Speaking and Listening Adapting phrases to create new sentences	Literacy Reading carefully and showing understanding of phrases and simple writing Speaking and Listening Literacy Understanding basic grammar – gender and adjectival agreement	Speaking and Listening Developing accurate pronunciation and intonation Speaking and Listening Exploring the patterns and sounds of language through songs and rhymes	Speaking and Listening Literacy Developing ability to understand new words Speaking and Listening Presenting ideas and information orally	Speaking and Listening Listening and responding to spoken language Engaging in conversations
Links		**Geography**		**Maths**	**Science**	**Science**

PSHE: Class 3

Class 3	Topics	Intent	
	Explorers and Adventurers/ Shaping Up **Footprints from the Past/ What's on the Menu? /Romans** **Gateways to the World/ Inventions that Changed the World** **Chocolate/ Pictures and Photographs** **Different Places, Similar lives (WWII)** **Treasure/ Do you live around here?**	PSHE/ International	RHE
		If we think exploration is a good thing About conflict and exploration in the past About female explorers in the past and today How exploration has changed the world Who owns the Moon and planets in space About the rules of exploration About germs and how they are spread How much sleep we should have How food advertising influences us About our food preferences How different countries keep fit About World Health Day Spirit of Sacrifice About different diets and food requirements About different countries and the role of food in their celebrations and traditions About local food and customs How special events are celebrated in our home About the jobs people do in an airport About the jobs people do on an airplane About the use of passports and visas around the world How technology and inventions affect people's lives How inventions have made life easier or harder About inventions in the home and host countries Why some countries have fewer or more technologies than others: How the invention of the internet has changed the way we communicate How the world's scientists are sharing knowledge about inventions and the latest technology What fair trade chocolate is What other fair trade products there are How important chocolate is How visual images can be used to influence our thinking How graffiti and street art can affect our environment About natural landscapes across the world and the environmental issues which threaten these Helping those in need About ways of life in different countries About festivals and celebrations in other countries About the difference between rich and poor countries Why people around the world have different lives	**Families and people who care for me** the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **Caring friendships** that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Respectful relationships** the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. the conventions of courtesy and manners that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. practical steps they can take in a range of different contexts to improve or support respectful relationships. **Being safe** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know it is not always right to keep secrets if they relate to being safe how to ask for advice or help for themselves or others, and to keep trying until they are heard

		What is being done to help the least developed countries About how different cultures preserve and treasure different things About the work of archaeologists around the world About habitats of global importance that are at risk **Mental wellbeing** that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. varied vocabulary of words to use when talking about their own and others' feelings the benefits of physical exercise, time outdoors, community participation on mental wellbeing how to judge whether what they are feeling and how they are behaving is appropriate and proportionate simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). **Physical health and fitness** the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. **Healthy eating** what constitutes a healthy diet the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) **Health and prevention** how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. **Basic first aid** how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.	

		British Values/International	Online Safety/Safeguarding
		Mutual respect for all faiths Democracy Tolerance Individual responsibility and liberty Law- abiding	⊄ **See Curriculum Statements below.**

Online Safety Objectives met through Project Evolve

Self-image and identity	Online reputation	Online relationships	Online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.	I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

		same as sharing offline e.g. sharing images and videos.		see content that makes us feel sad, uncomfortable, worried or frightened.			

Physical Education: Key Stage 2

	Games	Athletics	Gymnastics	Dance
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	*Use running, jumping, throwing and catching in isolation and in combination*	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	*perform dances using a range of movement patterns*
Class 3	• understand tactics and begin to vary how they respond • begin to communicate with others during game situations • use skills with coordination and control • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly	• run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do • perform a variety of throws using a selection of equipment with increasing accuracy • can perform a running jump with some accuracy • Can use equipment safely and with good control	• Copy, explore and remember a variety of movements and use these to create their own sequence • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance • begin to work on balances with and without a partner • explore ways of balancing, rolling and jumping • begin to learn a cartwheel	• improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases • begin to demonstrate a range of movements, speeds, use of space etc.

	Outdoor Adventurous Activities	Swimming	Evaluation	Healthy Lifestyles
	take part in outdoor and adventurous activity challenges both individually and within a team	*swim competently, confidently and proficiently over a distance of at least 25 metres*	*compare their performances with previous ones and demonstrate improvement to achieve their personal best*	*lead healthy, active lives*
Class 3	• learn to orient a map and mark control points in the right position • follow a map in a familiar context • use clues to follow a route • follow a route safely • communicate with others and share roles		• watch and describe performances • begin to think about how they can improve their own work	• Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • understand the need to warm up and cool down • understand how exercise can help support mental wellbeing. • understand the importance of exercise and sport in social environments