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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | **TERM 6** |
| **Term/ Topic** | **Urban Pioneers** | **Playlist** | **Traders and Raiders** | **Blue Abyss** | **Road Trip USA** | **Gods and Mortals** |
| **ENGAGE** | **Trip to a town centre. Visit important buildings such as town hall, main square etc Search for examples of urban art including graffiti, murals, statues and sculptures taking photos.**  **Due to virus, may have to look at images of the art if unable to go on trip** | **Listen to different pieces of jazz music, pupils make marks and shapes to represent the different sounds**  **Play a range of recorded sound effects for the children to identify** | **Introduce pupils to the year 1066. Create a picture time line that sequences the events of the year. Using animations, documentaries and texts, find out what life was like for village children in the Norman times.** | **Visit to Sealife Aquarium in London**  **Observe aquatic life , watch and draw some different creatures Listen to the states of America song** | **Look at a map of America together that shows the 14 states**  **Use the hub to plot the 14 states**  **Now match the name of the Native American Tribe to each state** | **Use the video from Cornerstone that introduces the god Zeus to the children. Listen to his torrid tales and find out about his deadly powers and his lightening thunderbolt which he hurls at those who displease him.**  **What else can they discover about him?** |
| **Text Focus** | The owl who was afraid of the dark | Iron Man | Viking in Trouble - B  Roman on the rampage – A | Bill’s New Frock | Lob | Lob |
| **Writing Genre**  See English overview document | **Setting**  **Recount** | **Character**  **Instruction** | **Opening and Endings**  **Discussion** | **Action**  **Explanation** | **Suspense**  **Information** | **Dialogue**  **Persuasive writing** |
| **Maths** | In every term address: addition, subtraction, division and multiplication. Need to understand and show the inverse that the questions can be commutative. Use a range of methods including base 10, arrays, pictures, number lines. (Focus on number formation and correct writing of symbols) | | | | | |
|  | **Year 3**  **Autumn**  **Week 1-3 Number: Place Value**  **Week 4-8 Number :Addition and Subtraction**  **Week 9-12 Number : Multiplication and Division A**  **For further detail refer to White Rose planning** | | **Year 3**  **Spring**  **Week 1-3 Number: Multiplication and Division B**  **Week 4-6 Measurement: Length and Perimeter**  **Week 7- 9 Number: Fractions A**  **Week 10-12 Measurement: Mass and Capacity** | | **Year 3**  **Summer**  **Week 1-2 Number: Fractions B**  **Week 3-4 Measurement: Money**  **Week 5-7 Measurement: Time**  **Week 8-9 Geometry: Shape**  **Week 10-11: Statistics**  **Week 12 Consolidation** | |
| **MFL** | **Year 3**  **Unit 1 Bonjour**  **Unit 2 Je m’appelle Sophie**  **Unit 3 Combien des biscuits**  **Years 4/5/6**  **Unit 1- Luc et le professeur**  **Unit 2- Le vrai professeur**  **Unit 3- J’ai les cheveux noirs et longs** | **Year 3**  **Unit 4 J’ai six ans**  **Unit 5 J’ai un frere**  **Year 4, 5 6**  **Unit 4- Une letter au Pere Noel**  **Unit 5- Joyeux Noel!** | **Year 3**  **Unit 6 Beaucoup des bonbons**  **Unit 7 Un bonbon rouge**  **Year 4, 5 6**  **Unit 6 –Quel temps fait-il?**  **Unit 7- Combien de paquets?**  **Unit 8- J’ai trente deux paquets** | **Year 3**  **Unit 8 J’ai un chat**  **Unit 9 Luc adore les serpents**  **Year 4, 5 6**  **Unit 9 – Luc et Sophie font les devoirs**  **Unit 10 –C’est delicieux!** | **Year 3**  **Unit 10 Dimmanche c’est mon anniversaire**  **Unit 11 Trente et un invites**  **Unit 12 Quelle a la date de ton anniversaire**  **Year 4, 5 6**  **Unit 11- Je vais alle aux vacances**  **Unit 12- Dans la salle de classe** | **Unit 13 J’ai mal!**  **Unit 14 Ou est ma trousse**  **Year 4, 5 6**  **Unit 13 –J’adore le football!**  **Unit 14- Il est grand et gros** |
| **Science** | **Light (discrete) (Yr 3)**   * **recognise that they need light in order to see things and that dark is the absence of light** * **notice that light is reflected from surfaces** * **recognise that light from the sun can be dangerous and that there are ways to protect their eyes** * **recognise that shadows are formed when the light from a light source is blocked by an opaque object** * **find patterns in the way that the size of shadows change** | **Sound (Year 4)**   * **identify how sounds are made, associating some of them with something vibrating** * **recognise that vibrations from sounds travel through a medium to the ear** * **find patterns between the pitch of a sound and features of the object that produced it** * **find patterns between the volume of a sound and the strength of the vibrations that produced it** * **recognise that sounds get fainter as the distance from the sound source increases** | **No Science** | **Living things in their habitats**  **water Cycle**   * **recognise that living things can be grouped in a variety of ways** * **explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment** * **recognise that environments can change and that this can sometimes pose dangers to living things** | * **identify common appliances that run on electricity** * **construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers** * **identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery** * **recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit** * **recognise some common conductors and insulators, and associate metals with being good conductors** |  |
|  | **WORKING SCIENTIFICALLY**  - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  - using test results to make predictions to set up further comparative and fair tests  - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  - identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | |
| **History** |  |  | **Britain’s settlement by Anglo-Saxons and Scots**  **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  **Examples (non-statutory)**  **This could include:**   * **Viking raids and invasion** * **resistance by Alfred the Great and Athelstan, first king of England** * **further Viking invasions and Danegeld** * **Anglo-Saxon laws and justice** * **Edward the Confessor and his death in 1066** |  |  | **Pupils study life in Ancient Greece, including their achievements and influence on the western world.** |
| **Geography** | **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)** | **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** |  | **Describe and understand elements of physical geography such as rivers and the water cycle** | **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 in North or South America** |  |
| **Art/Design Technology** | **Graffiti Art**  **Observational drawing**  **Playlist-Music inspired Art** | **Graffiti Art**  **Observational drawing**  **Photography**  **Playlist-Music inspired Art**  **Make instruments with junk modelling** | **Patterns and print making**  **Sketch books**  **Jewellery and Weapon Making**  **Model of Anglo Saxon Homes**  **Clay Rune Stones** | **Clay Sculptures of sea creatures**  **Anthony Gormley – Another Place**  **Printing**  **Seascapes** | **Native American Dream Catchers**  **Weaving**  **Journey Sticks**  **Preparing US dishes**  **Model Making**  **Totem Pole Designs** |  |
| **R.E** | Y3 - People of God  Y4 – Creation  What do Christians learn from the Creation Story  Digging Deeper | Y3 – Sikhism  What is important for Sikh people?  Christmas theme: 2 sessions  Y4 – Incarnation  What is the Trinity?  Digging Deeper | Y3 – Incarnation  What is the Trinity?  YR 4 - Gospel  What kind of a world did Jesus want? | YR 3 – Salvation  Why do Christians call the day Jesus died ‘Good Friday’?  YR 4 - Salvation  Why do Christians call the day Jesus died ‘Good Friday’?  Digging Deeper | YR 3 – Kingdom of God  When Jesus left, what was the impact of Pentecost?  YR 4 - World Faiths – Hinduism  What does it mean to be a Hindu in Britain today? | YR 3 – Sikhism  How do Sikh people worship and celebrate?  YR 4 – Why do some people think that life is a journey and what significant experiences mark this? |
| **P.E.** | Dance  Football  Tag Rugby | Gymnastics  Hockey  Basketball | Dance  Handball  Golf  Dodgeball (When very wet) | Gymnastics  Netball  Badminton | Dance  Cricket  Rounders | Gymnastics  Tennis  OAA |
| **ICT** | Cornerstone-Significant People  Use websites to research significant people from St Nicholas or Canterbury. Use findings to create a presentation | Cornerstone  To create Music using software programmes  To use PowerPoint to create a presentation on Musical Instrument Families | Cornerstone-Virtual Museum  To learn how to add a voice recording about Viking artefacts to a presentation  To use Paint to create a Viking Shield | Cornerstone – True or False (From Develop Stage of Cornerstone)  Use the web to decide whether statements from maestro on Native Americans are true or False | Internet safety  Use the internet to safely explore the different layers of the ocean and explore images and information about them to share with the class | Cornerstone Express  What did the Greeks do for us?  (PowerPoint) |
| **Music** | Guitar, simple accompaniment | Performance singing | tempo and tonality | performance and audience appreciation | Music practice and development | Music practice and development |