

Class 3			
	Autumn 1 + 2 2021	Spring 1 + 2 2022	Summer 1 + 2 2022
Whole school theme	Our British Roots	The Street Beneath Our Feet	It's a bugs life
English	Fiction: Story writing- Caroline Lawrence 'The Roman Mysteries' 'Trimalchio's Feast' Boudicca's Rebellion-Diary writing Non-fiction: Legions and Legionaries- Information leaflet The Romans: Gods, Emperors and dormice Make a non-fiction book on Julius Caesar/ Roman Gods Poetry: Harvest poetry I am a Roman Soldier	Fiction: Flotsam David Wiesner- creative writing. Non-fiction: Water cycle Poetry: Sea shanties Rhythm of Rain Grahame Baker-Smith Class book: The Wind in the Willows	Fiction: Egyptian Cinderella Non-fiction: Information poster on the queen Life cycle of a scarab beetle Poetry: Kennings Class book: Awful Egyptians- Horrible histories Toad Rage Morris Gleitzman
Maths	Number Place Value Addition and subtraction Multiplication and division Reviewing times tables	Using arrays Multiplying by 10, 100 and 1000 Multiplication and division Measure- including area and perimeter Time Reviewing times tables	Fractions Money Time- 24 hour digital and analogue clocks Capacity/ Mass Reviewing times tables
Science	Forces and Magnets <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing Light <ul style="list-style-type: none"> 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 	State of Matter <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Plants <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 	Living things and their habitats <ul style="list-style-type: none"> Pupils should be taught to: 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 Working Scientifically <ul style="list-style-type: none"> Ask relevant questions Plan different types of scientific enquiries to answer questions Set up simple and practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables

	<ul style="list-style-type: none"> 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 <p>Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help to answer questions Report on findings from enquiries, including oral and written explanations, of results and conclusions Report on findings from enquiries using displays or presentations Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
History	<p>Historical Understanding</p> <ul style="list-style-type: none"> Give simple reasons as to why key events happened in history. Identify and describe changes between specific periods of history. Dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Know that the past can be divided into different periods of time. <p>Historical Enquiry</p>	<p>Local history study- canals</p> <ul style="list-style-type: none"> A depth study linked to one of the British areas of study listed above A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<p>Ancient civilisations</p> <ul style="list-style-type: none"> Give simple reasons as to why key events happened in history. and describe changes between specific periods of history. Use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Know that the past can be divided into different periods of time. Create historically valid questions about similarities and differences.

	<ul style="list-style-type: none"> Create historically valid questions about similarities and differences. Be aware that the same time in history may be represented in different ways. Choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Examine and compare artefacts. <p>Periods in History</p> <ul style="list-style-type: none"> Discuss historical changes in Britain; what caused them and the impact on life in Britain. 		<ul style="list-style-type: none"> That the same time in history may be represented in different ways. Examine and compare artefacts. Explain the achievements of ancient civilizations and their impact on the world in the past and today
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Geography</p> <ul style="list-style-type: none"> Understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country. Following directions and maps he/she can read and interpret the globe as a flat map.
Computing	<p>Understand computer networks including the internet;</p> <ul style="list-style-type: none"> How they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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-us <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography Describe and understand key aspects of:</p>	<p>PowerPoint</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

		<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 Ordnance 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. 	
D+T	<p>Roman architecture</p> <p>Design</p> <ul style="list-style-type: none"> 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 Look at Roman architecture and design and build their own colosseum. <p>Make</p> <ul style="list-style-type: none"> 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 wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products again <p>Technical knowledge</p> <ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Design</p> <ul style="list-style-type: none"> Select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select and use a wider range of materials and components, according to their functional properties and aesthetic qualities. <p>Make</p> <ul style="list-style-type: none"> Make a boat out of natural materials using joining techniques such as lashing and pegging. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products again 	<p>We will look at the construction of the pyramids and use different resources to construct our own in groups. Children will then design their own pyramid and choose the appropriate tools and materials to construct it.</p>

Art	Technique and design: <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history Mosaics-designing and printing. Understand the historical and cultural development of art forms (mosaics); Explore ideas to improve mastery of art and design techniques (printing) 	Technique and design: Spring 1 <ul style="list-style-type: none"> To improve the mastery of art and design techniques. To understand and explore how Claude Monet used light and colour in his paintings. Links to Geography discussing rivers and looking at Monet's famous river and water paintings. Spring 2 <ul style="list-style-type: none"> Linked to Science Look at famous paintings of plants and flowers, learn about the artist. Still life drawings, sketches and paintings of plants and flowers in the style of different artists 	Linked to Egyptians we will be using three dimensional techniques to make a death mask similar to Tutankhamen. We will also be looking at ancient tomb paintings and recreating our own. We will learn some pottery skills to make our own canopic jars.
Music	Links to Roman entertainment/ Harvest/ Remembrance/ Christmas <ul style="list-style-type: none"> 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 	The Moldau by Bedřich Smetana <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Sea shanties <ul style="list-style-type: none"> 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 	Egyptian entertainment/ songs <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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 Songs <ul style="list-style-type: none"> Living, living Rive Nile Build that pyramind Out of the gloom, Tutankhamun
RE	Autumn 1 What do Christians learn from the Creation story? Autumn 2 What is the trinity and why is it important for Christians? Value for this term is Trust	R.E./Worship Spring 1 What kind of world did Jesus want? Spring 2 Why do Christians call the day Jesus died 'Good Friday'? The value for this term is Perseverance	R.E./Worship Summer 1 Christians, what was the impact of Pentecost? [Kingdom of God] Summer 2 How do festivals and family life show what matters to Jewish people The value for this term is Truthfulness

PHSE	Autumn term SCARF units: Me and My relationships Themes covered: <ul style="list-style-type: none"> • Feelings • Emotions • Conflict • Resolution • Friendship Valuing difference - including British Values Growth Mind set- the power of yet/ marvellous mistakes	PSHCE SCARF units: Rights and responsibilities <ul style="list-style-type: none"> • Includes money/living in the wider world/environment Be the best Includes keeping healthy/Growth Mindset/goal setting/achievement	PSHCE SCARF units: Rights and responsibilities <ul style="list-style-type: none"> • Including basic first aid Growing and changing (Relationship Education) Fundamental British Value: Tolerance of others faiths & beliefs Best you can be! Personal growth, comfort zones & resilience
PE	Autumn 1 Netball Autumn 2 Dance Swimming- across all of autumn term	In Spring 1 Health activator Spring 2 Gymnastics Tag rugby across all of Spring term	Summer 1 Cricket- Gloucestershire cricket foundation Athletics Summer 2 OAA
Language	The Basics <ul style="list-style-type: none"> • La France - Geography • Greetings and Introductions (saying hello, your name and how you are feeling) • Numbers 1-12 Y3/1-20 Y4 (saying how old you are) • J'habite ... (saying where you live/French towns) • The Body 	<ul style="list-style-type: none"> • Days of Week • Months & Seasons • Numbers • Introducing Colours • Alphabet • Family • Dans ma trousse (pencil case objects) 	<ul style="list-style-type: none"> • Sport • Classroom commands • Ice-cream • Euros • Likes/ dislikes
Enhancing the curriculum Visitors Trips	Resources and video lesson from Museum in the Park to support history Anti-Bullying Week Children in need Jumper Day	Chinese New Year Valentine's day Shrove Tuesday St Patricks Day Mother's Day World book day Poetry day Story telling week Trip to the waterways museum in Gloucester	Queens Jubilee Father's day Bastille day
Diversity opportunities			