

Year 3 Long Term Overview 2026-2027

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Maths 	Block 1 – Place Value Block 2 – Addition and Subtraction	Block 3 – Multiplication and Division A	Block 1 – Multiplication and Division B Block 2 – Length and perimeter	Block 3 – Fractions A Block 4 – Mass and capacity	Block 1 – Fractions B Block 2 – Money Block 3 - Time	Block 4 – Shape Block 5 - Statistics
Science 	Skeletons • The human skeleton is made up of lots of different bones. • An adult human typically has 206 bones that make up the skeleton. • The skull, spine (backbone), ribcage, pelvis and femur are bones within the skeleton. • Bones have specific functions. • The skull protects the brain. • The femur helps humans to stand and move. • The pelvis helps to support the spine. • The spine helps humans to twist and stay upright. • The ribcage protects the heart and lungs. • Mammals, birds, fish, amphibians and reptiles have a skeleton. • Animal skeletons are made up of lots of different bones. • Some animals have a spine. • Some animals do not have a spine. • Some animals have an exoskeleton. • An exoskeleton provides support and protection. • Animals have different skeletons.	Light • Humans and other animals need light to see. • Natural light sources are objects in nature that give out light, such as the Sun. • Artificial light sources are made by humans. • The Sun is a light source. • Without the Sun, living things would not be able to live and grow on planet Earth. • Light from the Sun can be dangerous. • There are ways to protect your eyes from the Sun. • Humans need light to see. Darkness is the absence of light. • Light travels from a light source to an object. • The light is then reflected from the object into our eyes. • Reflection is the return of light from a material or surface. • Humans need light to see objects. • Light travels from a light source to an object. • The light is then reflected into our eyes. • Shadows are formed when the light from a	Rocks • Rocks are natural materials. • Granite, pumice, sandstone, chalk, marble and gneiss are all types of rock. • Rocks have different properties. • Rocks are natural materials. • Granite, pumice, sandstone, chalk, marble and gneiss are all types of rock. • Rocks have different properties. • Some rocks are hard. • Some rocks react with acid • Some rocks are brittle. • Some rocks float and some sink. • Rocks are used as building materials. • Rocks have different textures and appearances. • Rocks change over time. Fossils • A fossil is the remains or trace of a living thing that lived a long time ago.	Forces • Forces are pushes or pulls. • A contact force is a push or a pull that affects objects which are touching. • Friction is a contact force that is caused by one object being pushed across the surface of another. • Friction can stop or slow down a moving object. • Smooth surfaces, such as ice, wood, and plastic, have lower levels of friction. • Rough surfaces, such as concrete, sand and carpet, have higher levels of friction. Magnets • A magnetic force is a non-contact force. • Magnets have two poles – a north and south pole. • Magnets can have different shapes, such as a bar magnet or a horseshoe magnet. • A magnetic force is a non-contact force.	Plants A • Plants are made up of different parts, which have different functions. • The roots absorb water from the soil and hold the plant in place. • The stem carries water to different parts of the plant. • The leaves absorb sunlight to make food for the plant. • The flowers help the plant to reproduce and create new life. • A dissection is the method of separating something into its parts. • The roots absorb water from the soil and hold the plant in place. • The stem carries water to different parts of the plant. • The leaves absorb sunlight to make food for the plant. • The flowers help the plant to reproduce and create new life. • The roots absorb water from the soil.	Soils • Organic matter is the remains of dead plants and animals. • Soils are made from rocks, organic matter and water. • There are different types of soil including sandy, chalk, clay and peat soil. • These soils have different properties. • Many living things need soil to survive. • Soils can act as a habitat for many small animals. • Soils provide nutrients for plants. • Soils can also prevent flooding, as they absorb water. Plants B • Plants need the right conditions to grow healthily. • Plants need air, light, water, nutrients from soil and room to grow. • Plant growth may be affected by the number of seeds within a certain area.

	• All mammals, birds, fish, reptiles and amphibians have a spine. • Some animals do not have a spine. • Skeletons provide support and protection and allow movement. Movement • A joint is where two or more bones connect. • There are different joints in the human body. • The knees and elbows are hinge joints. • The shoulders and hips are ball-and-socket joints. • Muscles are attached to bones. • Muscles can only pull on bones and cannot push. • Muscles work in pairs by contracting and relaxing. • Bones, muscles and joints work together to allow movement. Nutrition and Diet • Humans need the correct types and amount of food. • Humans get their nutrition from what they eat. • Food can be sorted into five food groups – fruit and vegetables, carbohydrates, proteins, dairy products and alternatives and fats and sugars. • Fruit and vegetables provide the body with essential vitamins.	light source is blocked by an object. • Opaque materials do not let light rays pass through. • Translucent materials allow some light to pass through but do not form clear, defined shadows. • Transparent materials allow light to pass through. • Shadows are formed when the light from a light source is blocked by an object.	• Both animals and plants can become fossils. • Older fossils are found deeper underground. • Fossils are usually formed from the shells or bones of living things. • Animal footprints and tracks can also form fossils • Fossilisation is the process that explains how a fossil is formed. • Fossilisation is a rare process that only occurs under certain conditions. • When an animal dies, the soft parts of its body break down, leaving behind the hard parts such as the skeleton. • The process of fossilisation takes thousands of years.	• Some materials are magnetic and some are not. • Plastic is not a magnetic material. • Wood is not a magnetic material. • Paper is not a magnetic material. • Some metals are magnetic materials. • Magnets are objects that can attract some other metals. • Some metals are magnetic. • Some metals are not magnetic. • Magnetic metals include iron and steel. • Non-magnetic metals include aluminium. • Magnets are objects that can attract some other metals. • All magnets have two poles – a north pole and a south pole. • The opposite poles on two magnets will attract each other. • The same poles on two magnets will repel each other.	• The stem carries water to different parts of a plant. • There are small tubes inside the stem that transport the water to different parts of a plant, such as to the leaves and flowers. • Germination is the process of a seed breaking its coating and sending out its first leaves and roots. • Seeds need water to germinate. • As a seed absorbs water, the seed coating swells and breaks. • The correct temperature is important for the growth of seedlings. • The stamen is the male parts of a plant. • The stamen produces pollen. • The pistil is the female parts of a plant. • The pistil receives the pollen in the fertilisation process • Pollination is the transfer of pollen from the male part of a flowering plant to the female part of a plant, so that the plant can reproduce. • The pollen and the egg join to make a seed.	
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	• Carbohydrates provide the body with energy. • Proteins help with muscle growth and repair. • Dairy products contain calcium, which is good for teeth and bones. • Fats can be grouped into healthy and unhealthy fats. • Humans need to eat a healthy, balanced diet to maintain good health. • Humans should eat a wide variety of foods and consume the right amount to maintain a healthy body weight. • The Eatwell Guide shows how much of each food group we should eat to achieve a healthy and balanced diet. • All humans need a balanced diet that includes food from all five food groups. • There are a variety of human diets including vegan, vegetarian, pescatarian and omnivorous diets. • People who eat a vegan diet get protein from sources that are not animal products. • Animals need the right type and amount of nutrition. They cannot make their own food. Instead, they get their nutrition from what they eat.				• The aim of pollination is to create offspring. • The stamen is the male parts of a flowering plant. • The pistil is the female parts of a flowering plant. • Seed dispersal is the movement of seeds away from the parent plant for the life-cycle process to begin again. • The most common methods of seed dispersal are by wind, water, animals and explosion. • The stages in a plant's life are called its life cycle. • Some plants start as a seed, which germinates under the right conditions. • A germinated seed grows roots and shoots, which then grow leaves. • As plants grow, they produce flowers and can reproduce through pollination. • Once a seed is produced it can be dispersed to start the life cycle again.	
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	• Carnivores are animals that eat other animals. • Herbivores are animals that eat plants. • Omnivores are animals that eat other animals and plants. Food Waste • Food waste is food that is safe to eat but is thrown away instead. • A lot of food waste and food remains end up in landfill sites, where they rot and have negative impacts on the planet. • Food waste is food that is thrown away, even when it is safe to eat. • There are different ways that food waste can be reduced.					
	Working scientifically: Skeletons Asking relevant questions and using different types of scientific enquiries to answer them. Talk about criteria for grouping, sorting and classifying Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Working scientifically: Light Identifying differences, similarities or changes related to simple scientific ideas and processes. Use straight-forward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings,	Working scientifically: Rocks Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Talk about criteria for grouping, sorting and classifying	Working scientifically: Forces Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	Working scientifically: Plants A Using straightforward scientific evidence to answer questions or to support their findings. Talk about criteria for grouping, sorting and classifying. Asking relevant questions and using different types of scientific enquiries to answer them.	Working scientifically: Soils Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Using straightforward scientific evidence to answer questions or to support their findings.

	Movement Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations Communicate their findings in ways that are appropriate for different audiences. Nutrition and Diet Talk about criteria for grouping, sorting and classifying. Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Food Waste Asking relevant questions and using different types of scientific enquiries to answer them.	labelled diagrams, keys, bar charts, and tables. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Fossils Asking relevant questions and using different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Magnets Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Setting up simple practical enquiries, comparative and fair tests. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Setting up simple practical enquiries, comparative and fair tests. Identifying differences, similarities or changes related to simple scientific ideas and processes. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	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. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Plants B Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.					
History 		Stone Age In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection		Ancient Egyptians -Who were the ancient Egyptians? Life revolved around the Nile, which supported farming, craft and was used for trade. -What was life like in Ancient Egypt? - The ancient Egyptians built the pyramids. - What are mummies? -How did Ancient Egyptians bury their pharaohs? When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. -What Gods did the Ancient Egyptians believe in? - -The ancient Egyptians wrote in hieroglyphics on papyrus. -The ancient Egyptians worshipped gods who were responsible for different aspects of life.		Transport What was the River gipping used for and why did it fail? Who paid for the railway and what impact did it have on Stowmarket? What is a toll road and how did people travel before the railway came? What impact have the roads had on Stowmarket? What is Gateway 14 and how will it change Stowmarket again?
		Disciplinary skills Continuity and Change Cause and Consequence Similarities and Differences		Disciplinary skills Cause and Consequence Similarities and Differences Historical Significance		Disciplinary skills Continuity and Change Historical Significance Similarities and Differences

Geography 	The UK · I can locate cities of the United Kingdom with more confidence · I can identify geographical regions or counties within the United Kingdom · I can identify key physical and human characteristics of the UK · I can begin to identify key topographical features (including hills, mountains, coasts and rivers). · I can describe aspects of physical geography such as mountains and rivers.		Italy · I can start to locate countries in Europe and the world using maps · I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country · I can understand similarities and differences in human and physical geography between a small area in the U.K (Stowmarket) and in a European country (Italy) · I can describe aspects of physical geography such as mountains and rivers.		Stowmarket · I can describe some aspects of human geography such as land use · I can study a local area and understand how it has changed over time · I can understand similarities and differences in human and physical geography between a small area in the U.K (Stowmarket) and in a European country.	
	Disciplinary skills To 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. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		Disciplinary skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		Disciplinary skills To use map symbols with more confidence. To use simple fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs or digital technologies. To understand similarities and differences in human and physical geography between a small area in the U.K (Stowmarket). To study a local area and understand how it has changed over time.	

Art 		Gestural Drawing with Charcoal Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal. Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal. Understand that animators make drawings that move.		Cloth, thread, paint Understand that paint acts differently on different surfaces. Cloth, Thread, Paint. Understand the concept of still life and landscape painting. Cloth, Thread, Paint.		Telling stories through drawing Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories. That clay and Modroc are soft materials which finally dry/set hard. Telling Stories. An armature is an interior framework which support a sculpture. Telling Stories. Understand that articulated drawings can be animated. Animated Drawings.
		Disciplinary skills Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal. . Option to explore making gestural drawings with		Disciplinary skills Continue to develop colour mixing skills. Cloth, Thread, Paint Natural Materials. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint.		Disciplinary skills Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure. Telling Stories. Make an armature to support the sculpture. Telling Stories. Cut out drawings and make simple

		charcoal using the whole body (link to dance). Gestural Drawing with Charcoal. Develop mark making skills by deconstructing the work of artists. Cloth, Thread, Paint Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Animated Drawings.				articulations to make drawings which can be animated. Combine with digital media to make animations. Animated Drawings.
All Art units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						
Computing 	Computer Science – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Lego We Do – The Drumming Monkey. Online Safety (1st lesson) – Cyberbullying (Twinkl).		Information Technology – 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. Desktop Publishing – Newspaper about Pompeii. Teachcomputing.org Online Safety (1st lesson) – Online Communication (Twinkl).		Computer Science – Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Creating Media – Stop-frame Animation of Charlie and the Chocolate Factory. Teachcomputing.org Online Safety (1st lesson) – Keep it to Yourself (Twinkl).	
All computing units should cover the right to be protected from online abuse A34, A35, A36 and the right to education and how to use computers A28, A29						
DT 		Textiles – Cushions •To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.		Electrical systems – Electric posters • To understand that an electrical system is a group of parts (components) that		Mechanical systems - Pneumatic toys • To understand how pneumatic systems work. • To understand that pneumatic systems can

		•To know that when two edges of fabric have been joined together it is called a seam. •To know that it is important to leave space on the fabric for the seam. •To understand that some products are turned inside out after sewing so the stitching is hidden.		work together to transport electricity around a circuit. • To understand common features of an electric product (switch, battery or plug, dials, buttons etc.). • To list examples of common electric products (kettle, remote control etc.). • To understand that an electric product uses an electrical system to work (function). • To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits. • To understand the importance and purpose of information design. • To understand how material choices (such as mounting paper to corrugated card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached).		be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air To understand how sketches, drawings and diagrams can be used to communicate design ideas. • To know that exploded-diagrams are used to show how different parts of a product fit together. • To know that thumbnail sketches are small drawings to get ideas down on paper quickly.
		Skills: • Designing and making a template from an existing cushion and applying individual design criteria. • Following design criteria to create a cushion or Egyptian collar. • Selecting and cutting fabrics with ease using fabric scissors.		Skills: • Carry out research based on a given topic (e.g. The Romans) to develop a range of initial ideas. • Generate a final design for the electric poster with consideration to the		Skills: • Designing a toy which uses a pneumatic system. • Developing design criteria from a design brief. • Generating ideas using thumbnail sketches and exploded diagrams. • Learning that different types of

		• Threading needles with greater independence. • Tying knots with greater independence. • Sewing cross stitch to join fabric. • Decorating fabric using appliqué. • Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars).		client's needs and design criteria. • Design an electric poster that fits the requirements of a given brief. • Plan the positioning of the bulb (circuit component) and its purpose. • Create a final design for the electric poster. • Mount the poster onto corrugated card to improve its strength and allow it to withstand the weight of the circuit on the rear. • Measure and mark materials out using a template or ruler. • Fit an electrical component (bulb). • Learn ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge).		drawings are used in design to explain ideas clearly. • Creating a pneumatic system to create a desired motion. • Building secure housing for a pneumatic system. • Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Selecting materials due to their functional and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving.
All DT units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						
PSHE 	Being Me in My World • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important	Celebrating Differences • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences	Healthy Me • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous	Dreams and Goals • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them	Relationships • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online	Changing Me • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside

	•Know what a personal goal is •Understanding what a challenge is	•Know why families are important •Know that everybody's family is different •Know that sometimes family members don't get along and some reasons for this	•Know when something feels safe or unsafe •Know why their hearts and lungs are such important organs •Know a range of strategies to keep themselves safe •Know that their bodies are complex and need taking care of	•Know about specific people who have overcome difficult challenges to achieve success •Know how they can best overcome learning challenges •Know what their own strengths are as a learner •Know how to evaluate their own learning progress and identify how it can be better next time	•Know that they and all children have rights (UNCRC) •Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc •Know how some of the actions and work of people around the world help and influence my life •Know the lives of children around the world can be different from their own	- that happen during puberty •Know that in animals and humans lots of changes happen between conception and growing up •Know that in nature it is usually the female that carries the baby •Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops •Know that babies need love and care from their parents/carers •Know some of the changes that happen between being a baby and a child
	Skills •Make other people feel valued •Develop compassion and empathy for others •Be able to work collaboratively •Recognise self-worth •Identify personal strengths •Be able to set a personal goal •Recognise feelings of happiness, sadness, worry and fear in themselves and others	Skills •Use the 'Solve it together' technique to calm and resolve conflicts with friends and family •Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary •Be able to show appreciation for their families, parents and carers •Empathise with people who are bullied •Employ skills to support someone who is bullied	Skills - Respect their own bodies and appreciate what they do •Can take responsibility for keeping themselves and others safe •Identify how they feel about drugs •Can express how being anxious or scared feels •Able to set themselves a fitness challenge •Recognise what it feels like to make a healthy choice	Skills •Can break down a goal into small steps •Can manage feelings of frustration linked to facing obstacles •Imagine how it will feel when they achieve their dream/ambition •Recognise other people's achievements in overcoming difficulties •Recognise how other people can help them to achieve their goals	Skills •Can identify the responsibilities they have within their family •Know how to access help if they are concerned about anything on social media or the internet •Can empathise with people from other countries who may not have a fair job or are less fortunate •Understand that they are connected to the global community in many different ways	Skills •Can express how they feel about puberty •Can say who they can talk to about puberty if they have any worries •Can suggest ways to help them manage feelings during changes they are more anxious about •Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry

		•Be able to recognise, accept and give compliments •Recognise feelings associated with receiving a compliment		•Can share their success with others •Can store feelings of success (in their internal treasure chest) to be used at another time	•Can use Solve it together in a conflict scenario and find a win-win outcome •Can identify similarities in children's rights around the world •Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	•Can express how they feel about babies •Can describe the emotions that a new baby can bring to a family •Can identify changes they are looking forward to in the next year
	RRSA 12, 13, 15, 29, 36	RRSA 7, 8, 12. 13. 14, 22, 30	RRSA 6, 12, 19, 27, 29, 36	RRSA 6, 12, 13, 15, 16, 29	RRSA 3, 15, 16, 19, 29, 34	RRSA 3, 6, 16, 17, 36
RE 	Christianity – reconciliation Tell the story of the prodigal son and explain what it means to a Christian. Explain the role of confession for some Christians around the world. Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.	Islam – submission Describe what a Muslim might learn from the story of Bilal and the first call to prayer. Knowing how Muslims get ready to pray. Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.	Hinduism – karma Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way. Explain that Hindus are encouraged to perform acts of selfless kindness. Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.	Christianity – Kingdom of God Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like. Describe what The Lord's Prayer teaches about the Kingdom of God. Describe why charity work is important to Christians as a way of growing God's kingdom.	Humanism – Morality Know that Humanists believe that the Golden Rule and empathy make the world a better place for everyone. Describe Humanism as a non-religious worldview. Know that Humanists believe that people can think for themselves about what is right or wrong.	Sikhism – Gurus Describe what Sikhs might learn from the story of Nanak's disappearance in the river. Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Understand how a Sikh will listen to the true Guru through chanting and meditating.
	Skills Describe what a believer might learn from a religious story. Use religious words to describe some of the different ways people show their beliefs Talk about some things different religious people do that are similar.	Skills Describe what a believer might learn from a religious story. Use religious words to describe some of the different ways people show their beliefs Talk about some things different religious people do that are similar.	Skills Describe what a believer might learn from a religious story. Use religious words to describe some of the different ways people show their beliefs Talk about some things different religious people do that are similar.	Skills Describe what a believer might learn from a religious story. Use religious words to describe some of the different ways people show their beliefs Talk about some things different religious people do that are similar.	Skills Describe what a believer might learn from a religious story. Use religious words to describe some of the different ways people show their beliefs Talk about some things different religious people do that are similar.	Skills Describe what a believer might learn from a religious story. Use religious words to describe some of the different ways people show their beliefs Talk about some things different religious people do that are similar.

	Ask good ('big') questions about life and communicate some of their ideas for answers.	Ask good ('big') questions about life and communicate some of their ideas for answers.	Ask good ('big') questions about life and communicate some of their ideas for answers.	Ask good ('big') questions about life and communicate some of their ideas for answers.	Ask good ('big') questions about life and communicate some of their ideas for answers.	people do that are similar. Ask good ('big') questions about life and communicate some of their ideas for answers.
	All RE units should cover these rights: Right to education and respect for other.: A28 and A29, Right to an opinion and expressing what I think: A12 and A13, Protection from religious discrimination: A2, Freedom to practice own religion and culture: A30.					
Music 		Developing Singing Technique - Vikings To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for. To know that to perform well, it is important to listen to the other members of your ensemble. Offering constructive feedback on others' performances. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.		Pentatonic Melodies and Composition To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To understand that a pentatonic melody uses only the five notes C D E G A. Composing a piece of music in a given style with voices and instruments. Beginning to improvise musically within a given style using their voice. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary.		Jazz To know that a ballad tells a story through song. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and

				Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.		a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing. To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. Explaining their preferences for a piece of music using musical vocabulary.
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						Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter dimensions of music) when discussing improvements to their own and others' work. Understanding that music from different times has different features.
All music units should cover rights articles A13 and A31. Access to culture, art and music for enjoyment and expressing yourself freely through music.						
French 	Unit 1 – Bonjour - How to greet and say goodbye to someone - How to ask someone's name and say their own - How to ask how someone is and respond to the same questions		Unit 3 – Mon Corps - How to identify the parts of the body - How to describe eyes and hair appearance - How to recognise the days of the week		Unit 5 – La Famille - How to identify family members - How to recognise and spell with letters of the alphabet - How to say household items - How to use preposition <u>sur</u>	

	- How to say the names of some basic nouns - How to count numbers 1 to 10 - Conventions - Ask and answer questions - First notions of gender Unit 2 – En Classe - How to identify classroom objects - How to identify colours, and describe an object's colour - How to say your age - How to recognise and repeat classroom instructions - Gender - Ask and answer questions - Basic word order - Using context to determine meaning - Comparing languages		- How to give basic character descriptions - Gender - The definite article - Simple word order - Simple descriptions - Comparing languages - Basic notion of adjectival agreements (for brighter pupils) Unit 4 – Les Animaux - How to identify animals and pets - How to recognise and use numbers 11 – 20 - How to say someone's name - How to describe someone - Genders - Recognise negative form - Giving names in the third person (he/she) - Basic notion of adjectival agreements - Giving descriptions in the third person (he/she)		and <u>dans</u> to describe position - Spell words using the French alphabet - Classifying words into different types - Describe position using basic prepositions <u>sur</u> and <u>dans</u> and familiar language Unit 6 – Bon Anniversaire - How to recognise and ask for snacks - How to give basic opinions about food - How to use the numbers 21 – 31 - How to recognise and use the months - How to form dates - Genders - Understand and reply to question on food wanted - Count numbers up to 31 - Use numbers up to 31 together with months to form dates - Question forms	
PE 	Fundamentals	Ball skills	Dance	Football	Athletics	Dodgeball
	OAA This is subject to change.	Dance	Gymnastics		Rounders	Netball
	All PE units should cover these rights: Right to protection against discrimination A2, Right for adults to do what is best (safety rules) A3, Right opinion A12, Right to share A13, Right to make friends A15, Right to be protected from harm A19, Right of disabled people A23, Right to Best Health A24, Right to Education A28, Right to develop talents A29, Right to Play and Rest A31					

