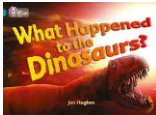
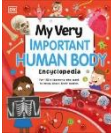
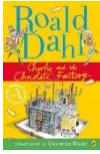
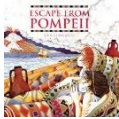
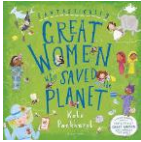
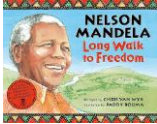
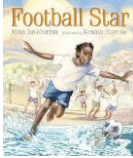
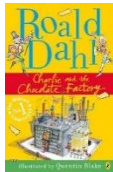
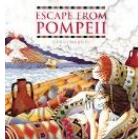
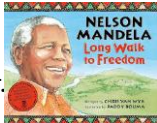


Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<u>Fiction: Katie Morag's Island Stories</u> Children develop retrieval and vocabulary skills whilst exploring characters, settings and events within the story. They discuss how authors use words and phrases to create meaning and engage the reader.  <u>Non-Fiction: What Happened to the Dinosaurs?</u> Children retrieve and record information from non-fiction whilst developing their understanding of vocabulary in context. They use headings, paragraphs and key vocabulary to locate and explain information accurately. 	<u>Fiction: Small Change for Stuart</u> Children develop prediction skills by using clues from the title, blurb, dialogue and events. They justify predictions using evidence from the text and discuss how language contributes to meaning.  <u>Non-Fiction: My Very Important Human Body</u> Pupils retrieve, sequence and explain information from diagrams, captions and explanatory text. They develop understanding of technical vocabulary in context. 	<u>Fiction: Charlie and the Chocolate Factory</u> Children develop retrieval and vocabulary skills whilst exploring characters, settings and events. They discuss how ambitious vocabulary and description capture reader's interest.  <u>Non-Fiction: The Street Beneath my Feet / The Skies Above my Eyes</u> Children retrieve and compare information from two non-fiction texts. They use diagrams, pictures and captions to help explain ideas and discuss how these features support their understanding.  	<u>Fiction: Escape to Pompeii</u> Children develop vocabulary and inference skills whilst exploring characters and important events in the story. They discuss how descriptive language helps the reader imagine the setting and understand how characters are feeling.  <u>Non-Fiction: What are ... Volcanoes?</u> Pupils retrieve and explain information from non-fiction, using headings, diagrams, captions and technical vocabulary to support understanding. 	<u>Fiction: Matilda</u> Children explore characters, themes and authorial language choices, being introduced to inference skills whilst developing retrieval. They discuss how Roald Dahl uses vocabulary and humour to engage the reader.  <u>Non-Fiction: Great Women Who Saved the Planet</u> Children retrieve information about inspirational women and discuss their achievements. They explain key vocabulary, make simple inferences using evidence from the text and discuss how information is presented to engage the reader. 	<u>Fiction: Long Walk to Freedom</u> Children explore characters, important events and relationships whilst developing vocabulary and inference skills. They discuss how characters feel, explain their ideas using evidence from the text and make connections between different experiences and viewpoints.  <u>Non-Fiction: What's the Weather? Clouds, Climate and Global Warming</u> Pupils retrieve, organise and explain information from non-fiction features including headings, diagrams, captions, glossaries and indexes. They use technical vocabulary in context to explain their understanding. 
	<u>Reading domains:</u> Vocabulary, Retrieval, Authorial Intent <u>NC Links:</u> Use dictionaries to check the meaning of words that they have read; explain the meaning of words in context; retrieve and record information from non-fiction; discuss words and phrases that capture the reader's interest and imagination.	<u>Reading domains:</u> Prediction, Vocabulary, Retrieval <u>NC Links:</u> Predict what might happen from details stated and implied; explain the meaning of words in context; retrieve and record information from non-fiction; identify how language, structure and presentation contribute to meaning.	<u>Reading domains:</u> Retrieval, Vocabulary, Compare <u>NC Links:</u> Retrieve and record information from non-fiction; discuss words and phrases that capture the reader's interest and imagination; identify how language, structure and presentation contribute to meaning; explain and discuss understanding of what has been read.	<u>Reading domains:</u> Vocabulary, Inference, Retrieval <u>NC Links:</u> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence; explain the meaning of words in context; retrieve and record information from non-fiction.	<u>Reading domains:</u> Inference, Retrieval, Vocabulary <u>NC Links:</u> Draw inferences and justify with evidence; identify themes and conventions in a wide range of books; discuss words and phrases that capture the reader's interest and imagination; retrieve and record information from non-fiction.	<u>Reading domains:</u> Retrieval, Vocabulary, Inference, <u>NC Links:</u> Draw inferences and justify with evidence; explain the meaning of words in context; retrieve and record information from non-fiction; identify how language, structure and presentation contribute to meaning; explain and discuss understanding of what has been read.
Writing	<u>Transition Text: Amazing Grace Football Star</u> Children establish a writing baseline against previous year group standards.  <u>Katie Morag's Island Stories Fiction Writing: Familiar Settings</u> Children learn to create familiar settings through descriptive language, expanded noun phrases and carefully chosen vocabulary. They organise ideas into paragraphs and develop characters through actions and dialogue.	<u>Small Change for Stuart Fiction Writing: New Chapter – Discovery of a new machine</u> Children learn to extend an existing story by developing characters, introducing new ideas and organising writing into paragraphs. They rehearse dialogue orally and use descriptive vocabulary to engage the reader. <u>Small Change for Stuart Non-Fiction Writing: Writing to explain</u> Children learn to explain processes clearly using headings, diagrams and precise vocabulary, organising information 	<u>Charlie and the Chocolate Factory Fiction Writing: Story with Dialogue</u> Children develop characters and plot through dialogue and description. They organise ideas into paragraphs and use inverted commas accurately to punctuate direct speech. <u>Charlie and the Chocolate Factory Non-Fiction Writing: Writing to inform</u> Children learn to present factual information clearly, organising ideas into sections and using appropriate vocabulary and formal language. 	<u>Escape to Pompeii Fiction Writing: Character Description - Perspectives</u> Children learn to describe characters from different viewpoints, selecting vocabulary carefully and organising ideas into paragraphs to develop character and setting. <u>Escape to Pompeii Non-Fiction Writing: Writing to persuade</u> Children learn to write persuasively by expressing opinions clearly, organising arguments and selecting vocabulary to influence the reader or listener. 	<u>Matilda Fiction Writing: Story with a Sequence</u> Children learn to organise events into a clear sequence, developing characters and settings through description, dialogue and carefully chosen vocabulary. <u>Matilda Non-Fiction Writing: Writing to recount</u> Children write in role, recounting events and expressing thoughts and feelings using chronological structure and descriptive language. 	<u>Long Walk to Freedom Fiction Writing: Story with a Moral Message</u> Children develop characters and themes through structured paragraphs, dialogue and descriptive language whilst exploring challenges and overcoming barriers. <u>Long Walk to Freedom Non-Fiction Writing: Writing to recount</u> Children organise factual information into sections, selecting relevant details and using subject-specific vocabulary to inform the reader. 

	<u>Katie Morag's Island Stories</u> <u>Non-Fiction Writing: Writing to inform</u> Children learn to organise ideas clearly for a reader, using an appropriate tone and structure whilst explaining opinions and information. 	so it is easy for the reader to follow. <u>Christmas Classic: The Snowman: Writing to explain</u> Children learn to write clear instructions using command language, sequencing steps logically and organising information for the reader. 				
	<u>NC Links:</u> <i>Plan writing by discussing writing similar to that which they are planning to write; Discuss and record ideas; Compose and rehearse sentences orally; Assess the effectiveness of their own and others' writing and suggest improvements.</i>	<u>NC Links:</u> <i>Plan writing by discussing similar writing; Compose and rehearse sentences orally; Organise paragraphs around a theme; Use conjunctions, adverbs and prepositions to express time, place and cause; Use headings and sub-headings to aid presentation.</i>	<u>NC Links:</u> <i>Plan writing by discussing similar writing and recording ideas; Organise paragraphs around a theme; In narratives, create settings, characters and plot; Use conjunctions, adverbs and prepositions to express time, place and cause; Assess the effectiveness of their own and others' writing and suggest improvements.</i>	<u>NC Links:</u> <i>Compose and rehearse sentences orally; Organise paragraphs around a theme; Use headings and sub-headings to aid presentation; Proof-read for spelling and punctuation errors.</i>	<u>NC Links:</u> <i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use inverted commas to punctuate direct speech; Use conjunctions, adverbs and prepositions to express time, place and cause; Assess the effectiveness of their own and others' writing.</i>	<u>NC Links:</u> <i>In narratives, create settings, characters and plot; Organise paragraphs around a theme; Use conjunctions, adverbs and prepositions to express time, place and cause; Assess the effectiveness of their own and others' writing and suggest improvements.</i>
Maths	<u>Place Value within 1,000</u> <u>Addition and Subtraction (1)</u> Pupils develop secure understanding of place value in three-digit numbers by representing, partitioning, comparing and ordering numbers to 1,000, counting in multiples of 4, 8, 50 and 100, and finding 1, 10 and 100 more or less. They then use place value and mental strategies to add and subtract ones, tens and hundreds before solving problems involving three-digit numbers.	<u>Addition and Subtraction (2)</u> <u>Multiplication and Division (1)</u> <u>Multiplication and Division (2)</u> Pupils build fluency in formal column addition and subtraction with three-digit numbers, estimate answers and use inverse operations to check calculations. They are introduced to multiplication and division through equal groups, arrays, sharing and grouping before learning and applying the 3, 4 and 8 multiplication and division facts to solve problems.	<u>Multiplication and Division (3)</u> <u>Length and Perimeter</u> Pupils apply multiplication and division facts using formal written methods to multiply and divide two-digit numbers by one-digit numbers, including calculations with remainders. They measure, compare, add and subtract lengths using millimetres, centimetres and metres before measuring and calculating the perimeter of simple 2D shapes.	<u>Fractions (1)</u> <u>Mass</u> <u>Capacity</u> Pupils recognise fractions as numbers by comparing, ordering and finding equivalent fractions with small denominators. They measure, compare and calculate using kilograms, grams, litres and millilitres, solving practical measurement problems involving mass and capacity.	<u>Fractions (2)</u> <u>Money</u> <u>Time</u> Pupils add and subtract fractions with the same denominator, find fractions of sets of objects and solve fraction problems. They add and subtract amounts of money using pounds and pence before telling and writing the time accurately using analogue clocks, Roman numerals and the 12- and 24-hour clock.	<u>Angles and Properties of Shapes</u> <u>Statistics</u> Pupils identify, compare and describe angles, recognise horizontal, vertical, parallel and perpendicular lines, and draw and make 2D and 3D shapes. They interpret and present data using pictograms, bar charts and tables before solving one- and two-step questions using the information collected.
	<u>NC Links:</u> <i>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; Recognise the place value of each digit in a three-digit number (hundreds, tens and ones); Compare and order numbers up to 1,000; Identify, represent and estimate numbers using different representations; Read and write numbers up to 1,000 in numerals and words; Add and subtract numbers mentally, including a three-digit number and ones, tens and hundreds; Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</i>	<u>NC Links:</u> <i>Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction; Estimate the answer to a calculation and use inverse operations to check answers; Solve problems using number facts, place value and more complex addition and subtraction; Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; Write and calculate mathematical statements for multiplication and division using known multiplication tables, including two-digit numbers multiplied by one-digit numbers; Solve problems involving</i>	<u>NC Links:</u> <i>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; Write and calculate mathematical statements for multiplication and division using mental and progressing to formal written methods; Solve multiplication and division problems, including correspondence and scaling problems; Measure, compare, add and subtract lengths (mm, cm, m); Measure the perimeter of simple 2D shapes.</i>	<u>NC Links:</u> <i>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators; Compare and order unit fractions and fractions with the same denominators; Recognise and show equivalent fractions using diagrams; Measure, compare, add and subtract mass (kg/g); Measure, compare, add and subtract volume/capacity (l/ml).</i>	<u>NC Links:</u> <i>Add and subtract fractions with the same denominator within one whole; Recognise, find and write fractions of a discrete set of objects; Solve problems involving fractions; Add and subtract amounts of money to give change using both £ and p; Tell and write the time from an analogue clock, including Roman numerals I–XII and the 12-hour and 24-hour clocks; Estimate and read time to the nearest minute; Record and compare time in seconds, minutes and hours; Know the number of seconds in a minute and the number of days in each month, year and leap year.</i>	<u>NC Links:</u> <i>Draw 2D shapes and make 3D shapes using modelling materials; Recognise 3D shapes in different orientations and describe them; Recognise angles as a property of shape and a description of a turn; Identify right angles and recognise whether angles are greater or less than a right angle; Identify horizontal and vertical lines and pairs of perpendicular and parallel lines; Interpret and present data using bar charts, pictograms and tables; Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.</i>

		<i>multiplication and division, including correspondence and scaling problems.</i>				
History	<i>From Flint to Forge</i> Children investigate how life changed across the Stone Age, Bronze Age and Iron Age. They explore how people lived, worked and adapted over time, examining important developments such as farming, settlements, metalworking and trade. They use evidence to compare periods and understand why these prehistoric eras were significant in shaping Britain.			<i>Echoes of Pompeii</i> Children investigate Roman Pompeii and the eruption of Mount Vesuvius. They explore daily life in Pompeii, the impact of Roman civilisation and the events of the eruption, using historical sources to understand how people lived and how historians reconstruct the past.		
	<i>Disciplinary Concepts:</i>  <i>Similarity and Difference</i>  <i>Change and Continuity</i> <i>NC Links:</i> <i>Changes in Britain from the Stone Age to the Iron Age, including: late Neolithic hunter-gatherers and early farmers, for example Skara Brae; Bronze Age religion, technology and travel, for example Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture. Develop a chronologically secure knowledge and understanding of British, local and world history. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.</i>			<i>Disciplinary Concepts:</i>  <i>Change and Continuity</i>  <i>Interpretations</i>  <i>Reasons and Results</i> <i>NC Links:</i> <i>The Roman Empire and its impact on Britain, including: The Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest; Romanisation of Britain and the impact of technology, culture and beliefs. Develop a chronologically secure knowledge and understanding of British, local and world history. Understand how our knowledge of the past is constructed from a range of sources</i>		
Geography		<i>Me, Radcliffe and Naples</i> Children compare Radcliffe and Naples, exploring their location, climate, physical features and human geography. They investigate green belt land, weather patterns and how living near volcanoes affects communities. Through maps and geographical enquiry, children identify similarities, differences and connections between places.	<i>Italy: Where the Earth Meets the Sky</i> Children investigate Italy's geography, exploring time zones, weather patterns, rainfall and climate. They examine how physical geography influences everyday life, including agriculture and sport, and use maps and climate data to identify patterns and explain how environments shape human activity.	<i>Echoes of Pompeii</i> Children explore the physical geography of Italy, learning how volcanoes and earthquakes are formed and how they affect people's lives. They investigate Mount Vesuvius and other Italian volcanoes, using maps and geographical enquiry to explain natural processes and their impact on settlements.	<i>From Coast to Coast</i> Children investigate Europe with a focus on Italy, exploring tourism, coastal environments and coastal erosion. They examine how human activity and natural processes shape coastlines and consider how environments can be protected and sustained for future generations.	<i>Sicily: A Slice of Italy</i> Children undertake an in-depth study of Sicily, exploring its location, climate, physical and human features and the impact of Mount Etna. They investigate how climate influences agriculture and how volcanic activity affects the economy, environment and everyday lives of people living on the island.
		<i>Disciplinary Concepts:</i>  <i>Environment and Sustainability</i>	<i>Disciplinary Concepts:</i>  <i>Environment and Sustainability</i>	<i>Disciplinary Concepts:</i>  <i>Environment and Sustainability</i>	<i>Disciplinary Concepts:</i>  <i>Environment and Sustainability</i>	<i>Disciplinary Concepts:</i>  <i>Environment and Sustainability</i>

		 <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> NC Links: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	 <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> NC Links: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Describe and understand key aspects of physical geography, including climate zones. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	 <i>Interconnections</i> NC Links: Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	 <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> NC Links: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Describe and understand key aspects of physical geography, including coasts. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	 <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> NC Links: Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Describe and understand key aspects of physical geography, including volcanoes and earthquakes. Describe and understand key aspects of human geography, including types of settlement and land use. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Science	<u>The Land Before Time</u> Pupils investigate prehistoric life by classifying dinosaurs according to their diet and physical characteristics. They explore how environments influenced prehistoric animals, identify patterns between body structures and survival, and use evidence from fossils and research to explain how dinosaurs lived and adapted to changing environments.	<u>Move It!</u> Pupils investigate how skeletons and muscles support, protect and enable movement in humans and other animals. They identify the functions of bones, muscles and joints, explore the importance of nutrition, classify foods into the main food groups and investigate how exercise contributes to a healthy body.	<u>Here Comes the Sun</u> Pupils explore the properties of light, recognising that light is needed to see and that darkness is the absence of light. They investigate light sources, reflection, shadows and sun safety through practical enquiries, identifying patterns in how shadows are formed and how their size changes.	<u>From Sediment to Sun</u> Pupils investigate rocks, soils and fossils by comparing their properties and exploring how they are formed. They classify different rock types, investigate hardness and permeability, identify the composition of soils and describe, in simple terms, how fossils are formed over millions of years.	<u>Rooted in Nature</u> Pupils investigate the structure and function of flowering plants, exploring how water is transported, the conditions needed for healthy growth and how plants reproduce. They examine pollination, seed formation and seed dispersal through practical investigations, observations over time and pattern seeking.	<u>Poles Apart</u> Pupils investigate magnetic forces by exploring attraction, repulsion and magnetic materials. They compare magnetic and non-magnetic materials, identify magnetic metals, investigate how magnets act at a distance and explore how different surfaces affect movement through practical fair tests and pattern-seeking enquiries.
	<u>Scientific Concepts:</u> Similarity and Difference, Structure, Growth and Evolution <u>Disciplinary Skills:</u>  <i>Identifying, grouping and classifying</i>  <i>Research</i> NC Links: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Working Scientifically: asking relevant questions and using different types of scientific	<u>Scientific Concepts:</u> Structure, Function and Growth <u>Disciplinary Skills:</u>  <i>Identifying, grouping and classifying</i>  <i>Research</i>  <i>Comparative Testing</i>  <i>Pattern Seeking</i> NC Links: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they	<u>Scientific Concepts:</u> Energy and Cause and Effect <u>Disciplinary Skills:</u>  <i>Identifying, grouping and classifying</i>  <i>Comparative Testing</i> <i>Fair testing</i> NC Links: 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	<u>Scientific Concepts:</u> Structure, Process and Similarity and Difference <u>Disciplinary Skills:</u>  <i>Identifying, grouping and classifying</i>  <i>Comparative Testing</i> <i>Fair testing</i>  <i>Research</i>  <i>Pattern Seeking</i> NC Links: Compare and group together different kinds of rocks on the basis of their appearance and	<u>Scientific Concepts:</u> Structure, Function, Growth and Cause and Effect <u>Disciplinary Skills:</u>  <i>Identifying, grouping and classifying</i>  <i>Research</i>  <i>Pattern Seeking</i>  <i>Observing over time</i> NC Links: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	<u>Scientific Concepts:</u> Function, Cause and Effect and Energy <u>Disciplinary Skills:</u>  <i>Identifying, grouping and classifying</i>  <i>Comparative Testing</i> <i>Fair testing</i>  <i>Pattern Seeking</i> NC Links: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a

	enquiries to answer them; identifying differences, similarities or changes related to simple scientific ideas and processes; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using straightforward scientific evidence to answer questions or support findings.)	eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Working Scientifically: 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; identifying differences, similarities or changes related to simple scientific ideas and processes; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using straightforward scientific evidence to answer questions or support findings; recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables; using results to draw simple conclusions, make predictions and suggest improvements.)	that shadows are formed when light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. (Working Scientifically: asking relevant questions; setting up simple practical enquiries, comparative and fair tests; performing simple tests; identifying differences, similarities or changes related to simple scientific ideas and processes; gathering, recording and presenting data; reporting findings; using straightforward scientific evidence; using results to draw simple conclusions, make predictions and suggest improvements.)	simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. (Working Scientifically: asking relevant questions; setting up simple practical enquiries, comparative and fair tests; identifying differences, similarities or changes related to simple scientific ideas and processes; recording findings using scientific language, drawings, labelled diagrams, bar charts and tables; reporting findings; using straightforward scientific evidence; using results to draw simple conclusions, make predictions and suggest improvements.)	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. 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. (Working Scientifically: asking relevant questions; setting up simple practical enquiries, comparative and fair tests; identifying differences, similarities or changes related to simple scientific ideas and processes; observing over time; recording findings using scientific language, drawings, labelled diagrams, bar charts and tables; reporting findings; using straightforward scientific evidence; using results to draw simple conclusions, make predictions and suggest improvements.)	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. (Working Scientifically: asking relevant questions; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements; identifying differences, similarities or changes related to simple scientific ideas and processes; recording findings using scientific language, drawings, labelled diagrams, bar charts and tables; reporting findings; using straightforward scientific evidence; using results to draw simple conclusions, make predictions and suggest improvements.)
Art & Design	<u>Painting: Paint to Impress</u> Children explore the Impressionist artwork of Claude Monet, learning how colour, light and brushstrokes can create different effects. They experiment with powder paints, colour intensity, gradients and brush techniques before creating a Stonehenge sunset with a blended background inspired by Monet's paintings.		<u>Collage and Texture: Layer by Layer</u> Children explore the work of Derek Gores and investigate how recycled materials can be layered, overlapped, woven and arranged to create texture and meaning. They experiment with collage techniques before creating collages of London and Naples landmarks inspired by Gores' distinctive artistic style.		<u>Printing: Design, Print, Repeat</u> Children explore the Pop Art movement through the work of Andy Warhol. They investigate repeating patterns, impressed printing and relief printing techniques using polystyrene and string blocks before producing a series of layered prints inspired by UK coastal landscapes.	
	<u>NC Links:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists,		<u>NC Links:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists,			

	architects and designers in history.		architects and designers in history.		architects and designers in history.	
Design & Technology		<u>Mechanisms: Ideas into Motion</u> Children investigate how cam mechanisms work by exploring cams, followers and axles. They test different cam shapes, learn measuring, cutting and drilling techniques and design, make and evaluate a moving cam model representing a person or animal linked to their science learning.		<u>Electronics/Structures: Off the Richter Scale</u> Children investigate how information can be communicated effectively through design. They explore mounting, strengthening and finishing techniques before designing and constructing an electronic safety poster using a simple circuit to communicate safety procedures during a volcano or earthquake.		<u>Food Technology: Pizza for Pennies</u> Children investigate healthy, affordable meals and explore how seasonal ingredients affect flavour, cost and sustainability. They learn food hygiene and safe preparation techniques before designing, making and evaluating a pizza that meets a budget of £1.50 using seasonal ingredients.
		<u>NC Links:</u> 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, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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.		<u>NC Links:</u> 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, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products.		<u>NC Links:</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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 seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PE	<u>Yoga: Moving</u> Children are able to perform the yoga poses showing signs of flexibility and control. <u>Moving Intro: Fitness</u> Children can perform a range of movements with control and accuracy. Children can tell a partner what they are doing well in their performance. Children can perform different types of movements.	<u>Playing Intro Target Games</u> Children can use a range of skills e.g. throwing, catching and hitting with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children are able to adopt the correct stance when throwing the frisbee. <u>Moving Intro Gymnastics</u> Children know which small parts of the body can take weight.	<u>Intro to Dance</u> Children can work creatively and imaginatively, independently and in groups. Children can repeat, remember and perform phrases in a dance. Children can work with a partner and in small groups to explore different relationships e.g. pushing/pulling, over/under, going around each other. <u>Competing Invasion Basketball</u> Children can judge the path of a ball bouncing towards them.	<u>Invasion Games (fundamentally Hockey)</u> Children can judge the path of a ball that is bouncing towards them. Children can get their body in line with the ball early and stop the ball travelling past them. <u>Playing Intro Net Wall</u> Children know how to grip the racket. Children can control the ball whilst hitting it with their racket.	<u>Competing Net Wall (Dodgeball and Volleyball)</u> Children can play a modified version of the events using techniques shown. Children understand where they need to stand to be in the best position to play the shot needed. <u>Competing Athletics</u> Children can run efficiently using the correct techniques. Children can accurately throw a small piece of athletic equipment over a short distance.	<u>Outdoor Adventurous Activities (Moving)</u> Children are able to compete a map in a familiar context, they are able to use clues to follow a route safely. Children are able to work in a team and individually to use a map and solve problems with greater confidence and can identify risk whilst advising others. <u>Playing S&F Rounders Cricket</u>

		Children can show balance using large parts of the body. Children can link a jump with landings and rolling actions showing different shapes.	Children can get their body in line with the ball early and stop the travelling ball from going past them.		Children understand the basics of jumping and landing.	Children can use a range of skills e.g. throwing, catching and bowling with some degree of control. Children can throw over a variety of distances using underarm and overarm techniques. Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique.,
	NC Link: <i>Develop flexibility, strength, technique, control and balance.</i>	NC Link: <i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns.</i>	NC Link: <i>Develop flexibility, strength, technique, control and balance. Perform dance using a range of movement patterns. Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	NC Link: <i>Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</i>	<u>Christianity: What is the Trinity and why is it important for Christians?</u>	NC Link: <i>Take part in outdoor and adventurous activity challenges both individually and in a team. Use running, jumping, throwing and catching in isolation and combination. Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i>
RE	<u>Hinduism: What do Hindus believe God was like?</u> Pupils are introduced to Hindu Dharma and explore how many Hindus understand the divine. They learn about Brahman as the ultimate reality, the sacred Aum symbol, Atman, Namaste and Hindu deities including Brahma, Vishnu, Shiva and Lakshmi. Pupils consider how these beliefs influence the way many Hindus live.	<u>Hinduism: What does it mean to be a Hindu in Britain today?</u> Pupils build on their learning about Brahman by exploring how Hindu beliefs are lived out in Britain today. They investigate puja , the mandir , dharma , the story of the Ramayana , and the festival of Diwali , considering how beliefs influence worship, values and everyday life.	<u>Christianity: What is it like for someone to follow God?</u> Pupils explore the Old Testament stories of Noah and Abram/Abraham, considering what it means to trust and follow God. They investigate the idea of covenant as a promise between God and his people, explore Noah's obedience and Abraham's faith, and make links between biblical covenants and promises Christians make today, including at weddings.	<u>Christianity: What is the Trinity and why is it important for Christians?</u> Pupils investigate the biblical story of Jesus' baptism in Matthew's Gospel and explore the Christian belief in the Trinity : Father, Son and Holy Spirit. They examine why this story is important for Christians, how the Trinity is represented in art, and how beliefs about Jesus and baptism influence Christians today.	<u>Christianity: What do Christians learn from the Creation Story?</u> Pupils explore Creation and The Fall as important parts of the Big Story of the Bible. They study Genesis, learning that Christians believe God created a good world and gave humans responsibility to care for it as stewards. Pupils investigate how beliefs about stewardship, temptation and sin influence Christians today and consider different Christian responses to caring for the environment.	<u>Thematic: How and why do people try to make the world a better place?</u> Pupils investigate how Jewish, Christian, Muslim and non-religious people try to make the world a better place. They explore the Golden Rule, Jewish ideas of Tikkun Olam, Christian beliefs about salvation and stewardship, Muslim beliefs about Zakat, and Humanist ideas about helping others, considering what motivates people to care for the world and others.
	<u>NATRE Outcomes:</u> <i>Explain Hindu beliefs about Brahman as the ultimate reality; Describe the meaning of Aum, Atman and Namaste; Recognise that deities show different aspects of Brahman; Explain the importance of the Trimurti; Describe key features of Hindu beliefs about God and the divine.</i>	<u>NATRE Outcomes:</u> <i>Describe ways Hindus worship at home and in the mandir; Explain the meaning of dharma and the importance of the Ramayana; Identify how Diwali is celebrated and why it is important; Give examples of Hindu life in Britain today; Reflect on how beliefs influence actions and values</i>	<u>NATRE Outcomes:</u> <i>Retell key events from the stories of Noah and Abraham; Explain the meaning of covenant and identify covenants in the Bible; Describe why Noah and Abraham are important to Christians; Explain how Christians today show trust in God; Make links between biblical covenants and promises made by Christians today</i>	<u>NATRE Outcomes:</u> <i>Retell the story of Jesus' baptism; Explain the Christian belief in the Trinity as Father, Son and Holy Spirit; Identify where the Trinity appears in the baptism story; Describe how baptism is practised in different Christian denominations; Explain why baptism is important for many Christians today</i>	<u>NATRE Outcomes:</u> <i>Recognise that Creation is the beginning of the Big Story of the Bible; Retell the Creation story from Genesis and explain why Christians believe the world is good; Describe what Christians mean by stewardship and responsibility; Explain the story of The Fall and the idea of temptation and sin; Give examples of how Christians care for the world because they believe it belongs to God; Ask questions and respond thoughtfully to Christian beliefs</i>	<u>NATRE Outcomes:</u> <i>Describe some ways Jewish, Christian, Muslim and Humanist people try to improve the world; Explain the meaning of the Golden Rule and identify similarities across worldviews; Describe the Jewish idea of Tikkun Olam and how it inspires action; Explain why Muslims give Zakat and how this helps others; Describe Christian beliefs about salvation and stewardship; Raise questions and express their own ideas about caring for the world and helping others</i>

					about Creation and caring for the Earth.	
PSHE	<u>Being Me in my World</u> Children explore their place within the class, school and wider community. They learn about rules, responsibilities and the importance of working collaboratively with others. Pupils develop an understanding of their rights and how their actions affect others, whilst recognising ways they can contribute positively to their community.	<u>Celebrating Difference</u> Children explore similarities and differences between people, learning to value diversity and challenge stereotypes. They discuss bullying, including how it feels to be bullied or witness bullying, and develop strategies to show respect, empathy and kindness towards others in different situations.	<u>Dreams and Goals</u> Children reflect on their aspirations and identify steps to achieve their goals. They learn how perseverance, resilience and a positive attitude can help them overcome challenges, whilst recognising the importance of teamwork, celebrating success and supporting others to achieve their ambitions.	<u>Healthy Me</u> Children learn about making healthy choices to support their physical and emotional wellbeing. They explore healthy eating, exercise, keeping safe, managing risk and understanding how habits can affect their health. Pupils also develop strategies for coping with difficult emotions and making responsible choices.	<u>Relationships</u> Children explore different types of relationships, including friendships and family relationships. They develop skills for building positive relationships through trust, respect and effective communication, whilst learning strategies for managing conflict, understanding others' feelings and staying safe both offline and online.	<u>Changing Me</u> Children learn about how they grow and change physically and emotionally as they get older. They explore body changes in an age-appropriate way, develop a positive understanding of themselves and their emotions, and learn strategies to manage change confidently and prepare for future transitions.
	<u>Linked UNCRC Article:</u> Article 15 – Setting up or joining groups Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 2 – No discrimination The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 29 – Aims of education Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 31 – Rest, play, culture, arts Every child has the right to relax, play and take part in wide range of cultural and artistic activities.  <u>British Values:</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 42 – Everyone must know children's rights Governments must actively work to make sure children and adults know about the convention.  <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 5 – Family guidance as children develop Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so they can fully enjoy their rights. This must be done in a way that recognises the children's increasing capacity to make their own choices.  <u>British Values:</u> Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
My Happy Mind	<u>Meet Your Brain</u> Pupils develop a deeper understanding of how their brain works by exploring the roles of Team H-A-P, neuroplasticity and neural pathways. They learn how emotions affect their ability to think and learn, discover why the brain responds to stress, and use strategies such as Happy Breathing to regulate emotions and help their brain perform at its best.	<u>Celebrate</u> Pupils explore their individual character strengths in greater depth, recognising how these qualities influence their thoughts, actions and achievements. They learn how using their strengths intentionally can build confidence, resilience and self-belief while appreciating that everyone has different qualities to contribute.	<u>Appreciate</u> Pupils deepen their understanding of gratitude by recognising its positive impact on their wellbeing and relationships. They reflect on the people, experiences and opportunities they value, developing habits of appreciation that encourage kindness, empathy and a more positive outlook.	<u>Relate</u> Pupils strengthen their understanding of healthy relationships by exploring empathy, active listening and respectful communication. They learn how to recognise and respond to the feelings of others, resolve disagreements positively and build stronger, more supportive friendships through compassion and understanding.	<u>Engage</u> Pupils develop resilience, motivation and a growth mindset by recognising how perseverance, focus and effort help them overcome challenges. They understand that mistakes are valuable opportunities for learning and that practising skills strengthens the brain, leading to greater confidence and success.	
Computing	<u>Computing Systems and Networks – Connecting Computers</u> Children develop their understanding of digital devices and how they are connected	<u>Creating Media – Stop-Frame Animation</u> Children create animations using stop-frame techniques, planning, capturing and editing	<u>Programming A – Sequencing Sounds</u> Children explore how sequences are used in programming by creating musical compositions using digital tools. They design,	<u>Data and Information – Branching Databases</u> Children learn how data can be grouped and organised using branching databases. They ask and answer questions using data	<u>Creating Media – Desktop Publishing</u> Children use desktop publishing software to create and edit digital documents, considering layout, audience and purpose	<u>Programming B – Events and Actions in Programs</u> Children develop programs that respond to events and user input. They create, test and debug interactive projects using

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