



**Year 3 Yearly Overview**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>- Represent numbers to 100</li> <li>- Partition numbers to 100</li> <li>- Number line to 100</li> <li>- Hundreds</li> <li>- Represent numbers to 1,000</li> <li>- Partition numbers to 1,000</li> <li>- Flexible partitioning of numbers to 1,000</li> <li>- Hundreds, tens and ones</li> <li>- Find 1, 10 or 100 more or less</li> <li>- Number line to 1,000</li> <li>- Estimate on a number line to 1,000</li> <li>- Compare numbers to 1,000</li> <li>- Order numbers to 1,000</li> <li>- Count in 50s</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Apply number bonds within 10</li> <li>- Add and subtract 1s</li> <li>- Add and subtract 10s</li> <li>- Add and subtract 100s</li> <li>- Spot the pattern</li> <li>- Add 1s across a 10</li> <li>- Add 10s across a 100</li> <li>- Subtract 1s across a 10</li> <li>- Subtract 10s across a 100</li> <li>- Make connections</li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Add two numbers (no exchange)</li> <li>- Subtract two numbers (no exchange)</li> <li>- Add two numbers (across a 10)</li> <li>- Add two numbers (across a 100)</li> <li>- Subtract two numbers (across a 10)</li> <li>- Subtract two numbers (across a 100)</li> <li>- Add 2-digit and 3-digit numbers</li> <li>- Subtract a 2-digit number from a 3-digit number</li> <li>- Complements to 100</li> <li>- Estimate answers</li> <li>- Inverse operations</li> <li>- Make decisions</li> </ul> <p><b>Multiplication and Division A</b></p> <ul style="list-style-type: none"> <li>- Multiplication – equal groups</li> <li>- Use arrays</li> <li>- Multiples of 2</li> <li>- Multiples of 5 and 10</li> <li>- Sharing and grouping</li> <li>- Multiply by 3</li> <li>- Divide by 3</li> <li>- The 3 times-table</li> <li>- Multiply by 4</li> <li>- Divide by 4</li> <li>- The 4 times-table</li> <li>- Multiply by 8</li> </ul>	<p><b>Multiplication and Division B</b></p> <ul style="list-style-type: none"> <li>- Multiples of 10</li> <li>- Related calculations</li> <li>- Reasoning about multiplication</li> <li>- Multiply a 2-digit number by a 1-digit number – no exchange</li> <li>- Multiply a 2-digit number by a 1-digit number – with exchange</li> <li>- Link multiplication and division</li> <li>- Divide a 2-digit number by a 1-digit number – no exchange</li> <li>- Divide a 2-digit number by a 1-digit number – flexible partitioning</li> <li>- Divide a 2-digit number by a 1-digit number – with remainders</li> <li>- Scaling</li> <li>- How many ways?</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>- Measure in metres and centimetres</li> <li>- Measure in millimetres</li> <li>- Measure in centimetres and millimetres</li> <li>- Metres, centimetres and millimetres</li> <li>- Equivalent lengths (metres and centimetres)</li> </ul>	<p><b>Fractions A</b></p> <ul style="list-style-type: none"> <li>- Understand the denominators of unit fractions</li> <li>- Compare and order unit fractions</li> <li>- Understand the numerators of non-unit fractions</li> <li>- Understand the whole</li> <li>- Compare and order non-unit fractions</li> <li>- Fractions and scales</li> <li>- Fractions on a number line</li> <li>- Count in fractions on a number line</li> <li>- Equivalent fractions on a number line</li> <li>- Equivalent fractions as bar models</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>- Use scales</li> <li>- Measure mass in grams</li> <li>- Measure mass in kilograms and grams</li> <li>- Equivalent masses (kilograms and grams)</li> <li>- Compare mass</li> <li>- Add and subtract mass</li> <li>- Measure capacity and volume in millilitres</li> <li>- Measure capacity and volume in litres and millilitres</li> <li>- Equivalent capacities and volumes (litres and millilitres)</li> <li>- Compare capacity and volume</li> </ul>	<p><b>Fractions B</b></p> <ul style="list-style-type: none"> <li>- Add fractions</li> <li>- Subtract fractions</li> <li>- Partition the whole</li> <li>- Unit fractions of a set of objects</li> <li>- Non-unit fractions of a set of objects</li> <li>- Reasoning with fractions of an amount</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Pounds and pence</li> <li>- Convert pounds and pence</li> <li>- Add money</li> <li>- Subtract money</li> <li>- Find change</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>- Roman numerals to 12</li> <li>- Tell the time to 5 minutes</li> <li>- Tell the time to the minute</li> <li>- Read time on a digital clock</li> <li>- Use am and pm</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>- Years, months and days</li> <li>- Days and hours</li> <li>- Hours and minutes – use start and end times</li> <li>- Hours and minutes – use durations</li> <li>- Minutes and seconds</li> <li>- Units of time</li> <li>- Solve problems with time</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>- Turns and angles</li> <li>- Right angles</li> <li>- Compare angles</li> <li>- Measure and draw accurately</li> <li>- Horizontal and vertical</li> <li>- Parallel and perpendicular</li> <li>- Recognise and describe 2-D shapes</li> <li>- Draw polygons</li> <li>- Recognise and describe 3-D shapes</li> <li>- Make 3-D shapes</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Interpret pictograms</li> <li>- Draw pictograms</li> <li>- Interpret bar charts</li> <li>- Draw bar charts</li> <li>- Collect and represent data</li> <li>- Two-way tables</li> </ul>



**Inspiring all to Aspire, Believe and Care**

**'Let your Light shine' Matthew 5:16**



		<ul style="list-style-type: none"> <li>- Divide by 8</li> <li>- The 8 times-table</li> <li>- The 2, 4 and 8 times-tables</li> </ul>	<ul style="list-style-type: none"> <li>- Equivalent lengths (centimetres and millimetres)</li> <li>- Compare lengths</li> <li>- Add lengths</li> <li>- Subtract lengths</li> <li>- What is perimeter?</li> <li>- Measure perimeter</li> <li>- Calculate perimeter</li> </ul>	<ul style="list-style-type: none"> <li>- Add and subtract capacity and volume</li> </ul>		
English writing	<p><b>Text: Iron Man by Ted Hughes</b> (Fiction 4 weeks)  <b>Outcomes:</b> Diary entry and newspaper report  <b>Purpose:</b> To entertain and to inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Adjectives and Adverbs</li> <li>- Similes</li> <li>- Conjunctions</li> <li>- Direct speech</li> <li>- Alliteration, rhyme and puns</li> <li>- Facts and opinions</li> </ul> <p><b>Text: Wild Child: A Journey Through Nature by Dara McNulty</b> (Non-Fiction 3 weeks)  <b>Outcomes:</b> Fact files, information cards and reports  <b>Purpose:</b> To inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Subheading</li> <li>- Read, research and make notes</li> <li>- Present tense</li> <li>- Third person</li> <li>- Expanded noun phrases</li> <li>- Conjunctions</li> </ul>	<p><b>Text: Human Body: Your Digestive System: 1 (Science in Action) by Sally Hewitt</b> (Non-Fiction 2 weeks)  <b>Outcome:</b> Explanation text – The Digestive System  <b>Purpose:</b> To inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Questions marks</li> <li>- Formal and subject-specific vocabulary</li> <li>- Present tense</li> <li>- Sentence types: statements, questions and commands</li> <li>- Sentence structures: simple, compound, complex</li> <li>- Conjunctions (and, because, as, when)</li> <li>- Fronted adverbials of sequence (first, then, finally)</li> <li>- Paragraphs with sub-headings</li> </ul> <p><b>Text: Egyptian Cinderella by Shirley Climo</b> (Fiction 3 weeks)  <b>Outcome:</b> Fairy tale set in a different culture  <b>Purpose:</b> To entertain  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Paragraphs</li> <li>- Conjunctions to extend sentences</li> <li>- Similes</li> <li>- Dialogue</li> </ul>	<p><b>Text: Anglo-Saxon Boy by Tony Bradman</b> (Fiction 2 weeks)  <b>Outcome:</b> Newspaper report  <b>Purpose:</b> To inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Alliteration and puns</li> <li>- Direct speech</li> <li>- Sensational language</li> <li>- Bias and objectivity</li> <li>- The 5Ws: Who? What? When? Where? Why?</li> </ul> <p><b>Text: Beowulf by Rob Lloyd Jones</b> (Fiction 2 weeks)  <b>Outcome:</b> Hero myth  <b>Purpose:</b> To entertain  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- 'Power of 3'</li> <li>- Superlatives</li> <li>- Powerful verbs</li> <li>- 'Show-not-tell'</li> </ul> <p><b>Text: Light: Let's Investigate by Ruth Owen</b> (Non-fiction 2 weeks)  <b>Outcome:</b> Non-chronological report  <b>Purpose:</b> To inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Present tense, future tense</li> <li>- Paragraphs</li> <li>- Subject-specific vocabulary</li> <li>- Coordinating conjunctions</li> </ul>	<p><b>Poetry – Limericks</b> (1 week)</p> <p><b>Text: How to Train Your Dragon by Cressida Cowell</b> (Fiction 4 weeks)  <b>Outcomes:</b> Fact file, persuasive letter, diary entry, character description and narrative  <b>Purpose:</b> To inform, to persuade and to entertain.  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Prepositions</li> <li>- Noun phrases</li> <li>- Prefixes</li> <li>- Direct speech</li> <li>- Emotive language</li> <li>- Persuasive language</li> <li>- Fronted adverbials</li> <li>- Subordinate conjunctions</li> <li>- Apostrophes for possession and contraction</li> </ul>	<p><b>Text: Stone Age Boy by Satoshi Kitamura</b> (Fiction 2 weeks)  <b>Outcome:</b> Narrative  <b>Purpose:</b> To entertain  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Adverbials of time and place</li> <li>- Expanded noun phrases</li> <li>- Extend sentences using a range of conjunctions</li> <li>- Direct speech</li> </ul> <p><b>Text: How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</b> (Fiction 2 weeks)  <b>Outcome:</b> Instructions  <b>Purpose:</b> To inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Imperative verbs</li> <li>- Prepositions</li> <li>- Thesaurus work to uplevel word choices</li> <li>- Clear title and subheadings</li> <li>- Chronological order</li> </ul> <p><b>Text: The First Drawing by Mordicai Gerstein</b> (Fiction 2 weeks)  <b>Outcomes:</b> Character description, diary entry and recount  <b>Purpose:</b> To entertain  <b>Ingredients:</b></p>	<p><b>Poetry – Clerihews</b> (1 week)</p> <p><b>Text: Peter Pan by J M Barrie</b> (Fiction 3 weeks)  <b>Outcome:</b> Narrative  <b>Purpose:</b> To entertain  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Word Class</li> <li>- Phrases and Clauses</li> <li>- Subordinate clauses</li> <li>- Fronted adverbials</li> <li>- Comma after fronted adverbials</li> <li>- Subject-verb agreement</li> <li>- Punctuating dialogue (speech first)</li> <li>- Third person</li> <li>- Past tense</li> </ul> <p><b>Biography (2 weeks)</b> (Non-fiction 2 weeks)  <b>Outcome:</b> Biography  <b>Purpose:</b> To inform  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Read, research and make notes.</li> <li>- Plan in detail</li> <li>- Time adverbials</li> <li>- Facts in chronological order</li> <li>- Third person</li> <li>- Subheadings</li> </ul> <p><b>Poetry – Free Verse (1 week)</b></p>



**Inspiring all to Aspire, Believe and Care**

**'Let your Light shine' Matthew 5:16**



		<p>- Fronted adverbials</p> <p><b>Film: Tadeo Jones (2 weeks)</b>  <b>Outcome:</b> Diary entry  <b>Purpose:</b> To entertain  <b>Ingredients:</b></p> <ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Similes, metaphors and personification</li> <li>- Setting description using the senses</li> <li>- Adverbial phrases</li> <li>- Informal language</li> </ul>	<ul style="list-style-type: none"> <li>- Subordinate conjunctions</li> <li>- Conjunctive adverbs (however, moreover etc.)</li> <li>- Prepositions</li> <li>- Concluding phrases</li> </ul>		<ul style="list-style-type: none"> <li>- Extend sentences using a range of conjunctions</li> <li>- Modal verbs</li> <li>- Regular and irregular plurals</li> <li>- Direct speech</li> <li>- Apostrophes for omission and possession</li> </ul>	
<p>Reading</p>	<p>Each half-term, word reading skills are taught alongside comprehension skills using the VIPERS:</p> <p>V- Vocabulary</p> <ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of new words using substitution within a sentence.</li> </ul> <p>I – Inference</p> <ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul> <p>P- Prediction</p> <ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions</li> </ul> <p>E- Explanation</p> <ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul> <p>R- Retrieval</p> <ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul> <p>S- Summarise</p> <ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> </ul>					



**Inspiring all to Aspire, Believe and Care**



**'Let your Light shine' Matthew 5:16**

	<ul style="list-style-type: none"> <li>• identify themes from a wide range of books</li> <li>• make simple notes from one source of writing</li> </ul>					
Reading for Pleasure	Arthur and the Golden Rope	The Nothing to See Here Hotel	Leon and the Place Between	Jelly Boots Smelly Boots	The Bad Guys	Varjak Paw
Grammar and Punctuation	<p>Each half-term, we teach grammar and punctuation explicitly in a SPaG session and interwoven into our literacy lessons.</p> <ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Past simple tense</li> <li>- Past progressive tense</li> <li>- Past perfect</li> <li>- Present simple</li> <li>- Present progressive</li> <li>- Present perfect</li> <li>- Coordinating conjunctions</li> <li>- Subordinating conjunctions</li> <li>- Adverbs</li> <li>- Sentence types (Statement, Command, Question and Exclamation)</li> </ul>					
Spelling	Homophones Ei, eigh, ey sc que, gue 'ch' as 'sh' 'ch' as 'k'	Y in the middle ure sion ous prefix: dis/mis prefix im/re	When to double consonant ou plurals year3/4 spellings prefix: sub, inter, auto, anti	Homophones al Suffix: 'ful' Suffixes suffix: 'ous'	Homophones common exception words	Unstressed vowels hard and soft g augh and au words compound nouns
PSHE Matters	<p>Exploring Emotions Recognising the importance of taking care of mental health. Identifying strategies and behaviours that support mental health. Recognising feelings can change over time and range in intensity. Identifying the everyday things that affect feelings and the importance of expressing how we feel. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. Identifying strategies that they could use to respond to feelings. Identifying how to seek support for themselves and</p>	<p>Bullying Matters Recognising the importance of seeking support if feeling lonely or excluded. Identifying positive strategies that may help to resolve disputes in friendships. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. Recognising the impact of bullying and the consequences of hurtful behaviour. Suggesting strategies to respond to hurtful behaviour. Discussing what discrimination means and how to challenge it. Recognising that our own behaviour can affect other people.</p>	<p>Difference and Diversity Recognising the importance of self-respect and how to respect others. Respecting and recognising the differences and similarities between people. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. Understanding and challenging stereotypes. Recognising behaviours/actions which discriminate against others. Identifying what contributes to who we are. Recognising their individuality and personal qualities.</p>	<p>Being Healthy Identifying what affects their physical/ mental health. Understanding what a balanced, healthy lifestyle means. Understanding what might influence our choices. Recognising that habits can have both positive/negative effects on a healthy lifestyle. Explaining what constitutes a healthy diet. Recognising opportunities to be physically active. Understanding routines that support good quality sleep. Identifying hygiene routines that can limit the spread of infection. Talking about how to maintain good mouth hygiene. Understanding the</p>	<p>Being Responsible Recognising reasons for rules and laws; consequences of not adhering to rules and laws. Recognising there are human rights, that are there to protect everyone. Understanding the relationship between rights and responsibilities. Identifying the importance of having compassion towards others. Explaining how to show care/concern. Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p>	<p>Relationships Recognising that there are different types of relationships. Recognising the different ways people care for each other. Recognising and respecting that there are different family structures. Recognising the characteristics of healthy family life. Identifying the strategies to build positive friendships and how friendship can support wellbeing. Identifying what constitutes a positive healthy friendship. Comparing the difference between healthy/unhealthy friendships. Understanding the benefits of having different types of</p>



Inspiring all to Aspire, Believe and Care

'Let your Light shine' Matthew 5:16



	others. Identifying strategies for dealing with emotions			benefits/risks of sun exposure. Identify strategies for managing/balancing time online/offline. Recognising behaviours that support good mental health.		friends. Recognising the risks associated with keeping a secret.
History	Law and Power (1154-1272) 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Crusades and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort 6. Assessment (Swapped from original plan as Sum A to Aut A)	Ancient Egypt 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamen and Howard Carter 5. Hieroglyphics 6. Assessment	Anglo-Saxons, Scots and Vikings 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion 12. Assessment	Stone Age to the Iron Age 1. Mesolithic Hunter-Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age 6. Assessment (Swapped from original plan as Aut A to Sum A)	The War of the Roses 1. An Introduction to the Wars of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors 6. Assessment	
Geography	Spatial Sense 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality (Human Geography) 5. A contrasting locality (Physical Geography) 6. Assessment	Settlements 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements 6. Assessment	Rivers 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America 6. Assessment	South West of England 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time 6. Assessment	Western Europe 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe- What do people make, buy and sell? 4. France 5. A comparison of London and Paris 6. Assessment: Essay Question	Asia, India and China 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China 6. Assessment
Science	The Human Body 1. The Muscular System 2. The Skeletal System 3. The Nervous System 4. Preparing to Eat 5. The Digestive System 6. Assessment	Cycles in Nature 1. The Four Seasons (prior learning) 2. Seasonal Cycles in Plants 3. Life Cycle of a Plant 4. Animal Migration 5. Life Cycle of a Frog 6. Assessment	Light 1. Light and Dark 2. Transparent and Opaque Surfaces 3. Mirrors and Reflection 4. Part 1— Shadows 5. Part 2—Finding Patterns in Changing Shadows 6. Assessment	Plants 1. Botany and Flowering Plants 2. Requirements for Life and Growth 3. Water Transportation in Plants 4. Pollination in Flowering Plants 5. Seed Dispersal 6. Assessment 7. Optional Lesson: George Washington Carver	Rocks 1. Sorting rocks 2. How Rocks are Formed 3. Permeability 4. Fossils 5. Soil 6. Assessment	Forces and Magnets 1. Forces (Gravity) 2. Friction 3. Magnet 4. Magnetic Poles and Fields 5. Investigating the strength of magnets 6. Assessment
Art	Line 1. Exploring line and sketchbooks 2. Line weight 3. Studying how artists use line in different ways 4. Hokusai – The Great Wave 5/6. Printing to create line	Art of Ancient Egypt 1. The Art of Ancient Egypt— Introduction 2. The Great Sphinx 3/4. The Bust of Nefertiti 5. Making papyrus 6. Ancient Egyptian gods Swapped from original plan as SprA to AutB	Still Life and Form 1. An introduction to still life 2. Creating form with tone 3/4. Drawing a still life using cross-hatching 5. A study of Cezanne 6. Drawing a still life using colour	Anglo-Saxon Art 1. Masterpieces in metal— Sutton Hoo 2. Anglo-Saxon designs 3. Masterpieces in manuscript—The Lindisfarne Gospels 4. Illuminated letters 5/6. The Bayeux Tapestry	Architecture 1. Introduction to architecture – The Parthenon 2. Symmetry and line in architecture 3. Inspiration for architecture – Gaudi and nature 4/5. Gaudi – different	Modern Architecture 1. An introduction to modern architecture. 2. How function influences design. 3. Inspiration for architecture. 4 & 5. The process of architectural design.



Inspiring all to Aspire, Believe and Care

'Let your Light shine' Matthew 5:16



			Swapped from original plan as AutB to SprA		materials and features 6. Assessment	6. Construction.
DT	<p>Sew – Key rings / decorations</p> <p>Process of design</p> <ul style="list-style-type: none"> <li>• Making products with fabric</li> <li>• Types of fabric - natural/synthetic</li> <li>• Properties of fabric— thickness, softness, stretchiness</li> <li>• What materials are key rings/decorations made of. How fabric is fit for purpose.</li> <li>• Features of a key ring/decoration—size, materials, shape, joining, stitching, decoration.</li> </ul>		<p>Build – Pop-up books</p> <ul style="list-style-type: none"> <li>• Process of design</li> <li>• Mechanical systems: Linkages: moving pivot, fixed pivot, types of motion</li> <li>• Linkages — uses and purpose in everyday examples.</li> <li>• Materials to make linkages in moving books—strong, stiff and stable.</li> </ul>			<p>Cook – Pasta</p> <ol style="list-style-type: none"> <li>1. Introduction to the Recipe</li> <li>2. Make</li> <li>3. Taste and Evaluate</li> </ol> <ul style="list-style-type: none"> <li>•Sweet/Savoury</li> <li>•Food from different cultures</li> <li>•Pasta</li> <li>•Pasta production</li> <li>•Vegetables are part of a healthy diet</li> <li>•Tomatoes—production, preserving</li> </ul>
Computing	<p>Connecting Computers.</p> <ol style="list-style-type: none"> <li>1 How does a digital device work?</li> <li>2 What parts make up a digital device?</li> <li>3 How do digital devices help us?</li> <li>4 How am I connected?</li> <li>5 How are computers connected?</li> <li>6 What does our school network look like?</li> </ol>	<p>Creating Animation - Stop-Frame Animation</p> <ol style="list-style-type: none"> <li>1 Can a picture move?</li> <li>2 Frame by frame</li> <li>3 What's the story?</li> <li>4 Picture perfect</li> <li>5 Evaluate and make it great!</li> <li>6 Lights, camera, action!</li> </ol>	<p>Programming A - Sequencing Sounds</p> <ol style="list-style-type: none"> <li>1.Introduction to Scratch</li> <li>2. Programming sprites</li> <li>3. Sequences</li> <li>4. Ordering commands</li> <li>5. Looking good</li> <li>6.Making an instrument</li> </ol>	<p>Branching Databases</p> <ol style="list-style-type: none"> <li>1 Yes or no questions</li> <li>2 Making groups</li> <li>3 Creating a branching database</li> <li>4 Structuring a branching database</li> <li>5 Planning a branching database</li> </ol> <p>6 Making a dinosaur identifier</p>	<p>Creating Media – Desktop Publishing</p> <ol style="list-style-type: none"> <li>1. Words and pictures</li> <li>2. Can you edit it?</li> <li>3. Great template!</li> <li>4. Can you add content?</li> <li>5. Lay it out</li> <li>6. Why desktop publishing?</li> </ol>	<p>Programming B – Events and actions in programmes</p> <ol style="list-style-type: none"> <li>1 Moving a sprite</li> <li>2 Maze movement</li> <li>3 Drawing lines</li> <li>4 Adding features</li> <li>5 Debugging movement</li> <li>6 Making a project</li> </ol>
Computing online	Self-Image and Identity	Online Relationships	Online Reputation / Managing Online Information	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security / Copyright and Ownership



**Inspiring all to Aspire, Believe and Care**

**'Let your Light shine' Matthew 5:16**



Music	Whole class ukulele lessons for 30 weeks across the academic year.					
RE	What is it like to follow God? (People of God) UC	Why are festivals important to religious communities? Derbyshire Agreed Syllabus	What do different people believe about God? Derbyshire Agreed Syllabus	Why do Christians call the day Jesus died 'Good Friday'? UC	What do Christians learn from the creation story? UC	Why do people pray? (Expressing) Derbyshire Agreed Syllabus
PE	Athletics / Athletics	Fitness / Handball or Basketball	Dodgeball / Dance	Netball / Gymnastics	Tag Rugby or Football / Orienteering	Hockey / Tennis
French ( KS2)	Moi (All about me). Jeux et chansons (Games and songs).		Moi (All about me). Understanding and using numbers up to 12.		Family. On y va (All aboard). Days of the week.	
Events and Trips	Ancient Egyptian Day		Experience Easter		Heights of Abraham	