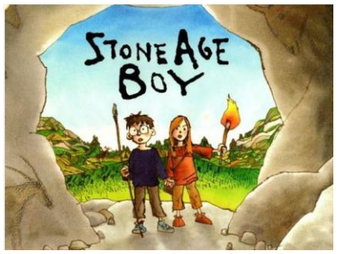
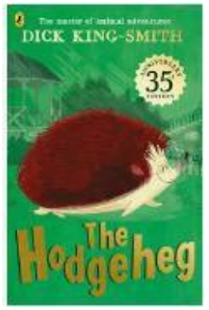
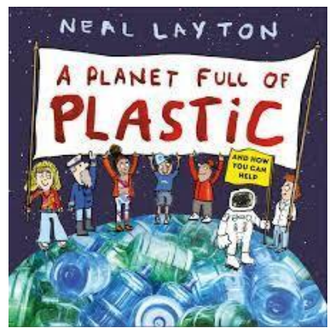
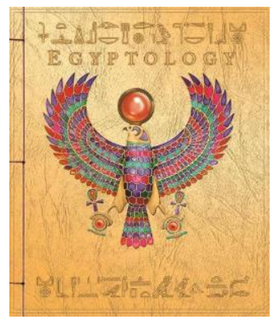
# Year 3 Curriculum Map

| English Reading | | | | | |
|---|---|---|---|---|---|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme:** Rocking through the ages | **Theme:** On the Move | **Theme:** Hidden Forces | **Theme:** Protecting our Planet | **Theme:** Life, Death and Legacy | **Theme:** Light and Discovery |
| Topics | Topics | Topics | Topics | Topics | Topics |
|  |  | |  | |  |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Word reading and vocabulary:<br>Apply knowledge of root words, prefixes and suffixes to read and understand new words, and recognise exception words and unusual spelling patterns.<br><br>Range and enjoyment of reading:<br>Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books for different purposes and in different forms.<br><br>Developing reading habits:<br>Use dictionaries to clarify meaning, become familiar with a range of texts such as myths and legends, identify themes and conventions, and retell stories.<br><br>Fluency and expression: | Word reading and vocabulary:<br>Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, and recognise exception words and unusual spelling patterns.<br><br>Reading range and enjoyment:<br>Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read different text types for a range of purposes.<br><br>Developing familiarity with texts:<br>Become familiar with a wide range of books including myths and legends, identify themes and conventions, and retell stories and discuss interesting language.<br><br>Fluency and performance:<br>Read aloud and perform poems and play scripts with appropriate intonation, tone, volume and expression to show understanding. | Word reading and vocabulary:<br>Apply knowledge of root words, prefixes and suffixes to read and understand new words, and recognise exception words with unusual spelling patterns.<br><br>Reading range and enjoyment:<br>Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books for different purposes and structures.<br><br>Developing familiarity with texts:<br>Become familiar with a range of texts including fairy tales, myths and legends, identify themes and conventions, and retell stories and discuss interesting vocabulary.<br><br>Fluency and performance:<br>Read aloud and perform poems and play scripts with appropriate intonation, tone, volume and expression to show understanding. | Word reading and vocabulary:<br>Apply knowledge of root words, prefixes and suffixes to read and understand new words, and recognise exception words and unusual spelling patterns.<br><br>Reading range and literary awareness:<br>Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and recognise different forms of poetry and text structures.<br><br>Developing familiarity with texts:<br>Become familiar with a range of books including fairy tales, myths and legends, identify themes and conventions, and retell stories and discuss interesting language.<br><br>Fluency and performance:<br>Read aloud and perform poems and play scripts with appropriate intonation, tone, volume and expression to show understanding. | Word reading and vocabulary:<br>Apply knowledge of root words, prefixes and suffixes to read and understand new words, and recognise exception words and unusual spelling patterns.<br><br>Reading range and literary awareness:<br>Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, recognise different forms of poetry, and read for a range of purposes.<br><br>Developing familiarity with texts:<br>Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and retell stories and discuss interesting vocabulary.<br><br>Fluency and performance:<br>Read aloud and perform poems and play scripts using appropriate | Word reading and vocabulary:<br>Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, and recognise exception words and unusual spelling patterns.<br><br>Reading range and enjoyment:<br>Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books with different structures and for different purposes.<br><br>Developing familiarity with texts:<br>Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and discuss interesting words and phrases.<br><br>Fluency and performance:<br>Read aloud and perform poems and play scripts using appropriate intonation, tone, volume and expression to show understanding. |

| | | | | | |
|---|---|---|---|---|---|
| Prepare and perform poems and play scripts, reading aloud with appropriate intonation, tone, volume and expression.<br><br>Comprehension and understanding:<br>Check that texts make sense, ask questions, explain word meanings in context, infer characters' thoughts and feelings, predict events, and identify main ideas and summaries.<br><br>Analysis and discussion:<br>Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening and responding to others. | Comprehension skills:<br>Check that texts make sense, explain word meanings in context, ask questions, make inferences, predict what might happen, and identify main ideas and summaries. | Comprehension skills:<br>Check that texts make sense, explain word meanings in context, ask questions, make inferences, predict what might happen, and identify main ideas and summaries.<br><br>Analysis and discussion:<br>Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening and responding to others. | Comprehension skills:<br>Check that texts make sense, explain word meanings in context, ask questions, make inferences, predict events, and identify main ideas and summaries.<br><br>Analysis and discussion:<br>Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussions by listening and responding to others. | intonation, tone, volume and expression to show understanding.<br><br>Comprehension skills:<br>Check that texts make sense, explain word meanings in context, ask questions, make inferences, predict what might happen, and identify main ideas and summaries.<br><br>Analysis and discussion:<br>Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussions by listening and responding to others. | Comprehension skills:<br>Check that texts make sense, explain word meanings in context, ask questions, make inferences, predict what might happen, and identify main ideas and summaries.<br><br>Analysis and discussion:<br>Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening and responding to others. |

## English Writing

| Topics | Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|---|
| Setting description<br>Information text (survival guide)<br>Stone Age poem | Character description/Narrative/How to Save a Hedgehog Poster | Diary entry<br>Character description | Non-chronological report Persuasive letter | Dialogue (between a character and a museum artefact)<br>Instructions (How to make Egyptian bread) | Adventure story<br>Poetry and riddles |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Handwriting and presentation:<br>Write legibly using joined handwriting where appropriate; maintain consistent size, spacing and alignment.<br><br>Spelling and word structure:<br>Apply prefixes and suffixes, spell common exception words and homophones, and use dictionaries to check spelling.<br><br>Sentence construction:<br>Write sentences with clauses using conjunctions (e.g. when, because, although) and use adverbs, prepositions and fronted adverbials to add detail.<br><br>Grammar and punctuation:<br>Use commas after fronted adverbials, apostrophes for possession (including plurals), and punctuate direct speech accurately.<br><br>Composition and organisation:<br>Plan writing by discussing models and ideas; organise writing into paragraphs; create narratives (setting, character, plot) and structure non-fiction with headings.<br><br>Editing and performing writing:<br>Evaluate and improve writing (own and others'), proofread for errors, and read aloud with clear expression and meaning. | Handwriting and presentation:<br>Write legibly using joined handwriting where appropriate, maintaining consistent size, spacing and alignment.<br><br>Spelling and word knowledge:<br>Apply prefixes and suffixes, spell common and tricky words (including homophones), use dictionaries, and accurately use apostrophes for possession.<br><br>Sentence structure and grammar:<br>Write sentences with multiple clauses using conjunctions (e.g. when, because, although); use nouns/pronouns, adverbs, prepositions and fronted adverbials for clarity and cohesion.<br><br>Punctuation:<br>Accurately use commas after fronted adverbials, apostrophes for possession, and punctuation for direct speech.<br><br>Composition and organisation:<br>Plan and organise writing by discussing models and ideas; write in paragraphs; create narratives (setting, character, plot) and structure non-fiction with headings. | Handwriting & presentation:<br>Write legibly using joined handwriting where appropriate, maintaining consistent size, spacing and neat alignment.<br><br>Spelling & vocabulary development:<br>Accurately spell common and tricky words (including homophones), apply prefixes and suffixes, use dictionaries, and write simple sentences from memory.<br><br>Sentence structure and grammar:<br>Write a range of sentences including multiple clauses using conjunctions (e.g. when, because, although), and select nouns, pronouns and verb forms (including present perfect) for clarity and cohesion.<br><br>Punctuation:<br>Use commas after fronted adverbials, apostrophes for possession (including plurals), and punctuate direct speech correctly.<br><br>Composition and organisation:<br>Plan writing by discussing models and ideas; organise into paragraphs; develop narratives (setting, character, plot) and structure non-fiction using headings and subheadings.<br><br>Editing, evaluating and performance:<br>Improve writing by editing grammar and vocabulary, proofread for errors, and read | Spelling and word knowledge:<br>Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spellings, and write simple sentences from memory with accurate spelling and punctuation.<br><br>Sentence construction and grammar:<br>Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns to ensure clarity and cohesion.<br><br>Verb forms and language choices:<br>Use a range of sentence structures and vocabulary, including the present perfect form of verbs, and use conjunctions, adverbs and prepositions to express time and cause.<br><br>Punctuation and grammatical accuracy:<br>Use commas after fronted adverbials, apostrophes for possession including plural nouns, and punctuate direct speech correctly.<br><br>Composition and organisation:<br>Plan writing by discussing models and ideas, compose and rehearse sentences orally, organise writing into paragraphs, and develop narratives and non-fiction using appropriate structures such as headings. | Spelling and word knowledge:<br>Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple sentences from memory with accurate spelling and punctuation.<br><br>Sentence construction and grammar:<br>Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully for clarity and cohesion.<br><br>Language and structure:<br>Use a wider range of vocabulary and sentence structures, including the present perfect tense, and use conjunctions, adverbs, prepositions and fronted adverbials to express time and cause.<br><br>Punctuation and accuracy:<br>Use commas after fronted adverbials, use apostrophes accurately for possession including plurals, and punctuate direct speech correctly.<br><br>Planning and organising writing:<br>Plan writing by discussing similar texts and ideas, rehearse sentences orally, organise writing into paragraphs, and develop narratives and non-fiction using appropriate features such as headings. | Handwriting and presentation:<br>Write legibly using joined handwriting where appropriate and maintain consistent size, spacing and alignment.<br><br>Spelling and word knowledge:<br>Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple dictated sentences with accurate spelling and punctuation.<br><br>Sentence structure and grammar:<br>Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully to ensure clarity and cohesion.<br><br>Language and cohesion:<br>Use a range of vocabulary and sentence structures, including conjunctions, adverbs, prepositions and fronted adverbials to express time and cause.<br><br>Punctuation and accuracy:<br>Use commas after fronted adverbials, use apostrophes accurately for possession including plural forms, and punctuate direct speech correctly. |

| | | | | | |
|---|---|---|---|---|---|
| | | aloud with clear expression and appropriate tone. | Editing, evaluating and performing writing: Evaluate and improve writing by editing grammar and vocabulary, proofread for spelling and punctuation errors, and read work aloud using clear expression and appropriate tone. | Editing and presenting writing: Evaluate and improve writing by editing grammar and vocabulary, proofread for spelling and punctuation errors, and read writing aloud clearly with appropriate tone and expression. | Composition and editing: Plan writing by discussing examples and ideas, organise work into paragraphs and appropriate structures, develop narratives and non-fiction, and evaluate, edit, proofread and read writing aloud clearly. |

| Mathematics | | | | | |
|---|---|---|---|---|---|
| **Topics** | **Topics** | **Topics** | **Topics** | **Topics** | **Topics** |
| Place Value<br>Addition and Subtraction | Multiplication and Division A | Multiplication and Division B<br>Length and Perimeter | Fractions A<br>Mass and Capacity | Fractions B<br>Money | Time<br>Shape<br>Statistics |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.<br><br>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br><br>Compare and order numbers up to 1000.<br><br>Identify, represent and estimate numbers using different representations.<br><br>Read and write numbers up to 1000 in numerals and in words.<br><br>Solve number problems and practical problems involving these ideas.<br><br>Add and subtract numbers mentally, including:<br>▪ a three-digit number and ones<br>▪ a three-digit number and tens<br>▪ a three-digit number and hundreds<br><br>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.<br><br>Estimate the answer to a calculation and use inverse operations to check answers.<br><br>Solve problems, including missing number 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.<br><br>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br><br>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br><br>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br><br>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.<br><br>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).<br><br>Measure the perimeter of simple 2-D shapes. | Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.<br><br>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br><br>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br><br>Recognise and show, using diagrams, equivalent fractions with small denominators.<br><br>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). | Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.<br><br>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br><br>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br><br>Recognise and show, using diagrams, equivalent fractions with small denominators.<br><br>Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].<br><br>Compare and order unit fractions, and fractions with the same denominators · solve problems that involve all of the above.<br><br>Add and subtract amounts of money to give change, using both £ and p in practical contexts. | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour time clocks.<br><br>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.<br><br>Know the number of seconds in a minute and the number of days in each month, year and leap year.<br><br>Compare durations of events (for example to calculate the time taken by particular events or tasks).<br><br>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.<br><br>Recognise angles as a property of shape or a description of a turn.<br><br>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.<br><br>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.<br><br>Interpret and present data using bar charts, pictograms and tables.<br><br>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. |

## Science

| Topics | Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|---|
| Rocks | Animals including Humans | Forces and Magnets | Plants | Light | |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br><br>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br><br>Recognise that soils are made from rocks and organic matter.<br><br>STEM: Baking rocks (Stone Age Day?) | 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.<br><br>Identify that humans and some other animals have skeletons and muscles for support, protection, and movement. | Compare how things move on different surfaces.<br><br>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.<br><br>Observe how magnets attract or repel each other and attract some materials and not others.<br><br>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.<br><br>Describe magnets as having two poles.<br><br>Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br><br>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.<br><br>Investigate the way in which water is transported within plants.<br><br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Recognise that they need light in order to see things and that dark is the absence of light.<br><br>Notice that light is reflected from surfaces.<br><br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br><br>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.<br><br>Find patterns in the way that the size of shadows change. | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br><br>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br><br>Recognise that soils are made from rocks and organic matter.<br><br>STEM: Baking rocks (Stone Age Day?) |

## Humanities

| Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|
| History: Stone Age to Iron Age | Geography: Map skills | Geography: Scandinavia vs My Local Area | Geography: Climate Zones | History: Ancient Egypt |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.<br><br>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.<br><br>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.<br><br>Changes in Britain from the Stone Age to the Iron Age. | Locate the world's seven oceans and five continents using maps and globes.<br><br>Name and locate the countries and cities of the United Kingdom using maps.<br><br>Identify key physical and human features of local geography using a map.<br><br>Use a range of maps, atlases and globes to locate places and describe features studied.<br><br>Use simple compass directions (North, South, East, west) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.<br><br>Use fieldwork to observe and record the human and physical features in the local areas using maps, plans, graphs and digital technologies.<br><br>Begin to understand the use of 4-figure grid references on a simple map. | Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.<br><br>Identify the position of Scandinavia in relation to Saudi Arabia, UK and other countries in Europe.<br><br>Recognise the names of capital cities in Scandinavian countries.<br><br>Locate and describe the physical features of Scandinavia.<br><br>Identify the physical and human features in Scandinavia (mountains, rivers, forests and lakes and towns, ports, roads and bridges).<br><br>Make comparisons between Saudi Arabia and Scandinavia.<br><br>Use compass directions to describe the location of Scandinavian countries in relation to the UK and Saudi Arabia.<br><br>Use digimaps to explore Scandinavian landscapes and settlements. | Locate the Equator, Northern Hemisphere and Southern Hemisphere on a globe and world map.<br><br>Identify and locate the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles.<br><br>Recognise where climate zones are found on the globe.<br><br>Compare the climate and weather in Saudia Arabia with UK and Scandinavia.<br><br>Identify how people live differently in various climate zones.<br><br>Use maps, atlases and globes to locate and identify the different climate zones around the world.<br><br>Use digimaps to explore how climate zones vary across continents.<br><br>Use climate graphs or pictographs to compare temperature and rainfall in different parts of the world.<br><br>Begin to record and present weather/climate information using simple tables, diagrams or written reports. | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations. Place Ancient Egypt on a timeline, identifying that it happened around 3000 BC to 30 BC.<br><br>Use terms such as BCE, CE, century, decade and ancient accurately.<br><br>Sequence events and artefacts from Ancient Egypt in chronological order (early farming, pyramid building, reigns of pharaohs.<br><br>Describe aspects of daily life in Ancient Egypt.<br><br>Understand that historical accounts can be different depending on the source. Ask and answer questions about why different interpretations exist. Ask historical valid questions about Ancient Egypt.<br><br>Use a range of sources (artefacts, texts, pictures, digital resources) to find out about the past.<br><br>Mark careful observations and deductions from primary sources line artefacts or wall paintings.<br><br>Use historical vocabulary: pharaoh, tomb, mummification, scribe, dynasty, pyramid, archaeologist. |

## Computing

| Topics | Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|---|
| Online Safety Touch Typing Coding | Online Safety Route Planners | Online Safety Spreadsheets | Online Safety Email | Online Safety Presentations | Online Safety Branching databases |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Sit correctly at keyboard and positions hands on the home row keys.<br><br>Type accurately using the correct fingers for each key.<br><br>Use both hands to build speed and fluency when typing words and sentences. Practise and improve typing through regular short activities and games.<br><br>Understand and follow simple algorithms to see how instructions control outcomes.<br><br>Create and edit code blocks to make characters or objects move, speak or react.<br><br>Sequence instructions in the right order to complete a task or solve a problem.<br><br>Debug and improve code by spotting or fixing mistakes.<br><br>Test and share programs safetly, explaining how the code works. | Plan and plot routes step by step, choosing clear start and end points.<br><br>Add and label waypoints, landmarks or instructions along the route.<br><br>Test and adjust routes to make them more accurate, efficient and easy to follow. | Open and naviagte a spreadsheet, recognising cells, rows and columns.<br><br>Enter and organise numbers or text accurately into cells.<br><br>Use simple formulas (e.g add, sutract) to calculate totals or answers.<br><br>Format and present data clearly using borders, colours or charts. | Open, read and organise emails safely.<br><br>Compose and send clear, polite emails with an appropriate subject line and greeting.<br><br>Attach and insert files, images or links to support a message.<br><br>Reply and forward messages carefully using correct email etiquette.<br><br>Follow e-safety rules by keeping personal details private and reporting anything worrying. | Plan and organise content by deciding the key message, order, and layout of slides or pages.<br><br>Create and format text, images and simple graphics to make information clear and engaging.<br><br>Insert and arrange media such as photos, clipart or short videos to support ideas.<br><br>Edit and improve a presentation by checking spelling, clarity and visual appeal.<br><br>Share and explain the presentation confidently, following e-safety rules when saving or presenting work. | Plan and classify items by choosing clear yes/no questions to organise information.<br><br>Collect and record data accurately, adding text or images where needed.<br><br>Create and edit a branching database using appropriate software or paper templates.<br><br>Test and debug the database, checking each branch leads to the correct result.<br><br>Present and explain how the database works, following e-safety rules when saving or sharing work. |

## Art

| Topics | Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|---|
| Formal Elements of Art Stone Age | Colour theory Iron Age Bronze Age | Exploring Artists – Painting in Their Style | Ocean Corals | Ancient Egyptian Art – Hieroglyphs & Symbols | Ancient Egyptian Portraits – Headwear and Jewellery |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Describe how paint was made in the Stone Age.<br><br>Mix a light wash using watercolours for a background. Create symbols and colours in oil pastel which are consistent with cave paintings.<br><br>Recall the story of the caves of Lascaux and work in a group to recreate it on large paper.<br><br>Cross-curricular: Humanities - English | Ability to mix 2 colours and white to make one new colour and 4 tints to paint a sunset at Stonehenge. Value scale understood and achieved in sunset – light to dark.<br><br>Shape and form clay using hand-building techniques (pinch, coil, slab).<br><br>Experiment with textures and patterns inspired by Bronze/Iron Age pottery.<br><br>Explore simple surface decoration techniques, e.g., incising, stamping or impressing designs.<br><br>Understand how functional objects are designed for everyday use (e.g., pots, bowls, storage).<br><br>Cross-curricular: Humanities – English | Investigate the techniques, colours and brushwork of selected artists.<br><br>Experiment with applying different painting styles in personal work.<br><br>Develop understanding of composition, colour mixing and expressive mark-making.<br><br>Reflect on how inspiration from other artists can influence your own creative choices. | Explore textures, shapes and colours of coral through drawing and collage.<br><br>Experiment with layering and combining recycled materials in a mural.<br><br>Develop observational drawing and pattern-making skills.<br><br>Plan and construct a collaborative artwork using recycled plastics.<br><br>Evaluate materials and finished work for visual impact and sustainability.<br><br>Cross-curricular: Humanities – English - STEAM | Explore hieroglyphs and Egyptian symbols in drawing and printmaking.<br><br>Develop observational skills to replicate patterns and shapes.<br><br>Experiment with colour and composition inspired by Egyptian art.<br><br>Create a personal piece using hieroglyphs or symbolic motifs.<br><br>Cross-curricular: Humanities – English | Explore Egyptian jewellery and sculpture designs using clay, foil or recycled materials.<br><br>Develop 3D construction and modelling techniques.<br><br>Investigate patterns, textures and symmetry in design.<br><br>Design and create a small-scale Egyptian inspired artefact or a piece of jewellery.<br><br>Cross-curricular: Humanities – English - DT |

## Music

| Topics | Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|---|
| Composition | Exploring Rhythmic Patterns | Exploring Arrangements Composers | Exploring Pentatonic Scales | Exploring Sound Colours<br>Musical Elements | Exploring Singing<br>Games Performance<br>Ostinato |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Selecting descriptive sounds to accompany a poem.<br><br>Creating a musical re-telling of a poem. Singing in two-part Harmony. Accompanying a song with a melodic ostinato.<br><br>Exploring timbre to create a descriptive piece of music.<br>Learning about ternary form. Singing a song with expression. Developing the lyrics of a song.<br>Choosing timbre to make an accompaniment.<br><br>Combining chants and sound pictures in a class performance in rondo structure.<br><br>Understanding how music can be organised in sequences.<br><br>Using voices and actions to perform simple rhythms within a steady beat.<br><br>Understanding how music can be organised in layers.<br><br>Combining rhythms in Layers. | Learning how sounds are produced and how instruments are classified.<br><br>Learning about Aerophones.<br><br>Understanding musical conversation structure.<br><br>Learning how sounds are produced and how instruments are classified.<br><br>Learning about Idiophones.<br>Developing an understanding of call and response.<br><br>Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece. | Improve ability to analyse music.<br><br>To better understand the musical elements.<br><br>Understanding pitch.<br>Learning to read simple.<br>Understanding and using pitch notations.<br><br>Reading simple rhythm Notation.<br>Learning a Tudor dance.<br><br>Representing sounds with Symbols.<br><br>Using voices creatively and expressively.<br><br>Creating and performing from a symbol score. | Understanding the pentatonic scale.<br><br>Using graphic notation with the pentatonic scale.<br><br>Understanding pitch through composing, notating and reading graphic notation.<br><br>Performing a pentatonic song with tuned and untuned accompaniment.<br><br>Exploring the pentatonic Scale.<br><br>Playing in steps using graphic notation.<br>Identifying the metre in a piece of music.<br>Playing independent parts in more than one metre simultaneously.<br><br>Identifying and performing an ostinato.<br><br>Improvising to an ostinato accompaniment.<br><br>Performing rhythmic ostinati individually and in combination. | Understanding call and response structure.<br><br>Performing word rhythms. Exploring sounds.<br>Singing in two parts.<br>Performing call and response structure.<br>Exploring sounds.<br>Understanding pitch through melody.<br>Developing a song.<br>Understanding pitch through singing and playing a melody.<br><br>Recognising pitch shapes.<br><br>Reading notations to play a melody. | Exploring simple accompaniments using beat and rhythm patterns.<br><br>Using a score and combining sounds to create different musical textures.<br><br>Exploring different types of accompaniments.<br><br>Sing from memory with accurate pitch. |

## PE

| Topics | Topics | Topics | Topics | Topics | Topics |
|---|---|---|---|---|---|
| Fitness - Football | Handball - Netball | Athletics - Basketball | Tag Rugby - Cricket/Rounders | Orienteering - Badminton | Dodgeball - Dance |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| **Fitness**<br>Develop an understanding of the importance of speed and stamina when playing invasion games.<br><br>**Football**<br>Move with a ball keeping it under close control.<br>Keep possession of a ball as part of a team.<br>Receive a ball successfully.<br>Take up spaces/positions that make it difficult for opponents.<br>Perform basic skills needed for games with control and accuracy.<br>Pass/send a ball with increasing accuracy and at different speeds.<br>Shoot/score with some success.<br>Use a range of skills to keep possession of the ball.<br>Keep the ball under control, passing and receiving with increasing accuracy.<br>Choose space/positions where you can receive a pass or to support a teammate.<br>Develop control and technique both in | **Handball - Netball**<br>Move with a ball keeping it under close control.<br>Keep possession of a ball as part of a team.<br>Receive a ball successfully.<br>Take up spaces/positions that make it difficult for opponents.<br>Perform basic skills needed for games with control and accuracy.<br>Pass/send a ball with increasing accuracy and at different speeds.<br>Shoot/ score with some success.<br>Use a range of skills to keep possession of the ball.<br>Keep the ball under control, passing and receiving with increasing accuracy.<br>Choose space/positions where you can receive a pass or to support a teammate.<br>Develop control and technique both in movements and manipulation.<br>Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). | **Athletics**<br>Apply and develop a broad range of athletic skills in different ways.<br>Show control, coordination and consistency when running, throwing, and jumping.<br>Choose the appropriate running speed to meet the demand of the task.<br>Enjoy competing with others.<br><br>**Basketball**<br>Move with a ball keeping it under close control.<br>Keep possession of a ball as part of a team.<br>Receive a ball successfully.<br>Take up spaces/positions that make it difficult for opponents.<br>Perform basic skills needed for games with control and accuracy.<br>Pass/send a ball with increasing accuracy and at different speeds.<br>Shoot/score with some success.<br>Use a range of skills to keep possession | **Tag Rugby**<br>Move with a ball keeping it under close control.<br>Keep possession of a ball as part of a team.<br>Receive a ball successfully.<br><br>Take up spaces/positions that make it difficult for opponents.<br><br>Perform basic skills needed for games with control and accuracy.<br><br>Pass/send a ball with increasing accuracy and at different speeds.<br><br>Shoot/score with some success.<br>Use a range of skills to keep possession of the ball.<br><br>Keep the ball under control, passing and receiving with increasing accuracy.<br><br>Choose space/positions where you can receive a pass or to support a teammate. | **Orienteering**<br>Participate in team games, working cooperatively, solving problems with others.<br>Communicate effectively with other people and discus plans to achieve success.<br>To make a map with symbols and be able to recognise where you are on a map, using basic techniques.<br>Move confidently in different ways, developing agility, balance, and co-ordination.<br><br>**Badminton**<br>Use different skills and movements, including aiming into space to try win games.<br>Can hit the shuttle varying height, speed and direction into space. *(badminton)* Can control and balance the shuttle with some control, with and without a racket. *(badminton)* | **Dodgeball**<br>Improve consistency when catching a ball at different heights.<br>Show control when moving at speed. Move the ball in different ways, with increasing accuracy and control.<br>Use a range of skills and tactics to win games.<br>Begin to develop the chipping technique, consistently lifting the ball from the floor. *(golf)*<br>Apply putting skills into game situations. *(golf)*<br>Show control and control to make accurate shots.<br>Demonstrate good teamwork skills.<br><br>**Dance**<br>Explore and create narratives in response to a stimulus.<br>Show control, accuracy and fluency of movement when performing actions with a partner. |

| | | | | | |
|---|---|---|---|---|---|
| movements and manipulation.<br>Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).<br>Pass and receive the ball with control.<br>Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession. | Pass and receive the ball with control.<br>Select passes that keep possession.<br>Move to support teammates once you have passed the ball and explain how to keep possession. | of the ball.<br>Keep the ball under control, passing and receiving with increasing accuracy.<br>Choose space/positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation.<br><br>Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).<br><br>Pass and receive the ball with control.<br>Select passes that keep possession.<br>Move to support teammates once you have passed the ball and explain how to keep possession. | Develop control and technique both in movements and manipulation.<br>Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).<br>Pass and receive the ball with control.<br>Select passes that keep possession.<br>Move to support teammates once you have passed the ball and explain how to keep possession.<br>Know how to tag another player. *(tag rugby)*<br><br>Develop attacking and defending skills within tag rugby.<br><br>To be able to pass the ball backwards to a teammate. *(tag rugby)*<br><br>**Cricket/Rounders**<br>Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.<br><br>Throw a ball increasing distances.<br>Catch a ball with increasing consistency.<br>Hit a ball with correct technique.<br><br>Intercept and stop the ball consistently.<br>Employ simple tactics, particularly when fielding to make it harder for the batter.<br><br>Work well as part of a team, particularly when fielding to make it harder for the batter. | Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. *(badminton)*<br><br>Move fluently, changing direction and speed.<br>Engage in cooperative physical activities. Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object.<br>Catch/stop and send/pass a ball – developing technique of throwing and receiving.<br><br>Understand the concept of moving to get in line with a ball/shuttle to receive it.<br><br>Show control of a ball with basic actions and explore different ways to use and move with a ball.<br><br>Send a ball in different ways e.g. throwing, pushing, rolling.<br>Successfully receive (catch/stop) a ball. | Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.<br><br>Communicate what you want through your dances and perform with control.<br>Combine actions and maintain the quality of performance when performing at the same time as a partner. |

| Spanish | | | | | |
|---|---|---|---|---|---|
| **Topics** | **Topics** | **Topics** | **Topics** | **Topics** | **Topics** |
| Greetings & Myself Numbers (1-12)<br>Greetings and Salutations Presentations | School Life<br>Class<br>Instructions<br>Classroom<br>Objects Dates<br>School Subjects Hispanic Festivities | My surroundings<br>Family Members<br>Colours<br>Pets<br>Hispanic World - Mexico | My World<br>Personality and Character<br>Family and Pets<br>Hispanic World: Peru | My World<br>Food Shops in Town<br>Breakfast, Snacks and Fruits I Eat and Like<br>Buying Vegetables at the Market | Food and Drinks<br>Breakfast and Snacks and Fruits and Vegetables at the Market<br>Kitchen Utensils<br>Hispanic Food and Dishes |
| **Skills** | **Skills** | **Skills** | **Skills** | **Skills** | **Skills** |
| Practise numbers 1-10 and doing sums adding or subtracting.<br><br>Use short phrases to meet and greet people.<br><br>Ask and say how you are.<br><br>Listen to instructions and follow commands. | Understand and follow class instructions.<br><br>Identify classroom objects and furniture.<br><br>Recall the days of the week.<br><br>Say what subjects you have during the week.<br><br>Familiarise with Hispanic festivities. | Name family members using the verb (tengo).<br><br>Say what family member you have or don't have using the correct gender and negatives.<br><br>Name your favourite colours, considering gender.<br><br>Name pets and classify them into masculine and feminine or both.<br><br>Familiarise with facts about Mexico. | Describe your personality using the verb to be (soy) and the correct gender.<br><br>Revise pets, colours, family and descriptions and the correct gender of adjectives.<br><br>Complete end of term assessment.<br><br>Familiarise with facts about Peru. | Identify places to shop in town.<br><br>Name the food you eat for breakfast and the frequency (adverbs).<br><br>Say what snacks and fruit you like and dislike.<br><br>Say how many kilos of vegetables you need to buy at the market. | Recap places to shop for food and snacks and the fruit you eat.<br><br>Say what quantity of vegetables you buy at the market.<br><br>Complete end of term assessment.<br><br>Familiarise with Hispanic traditional food and dishes. |

# STEM

| Topics | Topics | Topics |
|---|---|---|
| Sew a Hedgehog | Make a planter from recycled materials | Construct a pyramid |
| **Skills** | **Skills** | **Skills** |
| **Designing**<br>Research images of hedgehogs to inspire, shape, colour and features. Sketch and label a clear design showing body, spines, eyes and nose.<br><br>Select suitable fabrics, threads and embellishments for the hedgehog.<br><br>Plan the order of steps for cutting, sewing, stuffing and decorating.<br><br>Choose appropriate stitches (running stitch or over- stitch) for joining pieces.<br><br>**Making**<br>Pin or hold fabric pieces securely before cutting. Cut fabric carefully along drawn templates or outlines.<br><br>Thread a needle safely and tie knots at the end of the thread. Sew fabric pieces together using a simple, even stitch.<br><br>Studd the body evenly to give the hedgehog shape. Attach eyes, nose and spines securely.<br><br>Work safely and keep the workspace organised.<br><br>**Evaluating**<br>Check that the finished hedgehog matches the planned design. Assess the neatness and strength of stitches and joins.<br><br>Judge how well the hedgehog holds its shape and sits upright.<br><br>Suggest changes to improve strength detail, or finish next time.<br><br>**Technical knowledge and Understanding**<br>Explain how stitches join fabric pieces securely.<br><br>Describe how stuffing support the shape of a soft toy.<br><br>Use DT vocabulary such as template, seam, stitch, stuff, embellish, durable. | **Designing**<br>Research simple planter ideas made from recycled bottles. Sketch and label a clear design showing where to cut, decorate, and place soil or plants.<br><br>Select suitable bottles and plan how to adapt their shape for planting. Plan the order of steps for cutting, decorating, filling and planting.<br><br>Choose appropriate tolls and explain how they will be used safely.<br><br>**Making**<br>Wash and prepare bottles to remove labels and residue. Mark cutting lines accurately with a ruler or pen.<br><br>Cut bottles carefully with scissors (with supervision) to create openings or drainage holes. Decorate the planter using paint, tape or recycled materials.<br><br>Fill the planter with soil and position seeds or plants correctly. Water plants carefully and place the planter in a suitable spot for sunlight.<br><br>**Evaluating**<br>Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.<br>Test and evaluate their own products against design criteria and the intended user and purpose.<br><br>**Technical Knowledge and Understanding**<br>Explain why recycled bottles are useful for making lightweight, waterproof planters.<br><br>Use DT and science vocabulary such as drainage, stability, recycle, environment, sustainability.<br><br>**STEM WEEK**: Magnetic Trains, 3D Printing, Magnets | **Designing**<br>Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.<br><br>Draw and label a clear plan of a pyramid, showing base, face and edges. Choose an appropriate size for the model and explain why it fits the brief.<br><br>Select suitable materials (e.g. card, paper straws, glue) and explain why they are strong or light enough.<br><br>Plan how to join and finish parts neatly.<br><br>**Making**<br>Measure, mark and cut materials accurately for the base and triangular faces.<br><br>Score, fold and assembly pieces so that the pyramid keeps its shape. Join edges securely using tabs, tape or glue.<br><br>**Evaluating**<br>Inspect the model to check it matches the design and stands securely. Judge the quality of joins, folds and finish.<br><br>Suggest improvements to accuracy, strength or appearance.<br><br>Reflect on how chosen materials and techniques affected the result.<br><br>**Technical Knowledge and Understanding**<br>Identify the properties of 3D shapes use in a pyramid.<br><br>Explain how folding, scoring and joining create strength in structures. Recognise how reinforcement and accurate measurement support stability.<br>Use technical vocabulary such as apex, edge, face, base and stability reinforcement. |