

	NATIONAL CURRICULUM COVERAGE CYCLE A - CLASS 3 AUTUMN TERM (1st & 2nd HALVES) Version – 01/09/2022		WHAT'S THE POINT OF PYRAMIDS?
English Writing – 4 x 3-wk units	To Entertain	Narratives -Egyptian Myths	
	To Inform	Newspapers – based around Howard Carter	
	To Persuade	Advertise –brochure/leaflet	
	To Entertain	Poetry – Christmas (shapes)	
Maths	Place Value: Add & Subtract: Multiply & Divide	Y3 Place Value Y3 Addition and Subtraction Y3 Multiplication & Division	Y4 Place Value Y4 Addition and Subtraction Y4 Multiplication & Division
Science	Magnets and Springs	Sc~53 compare how things move on different surfaces Sc~54 notice that some forces need contact between two objects, but magnetic forces can act at a distance Sc~55 observe how magnets attract or repel each other and attract some materials and not others Sc~56 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 Sc~57 describe magnets as having two poles Sc~58 predict whether two magnets will attract or repel each other, depending on which poles are facing	
History	Egyptians (Inc. Medicines across time)	His~11 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
Geography			
Design Technology	Textiles Juggling Balls	DT~9 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 DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT~12 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities DT~13 investigate and analyse a range of existing products DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT~16 apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
Art and Design	3D Art (Masks - Ancient Egypt)	Art~5 to create sketch books to record their observations and use them to review and revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Art~7 about great artists, architects and designers in history.	
Music	Performance & Structure <i>Charanga "Ukulele Pathway"</i>	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mus~6 improvise & compose music for a range of purposes using inter-related dimensions of music Mus~7 listen with attention to detail and recall sounds with increasing aural memory Mus~8 use and understand staff and other musical notations Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mus~10 develop an understanding of the history of music.	
Computing (and Digital Literacy)	COMMUNICATE & COLLABORATE Email	Cp~10 understand computer networks including the internet; how they can provide multiple services, such as the www; and the opportunities they offer for communication and collaboration Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Physical Education	Invasion Games, Tri-Golf,	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending PE~6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Physical Education	Swimming	PE~10 swim competently, confidently and proficiently over a distance of at least 25 metres PE~11 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE~12 perform safe self-rescue in different water-based situations.	

Religious Education (Understanding Christianity)	What do Christians learn from the Creation story? UNIT: L2.1	RE~69 Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' RE~70 Make clear links between Genesis 1 and what Christians believe about God and Creation RE~71 Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world RE~72 Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) RE~73 Describe how and why Christians might pray to God, say sorry and ask for forgiveness. RE~74 Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today
Religious Education (Understanding Christianity)	What is it like for someone to follow God? UNIT: L2.2	RE~75 Make clear links between the story of Noah and the idea of covenant RE~76 Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony RE~77 Make links between the story of Noah and how we live in school and the wider world.
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World	RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Physical Health and Mental Wellbeing	UNIT: Diverse Britain	HE~7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. HE~11. that for most people the internet is an integral part of life and has many benefits. HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. HE~15. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: V.I.P.s	RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RSE~11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Physical Health and Mental Wellbeing		RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive. (None)
Languages	Spanish Numbers, Greetings, Introducing ourselves, Ages, Class Instructions	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



NATIONAL CURRICULUM COVERAGE
CYCLE A - CLASS 3 SPRING TERM (1st HALF)
 Version – 01/09/2022

HOW DOES LIFE IN SPAIN
DIFFER?
HOW IS IT THE SAME?

English Writing – 4 x 3-wk units	To Entertain	Narratives – The Wolves in the Walls
	To Inform	Recount
	To Persuade	Brochure / leaflet – visit Spain
	To Entertain	Posters
Maths	Multiply & Divide Measurement: Number:	Both: Multiplication & Division Both: Measurement: Length, Perimeter & Area Both: Fractions
Science	Light and Sound	Sc~48 recognise that they need light in order to see things and that dark is the absence of light Sc~49 notice that light is reflected from surfaces Sc~50 recognise that light from the sun can be dangerous and that there are ways to protect their eyes Sc~51 recognise that shadows are formed when the light is blocked by an opaque object Sc~52 find patterns in the way that the size of shadows change. Sc~68 identify how sounds are made, associating some of them with something vibrating Sc~69 recognise that vibrations from sounds travel through a medium to the ear Sc~70 find patterns between the pitch of a sound and features of the object that produced it Sc~71 find patterns between the volume of a sound and the strength of the vibrations that produced it Sc~72 recognise that sounds get fainter as the distance from the sound source increases.
History	Anglo-Saxons	His~7 Britain’s settlement by Anglo-Saxons and Scots (Inc. Medicines across time)
Geography	Spain	Gg~11 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Gg~12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Gg~13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Design Technology	The Great Bread Bake-Off	DT~15 understand how key events and individuals in design and technology have helped shape the world DT~23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT~24 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Art & Design		
Music DRAFT		

Computing <small>(and Digital Literacy)</small> Information Technology	COLLECT & INTERROGATE Topic related	<p>Cp~10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Cp~12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
Physical Education	Gymnastics Invasion Games, Dance	<p>PE~4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>PE~6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE~7 perform dances using a range of movement patterns</p> <p>PE~8 take part in outdoor & adventurous activity challenges both individually and within a team</p> <p>PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Religious Education <small>(Glos. Agreed Syllabus)</small>	How do festivals and worship show what matters to a Muslim? UNIT: L2.9	<p>RE~113 Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>RE~114 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p>RE~115 Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>RE~116 Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>RE~117 Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>RE~118 Make links between the Muslim idea of living in harmony with the Creator & the need for all people to live in harmony with each other in the world, giving good reasons for their ideas</p>
Relationships Education	CORE THEME 2:	RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Physical Health and Mental Wellbeing	Relationships (Primary) UNIT: Growing Up	<p>HE~3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>HE~18. the characteristics and mental and physical benefits of an active lifestyle.</p> <p>HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>HE~20. the risks associated with an inactive lifestyle (including obesity).</p>
Languages	Spanish Food and Drink Family	<p>FL~1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL~6 present ideas and information orally to a range of audiences*</p> <p>FL~7 read carefully and show understanding of words, phrases and simple writing</p> <p>FL~8 appreciate stories, songs, poems and rhymes in the language</p> <p>FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL~11 describe people, places, things and actions orally* and in writing</p> <p>FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>



NATIONAL CURRICULUM COVERAGE
CYCLE A - CLASS 3 SPRING TERM (2nd HALF)
 Version – 01/09/2022

CAN YOU HEAR A SPARK?

English Writing – 4 x 3-wk units	To Entertain	Narratives – The Wolves in the Walls
	To Inform	Recount
	To Persuade	Brochure / leaflet – visit Spain
	To Entertain	Posters
Maths	Number:	Both: Fractions
	Measurement:	Y3: Measurement, Mass and Capacity
		Both: Consolidations
Science	Light and Sound	<p>Sc~48 recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc~49 notice that light is reflected from surfaces</p> <p>Sc~50 recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc~51 recognise that shadows are formed when the light is blocked by an opaque object</p> <p>Sc~52 find patterns in the way that the size of shadows change.</p> <p>Sc~68 identify how sounds are made, associating some of them with something vibrating</p> <p>Sc~69 recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc~70 find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc~71 find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Sc~72 recognise that sounds get fainter as the distance from the sound source increases.</p>
History	Anglo-Saxons	His~7 Britain’s settlement by Anglo-Saxons and Scots (Inc. Medicines across time)
Geography	Spain	<p>Gg~11 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Gg~12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Gg~13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Design Technology		
Art and Design	Painting Picasso	<p>Art~5 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Art~7 about great artists, architects and designers in history.</p>
Music	Sound & Pitch <i>Charanga</i> <i>“3 Little Birds”</i>	<p>Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Mus~7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mus~8 use and understand staff and other musical notations</p> <p>Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mus~10 develop an understanding of the history of music.</p>
Computing (and Digital Literacy)		

Physical Education	Net and Wall games, Striking & Fielding	<p>PE~4 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], apply basic principles suitable for attacking and defending</p> <p>PE~6 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>PE~7 perform dances using a range of movement patterns</p> <p>PE~8 take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Religious Education (Understanding Christianity)	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>UNIT: L2.5</p>	<p>RE~88 Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>RE~89 Offer informed suggestions about what the events of Holy Week mean to Christians.</p> <p>RE~90 Give examples of what Christians say about the importance of the events of Holy Week</p> <p>RE~91 Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>RE~92 Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>RE~93 Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>
Relationships Education (Primary)	<p>CORE THEME 1: Health and Wellbeing</p> <p>UNIT: Safety First</p>	<p>RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>RSE~11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
Physical Health and Mental Wellbeing		<p>HE~29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>HE~30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>HE~31. the facts and science relating to allergies, immunisation and vaccination.</p>
Languages	Spanish Pets and Family	<p>FL~1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL~6 present ideas and information orally to a range of audiences*</p> <p>FL~7 read carefully and show understanding of words, phrases and simple writing</p> <p>FL~8 appreciate stories, songs, poems and rhymes in the language</p> <p>FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL~11 describe people, places, things and actions orally* and in writing</p> <p>FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>



NATIONAL CURRICULUM COVERAGE
CYCLE A - CLASS 3 SUMMER TERM (1st & 2nd HALVES)

Version – 01/09/2022

WERE THE VIKINGS BAD FOR BRITAIN?

English Writing – 4 x 3-wk units	To Entertain	Narratives – The Iron Man	
	To Inform	Newspaper – as above	
	To Persuade	Letter	
	To Entertain	Poetry	
Maths	Number:	Both: Decimals inc. money	
	Measurement:	Both: Decimals inc. money	
	Statistics:	Both: Measurement, Time	
	Geometry:	Both: Statistics	
Science	Electricity	Y3: Properties of Shape Y4: Properties of Shape, Position and Direction	
		Sc~30 asking relevant questions and using different types of scientific enquiries to answer them	
		Sc~31 setting up simple practical enquiries, comparative and fair tests	
		Sc~32 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
History	The Vikings!	His~8 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Inc. Medicines across time)	
	Geography	Map Skills	Gg~11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
			Gg~13 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
			Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Design Technology	Switchboard Game / Brush Monsters	DT~9 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	
		DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
		DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	
		DT~12 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
Art and Design	Animation (Aardman)	DT~13 investigate and analyse a range of existing products	
		DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	
Music	Pitch & Notation, Beat & Metre	DT~18 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	
	Charanga	Art~5 to create sketch books to record their observations and use them to review and revisit ideas	
	"Bringing Us Together"	Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
		Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
		Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music	
		Mus~7 listen with attention to detail and recall sounds with increasing aural memory	
		Mus~8 use and understand staff and other musical notations	
		Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
		Mus~10 develop an understanding of the history of music.	

Computing (and Digital Literacy) Information Tech	COLLABORATE & PRESENT PowerPoint – topic related	Cp~11 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Cp~12 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Physical Education	Athletics, Striking & Fielding Net/Wall games	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate, basic principles for attacking and defending PE~6 develop flexibility, strength, technique, control and balance PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare their performances with previous ones & demonstrate improvement to achieve their personal best.
Religious Education (Glos. Agreed Syllabus)	How do festivals and family life show what matters to Jewish people? UNIT: L2.10	RE~119 Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. RE~120 Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people RE~121 Offer informed suggestions about the meaning of the Exodus story for Jews today RE~122 Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) RE~123 Describe how Jews show beliefs through worship in festivals, at home and in wider communities RE~124 Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. RE~125 Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
Religious Education (Glos. Agreed Syllabus)	How and why do people try to make the world a better place? UNIT: L2.12	RE~134 Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). RE~135 Make links between religious beliefs/teachings and why people try to make the world a better place RE~136 Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) RE~137 Describe some examples of how people try to live (e.g. individuals and organisations) RE~138 Identify some differences in how people put their beliefs into action RE~139 Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better RE~140 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas RE~141 Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
Relationships Education	CORE THEME 1: Health and Wellbeing UNIT: Aiming High	RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
Physical Health and Mental Wellbeing		HE~26. how to recognise early signs of physical illness, such as weightloss, or unexplained changes to the body.
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World UNIT: One World	RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		HE~7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Languages	Spanish Hobbies Transport	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	NATIONAL CURRICULUM COVERAGE CYCLE B - CLASS 3 AUTUMN TERM (1st & 2nd HALVES) Version – 01/09/2022		WHO WERE THE ROMANS AND WHERE DID THEY ROAM? (ROMAN EMPIRE)
English Writing – 4 x 3-wk units	To Entertain	Fables – Hare and Tortoise	
	To Inform	Letter writing	
	To Persuade	Persuasive speeches - Join the Roman Army!	
	To Entertain	Narrative – Guess Who’s Coming For Dinner?	
Maths	Place Value:	Y3 Place Value	Y4 Place Value
	Add & Subtract:	Y3 Addition and Subtraction	Y4 Addition and Subtraction
	Multiply & Divide	Y3 Multiplication & Division	Y4 Multiplication & Division
Science	Animals and Humans	Sc~30 asking relevant questions and using different types of scientific enquiries to answer them Sc~31 setting up simple practical enquiries, comparative and fair tests Sc~32 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc~33 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc~34 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc~35 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc~36 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc~38 using straightforward scientific evidence to answer questions or to support their findings. Sc~43 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 Sc~44 identify that humans and some other animals have skeletons and muscles for support, protection and movement. Sc~62 describe the simple functions of the basic parts of the digestive system in humans Sc~63 identify the different types of teeth in humans and their simple functions	
History	Romans	His~6 the Roman Empire and its impact on Britain (Inc. Medicines across time)	
Geography			
Design Technology	Mechanisms (Mechanical Posters)	DT~9 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 DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT~12 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities DT~13 investigate and analyse a range of existing products DT~14 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT~17 understand and use mechanical systems in products [e.g. gears, pulleys, cams, levers and linkages]	
Art and Design	Sketching – Quentin Blake	Art~5 to create sketch books to record their observations and use them to review and revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Art~7 about great artists, architects and designers in history.	
Music DRAFT	Structure, Beat, Texture Let your Spirit Fly	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music Mus~7 listen with attention to detail and recall sounds with increasing aural memory Mus~8 use and understand staff and other musical notations Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mus~10 develop an understanding of the history of music.	
Computing (and Digital Literacy) Computer Science	REASON & EXPLAIN	Cp~7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Cp~8 use sequence, selection, & repetition in programs; work with variables & various forms of input & output	
	Crystal Rainforest	Cp~9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

Physical Education	Invasion Games, Tri-Golf,	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate [e.g., badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles for attacking and defending PE~6 develop flexibility, strength, technique, control & balance [for example, through athletics & gym] PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare performances with previous and demonstrate improvement to achieve personal best.
Physical Education	Swimming	PE~10 swim competently, confidently and proficiently over a distance of at least 25 metres PE~11 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] PE~12 perform safe self-rescue in different water-based situations.
Religious Education (Understanding Christianity)	What is the 'Trinity' and why is it important for Christians? UNIT: L2.3	RE~78 Recognise what a 'Gospel' is and give an example of the kinds of stories it contains RE~79 Offer suggestions about what texts about baptism and Trinity mean. RE~80 Give examples of what these texts mean to some Christians today RE~81 Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live RE~82 Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
Religious Education (Glos. Agreed Syllabus)	What do Hindus believe God is like? UNIT: L2.7	RE~100 Identify some Hindu deities and say how they help Hindus describe God RE~101 Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God RE~102 Offer informed suggestions about what Hindu murtis express about God RE~103 Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) RE~104 Identify some different ways in which Hindus worship RE~105 Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today RE~106 Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: TEAM	RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RSE~8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE~18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Physical Health and Mental Wellbeing		HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Relationships Education (Primary)	CORE THEME 2: Relationships UNIT: Be Yourself	RSE~3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. RSE~4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
Physical Health and Mental Wellbeing		HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. HE~18. the characteristics and mental and physical benefits of an active lifestyle. HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health. HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Languages	Spanish Numbers, Greetings, Introducing ourselves, Ages, Christmas	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns & sounds of language through songs & rhymes and link the spelling, sound & meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	NATIONAL CURRICULUM COVERAGE CYCLE B - CLASS 3 SPRING TERM (1st & 2nd HALVES) Version – 01/09/2022		ROCK SOLID LEARNING!
English Writing – 4 x 3-wk units	To Entertain	Narrative – Character Flaw	
	To Inform	Explanation text - Volcanoes	
	To Persuade	Posters / leaflets	
	To Entertain	Poetry	
Maths	Multiply & Divide	Both: Multiplication & Division	
	Measurement:	Both: Measurement: Length, Perimeter & Area	
Number:	Both: Fractions		
Measurement:	Y3: Measurement, Mass and Capacity		
	Both: Consolidations		
Science	Rocks	Sc~45 compare or group different kinds of rocks on the basis of their appearance & simple physical properties	
	States of matter	Sc~46 describe in simple terms how fossils are formed when things that have lived are trapped within rock Sc~47 recognise that soils are made from rocks and organic matter. Sc~65 compare and group materials together, according to whether they are solids, liquids or gases Sc~66 observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Sc~67 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
History			
Geography	Volcano!	Gg~11 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, & major cities Gg~15 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Gg~16 describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Gg~17 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Design Technology	Textiles	DT~9 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	
	Cross stitch	DT~10 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
Bookmarks	DT~11 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately		
	DT~12 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		
	DT~13 investigate and analyse a range of existing products		
	DT~14 evaluate their ideas and products against their own criteria & consider the views of others to improve their work		
Art and Design	Andy Warhol	Art~5 to create sketch books to record their observations and use them to review and revisit ideas	
	Pop Art	Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
Portraits	Art~7 about great artists, architects and designers in history.		
Music DRAFT	Composition	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
	& Structure	Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music	
Glockenspiel	Mus~7 listen with attention to detail and recall sounds with increasing aural memory		
Stage 1	Mus~8 use and understand staff and other musical notations		
	Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		
	Mus~10 develop an understanding of the history of music.		
Computing (and Digital Literacy) Computer Science	SEQUENCE	Cp~7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	
	AND	Cp~8 use sequence, selection & repetition in programs; work with variables & various forms of input & output	
REPEAT	Cp~9 use logical reasoning to explain how some simple algorithms work, detect & correct errors in algorithms & programs		
MSW Logo	Cp~10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		
	Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
Physical Education	Gym, Invasion	PE~4 use running, jumping, throwing and catching in isolation and in combination	
	Games,	PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles for attacking and defending	
Dance,	PE~6 develop flexibility, strength, technique, control and balance [e.g., through athletics and gymnastics]		
Net & Wall,	PE~7 perform dances using a range of movement patterns		
Striking &	PE~8 take part in outdoor and adventurous activity challenges both individually and within a team		
Fielding	PE~9 compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Religious Education (Glos. Agreed Syllabus)	What does	RE~107 Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean	
	it mean to	RE~108 Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	
be Hindu in	RE~109 Describe how Hindus show their faith within their families in Britain today (e.g. home puja).		
Britain	RE~110 Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)		
today?	RE~111 Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)		

	UNIT: L2.8	RE~112 Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for ideas
Religious Education (Understanding Christianity)	What kind of world did Jesus want? UNIT: L2.4	RE~83 Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. RE~84 Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. RE~85 Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian RE~86 Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways RE~87 Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
Relationships Education (Primary)	CORE THEME 1: Health and Well-Being UNIT: It's My Body	RSE~5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. RSE~2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing other's lives. RSE~6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Physical Health and Mental Wellbeing		HE~2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. HE~4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. HE~5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. HE~6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. HE~18. the characteristics and mental and physical benefits of an active lifestyle. HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. HE~29. about dental health the benefits of good oral hygiene and dental flossing, inc. regular dentist. check-ups HE~31. the facts and science relating to allergies, immunisation and vaccination.
Relationships Education (Primary)	CORE THEME 1: Health and Well-Being	(None)
Physical Health and Mental Wellbeing	UNIT: Think Positive	HE~18. the characteristics and mental and physical benefits of an active lifestyle. HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. HE~20. the risks associated with an inactive lifestyle (including obesity). HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content). HE~23. the principles of planning and preparing a range of healthy meals. HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). HE~26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Languages	Spanish Days of the week, Months, Colours	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns & sounds of language through songs & rhymes and link the spelling, sound & meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



NATIONAL CURRICULUM COVERAGE
CYCLE B - CLASS 3 SUMMER TERM (1st & 2nd HALVES)
 Version – 01/09/2022

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English Writing – 4 x 3-wk units	To Entertain	Narrative – George’s Marvellous Medicine	
	To Inform	Newspaper	
	To Persuade	Adverts	
	To Entertain	Poetry - haikus	
Maths	Number:	Both: Decimals inc. money	Both: Decimals inc. money
	Measurement:	Both: Measurement, Time,	Both: Measurement, Time
Science	Statistics:	Both: Statistics	Both: Statistics
	Geometry:	Y3: Properties of Shape	Y4: Properties of Shape, Position and Direction
History	Plants	Sc~39 identify & describe functions of diff. parts of flowering plants: roots, stem/trunk, leaves and flowers	
	Living Things Classification Habitats Food Chains	Sc~40 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 Sc~41 investigate the way in which water is transported within plants Sc~42 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Sc~59 recognise that living things can be grouped in a variety of ways Sc~60 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc~61 recognise that environments can change and that this can sometimes pose dangers to living things. Sc~64 construct and interpret a variety of food chains, identifying producers, predators and prey.	
Geography	Local Study	His~9 a local history study - William Tyndale / Edward Jenner / Sir Peter Scott (Inc. Medicines across time) Aspects of National history reflected 'locally'.	
	Local Area	Gg~11 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Gg~12 name and locate counties and cities of the U.K., geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Gg~14 understand geographical similarities & differences through the study of human & physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Gg~17 use maps, atlases, globes & digital/computer mapping to locate countries describe features studied Gg~18 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Gg~19 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Design Technology	Healthy Meals	DT~15 understand how key events and individuals in design and technology have helped shape the world DT~20 use the basic principles of a healthy and varied diet to prepare dishes DT~21 understand where food comes from. DT~22 understand and apply the principles of a healthy and varied diet DT~23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT~24 understand seasonality, know where how a variety of ingredients are grown, reared, caught, processed.	
	3D Art - Inspired by Insects	Art~5 to create sketch books to record their observations and use them to review and revisit ideas Art~6 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Art~7 about great artists, architects and designers in history.	
Music DRAFT	Performance & Structure	Mus~5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mus~6 improvise and compose music for a range of purposes using the inter-related dimensions of music Mus~7 listen with attention to detail and recall sounds with increasing aural memory Mus~8 use and understand staff and other musical notations Mus~9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mus~10 develop an understanding of the history of music.	
	Mamma Mia!		
Computing (and Digital Literacy) Computer Science	ROUTINES & VARIABLES	Cp~7 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Cp~8 use sequence, selection, & repetition in programs; work with variables & various forms of input & output Cp~9 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Cp~10 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Cp~13 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	2Logo / MSW Logo		
Physical Education	Athletics, Striking & Fielding	PE~4 use running, jumping, throwing and catching in isolation and in combination PE~5 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles for attacking and defending	

	Net & Wall games	PE~6 develop flexibility, strength, technique, control and balance [e.g. through athletics and gymnastics] PE~7 perform dances using a range of movement patterns PE~8 take part in outdoor and adventurous activity challenges both individually and within a team PE~9 compare performances with previous and demonstrate improvement to achieve their personal best.
Religious Education (Understanding Christianity)	For Christians, what was the impact of Pentecost? UNIT: L2.6	RE~94 Make clear links between Pentecost and Christian beliefs about the 'Kingdom of God' on earth. RE~95 Offer informed suggestions about what the events of Pentecost in Acts 2 might mean RE~96 Give examples of what Pentecost means to some Christians now RE~97 Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. RE~98 Describe how Christians show their beliefs about the Holy Spirit in worship. RE~99 Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas
Religious Education (Glos. Agreed Syllabus)	How and why do people mark the significant events of life? UNIT: L2.11	RE~126 Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. RE~127 Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today RE~128 Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. RE~129 Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) RE~130 Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) RE~131 Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. RE~132 Make links between ideas of love, commitment & promises in religious and non-religious ceremonies. RE~133 Give good reasons why they think ceremonies of commitment are or are not valuable today
Relationships Education	CORE THEME 3: Living In The Wider World	RSE~24. how information and data is shared and used online.
Physical Health and Mental Wellbeing	UNIT: Money Matters	HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Relationships Education (Primary)	CORE THEME 3: Living In The Wider World	RSE~7. how important friendships are in making us feel happy & secure, how people choose & make friends. RSE~9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RSE~10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RSE~12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Physical Health and Mental Wellbeing	UNIT: Respecting Rights	HE~7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
Languages	Spanish Weather, Body, Adjectives	FL~1 listen attentively to spoken language and show understanding by joining in and responding FL~2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words FL~3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* FL~4 speak in sentences, using familiar vocabulary, phrases and basic language structures FL~5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* FL~6 present ideas and information orally to a range of audiences* FL~7 read carefully and show understanding of words, phrases and simple writing FL~8 appreciate stories, songs, poems and rhymes in the language FL~9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary FL~10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly FL~11 describe people, places, things and actions orally* and in writing FL~12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.