

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Fiction - Stone Age Boy Satoshi Kitamura	Non Fiction - Instructions How to Wash a Woolly Mammoth by Michelle Robinson Poetry- Hamilton Autumn term Poetry: Poetic language – animals and weather	Fiction - Escape from Pompeii by Christina Balit Poetry - Soring Hamilton – poetry to express emotion	Non Fiction - Roman road instructions – KS2history.com Non Fiction – recounts Autumn Year 3 Hamilton – newspaper recounts	Non Fiction - Hamilton Summer – Persuasive writing ; Advertising Poetry – from Around the World	Fiction Hamilton Summer – the Hodgeheg Dick King-Smith
Writing: Punctuation and Grammar	nouns, verbs, adverbs and <b>adjectives</b> consonant and vowel subordinating and coordinating use of ‘a’ or ‘an’ expressing time, <b>place</b> and <b>clause using</b> <b>conjunctions</b>	introduction to paragraphs direct speech present perfect tense expressing time, place and clause using conjunctions, adverbs or <b>prepositions</b>	Coordinating and subordinating conjunctions Paragraphing <b>direct speech</b> use of the forms ‘a’ or ‘an’	<b>Heading and subheadings</b> formation of nouns using a range of prefixes direct speech present perfect form of verbs - compare to the simple past expressing time, place and clause using conjunctions adverbs or prepositions coordinating and subordinating conjunctions		nouns using prefixes present perfect form introduction to past perfect inverted commas to punctuate direct speech subordinating clauses expressing time place additional clause using conjunctions, adverbs or prepositions,
Big Write	1.To write a Stone Age setting using adverbials and extended vocabulary choices. 2.To write a postcard from the boy to his parents describing adventures in Stone Age. 3. To write a letter of thanks for RE visit to church. 4.To write a story about a child who goes back in time to the Stone Age.	1.To write own set of instructions for How to wash a Woolly Mammoth. 2.To write image/rhyming poetry based on an animal(xmas theme). 3.To write a description based on ‘Daddy fell in the pond’.	1.To write a descriptive recount about an erupting volcano. 2.To write my own narrative based on escape from Pompeii.	1.To write instructions for building a Roman road. 2.To write a newspaper recount based on Class Assembly	1.Create a poster/advert promoting a healthy lifestyle. 2. To write a script for an advert. 3.Write own poem.	1.Compose an action scene based on book setting. 2. To write a new animal adventure.
Maths	Place Value Addition and Subtraction  <b>Maths Theme Week:</b> Katherine Johnson	Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Shape Statistics  <b>Sports Theme Week:</b> Measuring distances

<p>Science</p>	<p style="text-align: center;"><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis on their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p style="text-align: center;">Geology Jill  <a href="mailto:j.eyers@openworld.com">j.eyers@openworld.com</a>  <a href="http://www.chilternatchaelogy.com">www.chilternatchaelogy.com</a></p> <p>Science Week Scientist - Katherine Johnson</p>	<p style="text-align: center;"><b>Animals and Humans</b></p> <p>Animals, including humans, need the right types and amount of nutrition, they cannot make their own food; they get nutrition from what they eat.</p> <p>Humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p style="text-align: center;"><b>Animals and Humans</b></p> <p>Animals, including humans, need the right types and amount of nutrition, they cannot make their own food; they get nutrition from what they eat.</p> <p>Humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Magnets attract or repel each other and attract some materials and not others.</p> <p>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</p> <p>Describe magnets as having 2 poles.          Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p style="text-align: center;"><b>Light</b></p> <p>We need light in order to see things; dark is the absence of light.</p> <p>Light is reflected from surfaces.</p> <p>Children recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p style="text-align: center;"><b>Trip - Parmoor, Lady Ryder Memorial Garden</b></p>	<p style="text-align: center;"><b>. Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>History and Geography</b></p>	<p><b>Stone Age to Iron Age:</b> KS2history.com What does pre-history mean?.How did hunter-gatherers survive in the Stone Age, What kind of sources tell us about the Stone Age?. What was Skara Brae?,How did bronze replace stone, What do grave good tell us about the Bronze Age, What was life like in an iron-age hillfort? <b>Chiltern Open Air Museum</b>  <b>Black History Month: Betty Campbell</b></p>	<p><b>Extreme Earth (Natural disasters)</b>  Learning about the destructive powers of nature: volcanoes, earthquakes, tsunamis, tornadoes,</p>	<p><b>Romans and the Impact on Britain</b>  KS2history.com Where did the Roman Empire come from, What was Britain like before they invaded, How did Britain become part of the Roman Empire, What did Romans build after they settled, what were houses like in Roman Britain, What lasting impact did the Romans leave in Britain.</p>	<p><b>Rain Forests</b>  Identify areas of the world containing rainforests Use maps and atlases to identify areas of the world containing rainforests. Describe key aspects of a tropical climate Describe and understand features of layers of a forest  Describe animals and plants in the rainforests Explain the effects the humans are having on the rainforests</p>	<p><b>Land Use (Local Area)</b>  Learning about patterns of land use within the local area: Residential, agricultural  <b>Trip to Parmoor</b></p>	<p><b>Local Study: Windsor</b>  A study of Windsor Castle, its changes and its relevance to the local area. Study.com Windsor castle lesson for kids: the building of Windsor castle, who has lived there (40), parts of the castle, the grounds  <b>Walk to local farm looking at how they use the land.</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art and Design</b></p>	<p><b>Drawing</b> To investigate different marks that can be made using pencils To explore shading techniques and talk about and investigate light/ medium/dark tone. Develop and enlarge patterns.  <b>Context</b> Stone Age mural</p>	<p><b>Painting</b> To mix colour tints using primary and secondary colours &amp; white. To discuss colours produced and say what they think and feel about them. Make colour charts to respond to Vincent Van Gogh's starry night.  <b>Context</b> Stone Age art and 'Extreme Earth' - natural disasters, volcanoes</p>	<p><b>Printing</b> Use a roller and printing ink to experiment with mark making. Investigate mono printing. Respond to animal markings and create monoprints. Stamp blocks and overprinting colours.  <b>Context</b> Inspired by Nature</p>	<p><b>Collage</b> Paul Klee - Highways and Byways (relate to roman roads). Victor Vasarely- regular, irregular, straight and vertical lines. Henri Matisse - positive and negative in his jazz images.  <b>Context</b> Roman roads</p>	<p><b>3D</b> Use brown gummed paper to create a bowl. Look at work of Howard Hodgkin. Clay slab dish and tile. 3D paper surface.  <b>Context</b> Everyday objects</p>	<p><b>Textiles</b> Explore pattern. Dip dye backgrounds. Collograph blocks. Surface printing collograph blocks. Plasticine relief printing block.  <b>Context</b> Windsor Castle - wall hanging</p>

<p>PSHE</p>	<p><b>Relationships</b>  <i>Families and Friendship</i>                      What makes a family; features of family life  <i>Safe relationship</i> Personal boundaries; safely responding to others; the impact of hurtful behaviour  <i>Respecting ourselves and others</i>                      Recognising respectful behaviour: the importance of self respect: courtesy and being polite.  <b>Show Racism the Red Card Day</b></p>		<p><b>Living in the Wider World</b>  <i>Belonging to a Community</i>                      The value of rules and laws; rights, freedoms and responsibilities  <i>Media Literacy Digital Resilience</i>                      How the internet is used; assessing information online  <i>Money and Work</i>                      Different jobs and skills; job stereotypes; setting personal goals</p>		<p><b>Health and Well Being</b>  <i>Physical Health and Mental Well Being</i>                      Healthy choices and habits: what effects feeling and expressing feelings  <i>Growing and Changing</i>                      Personal strengths and achievements; managing and reframing setbacks  <i>Keeping Safe</i>                      Risks and hazards; safety in the local environment and unfamiliar places</p>
<p>British Values</p>	<p>Democracy</p>	<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance</p>

<p>Physical Education</p>	<p><b>Invasion Games</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Stone Age Dance (linked to Topic)</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, perform dances using a range of movement patterns. compare their performances with previous ones</p>	<p><b>Invasion Games (Premier Sport)</b> Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Stone Age Dance (linked to Topic)</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, perform dances using a range of movement patterns. compare their performances with previous ones</p>	<p><b>Multi Skills</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Gymnastics</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p><b>Multi Skills (Premier Sport)</b> Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Gymnastics</b> Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p><b>Athletics</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Striking and Fielding</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p>	<p><b>Athletics (Premier Sport)</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Striking and Fielding</b> running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones</p> <p><b>Sports Theme Week:</b> <i>Adam Peaty</i></p> <p><b>Outdoor Activities:</b> Mobile Caving and Climbing (2 Year cycle). Orienteering</p>
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<p style="text-align: center;"><b>French</b></p>	<p><b>J'apprends le francais</b> J'apprends le francais: Locate Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French</p>	<p><b>J'apprends le francais</b> Learn up to 10 colours Count from 1-10 in French</p> <p><b>Noel:</b> How Christmas is celebrated in France, different traditions to the UK.</p>	<p><b>Les Animaux</b> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).</p>	<p><b>Je Peux:</b> Recognise, remember and spell 10 action verbs in French. · Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able) <b>PÂques:</b> Learn about Easter traditions in France.</p>	<p><b>Je Peux:</b> Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) &amp; 'mais' (but).</p>	<p><b>Les Glaces:</b> Recognise, recall and spell up to 10 ice-cream flavours in French. · Use the structure 'je voudrais' to order an ice-cream in French. · Say whether we would like a cone or a cup with the number of scoops in French. · Use all the language from the unit to perform a short role-play with key transactional language in French.</p>
<p style="text-align: center;"><b>R. E</b></p>	<p><b>Unit 1: Do Christians have to take communion?</b> Faith(s)/Themes: Christianity, Worship, Communion <b>Hinduism: Diwali</b></p>	<p><b>Unit 2: Is light a good symbol for celebration?</b> Faith(s)/Themes: Hindu, Christianity, Judaism, Advent, Diwali, Chanukah <b>Judaism - Hanukkah - 14-22 December</b> <b>Visit to Hindu Temple</b></p>	<p><b>Unit 3: Is a Jewish /Hindu child free to choose how to live?</b> Faith(s)/Themes: Judaism, Hindu, Belief, Commandments</p>	<p><b>Unit 4: Does Easter make sense without Passover?</b> Faith(s)/Themes: Judaism, Christianity, freedom <b>Ramadan - 28 February - 30<sup>th</sup> March</b> <b>Sikhism - Vaisakhi (Khalsa Day) - 13 or 14 April</b></p> <p><b>Visit from the Rabbi (Three-year cycle)</b></p>	<p><b>Unit 5: Does Jesus have authority for everyone?</b> Faith(s)/Themes: Christianity, Authority <b>Buddhism - Vesak (Buddha Day)</b></p>	<p><b>Unit 6: Can made-up stories tell the truth?</b> Faith(s)/Themes: Christianity, Truth, Story</p>

<b>Computing</b>	<b>Online Safety</b> Computer networks including the Internet; computer networks including the Internet; opportunities computer networks offer for communication and collaboration; using technology safely, respectfully and responsibly; how to recognise acceptable and unacceptable behaviour; how to identify a range of ways to report concerns about content and contact.	<b>Programming Turtle Logo and Scratch</b> Designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solving problems by decomposing them into smaller parts; using sequence, selection and repetition in programs; work with variables and various forms of input and output; using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes	<b>Word Processing</b> Using technology safely, respectfully and responsibly ; how to recognise acceptable and unacceptable behaviour; how to identify a range of ways to report concerns about content and contact.	<b>Internet Research and Communication</b> computer networks including the Internet; how computer networks can provide multiple services, such as the World Wide Web; opportunities computer networks offer for communication and collaboration;	<b>Presentation Skills</b> Selecting, using and combining 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;	<b>Using and Applying</b> Selecting, using and combining 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; Drawing and Desk Top Publishing selecting, using and combining 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;
	<b>Band Manager</b> Create a band name, learn pop song structure and write own lyrics. Learn Chord patterns including Major and Minor to play on Guitar and Keys. Perform a battle of the bands.		<b>Music From WW1 and WW2</b> Social effects and meaning of Music in the first and second world war. Famous songs from the time. Influential composers.		<b>Performance Unit</b> Students will prepare several group performances ready for school events. Use several different instruments, including large African drumming performance to students preferred song.	
<b>Music</b>						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Forest School</b></p>	<p><b>Art and Design — DRAWING —</b> use charcoal and chalk, both natural materials found at FS site to do basic mark making.</p> <p><b>History and Geography - STONE AGE TO IRON AGE -</b> look at how early civilisations manipulated natural materials into everyday objects. Practice whittling sticks with potato peelers and sandpaper to make simple wands.</p> <p><b>Science - ROCKS -</b> explore the composition of the soil in Forest School site. What kind of rocks can we find in it? Look at pH of soil. What does this tell us about what plants can grow here?</p>	<p><b>Art and Design - PAINTING -</b> explore watercolour and see how it easy it is to change colours, and the effect of adding more water.</p> <p><b>Science - ANIMALS AND HUMANS -</b> discuss life cycles of insects and animals we find in the woodland. Look at food chains.</p>	<p><b>History and Geography - LAND USE (LOCAL AREA) -</b> Discuss local flora and fauna. What can we do to conserve and preserve our local area? And the Forest School space?</p> <p><b>Art and design - PRINTING -</b> Printing with leaves and potatoes to build up patterns and pictures. Look at the overall effect of repeated shapes.</p>	<p><b>Art and design - COLLAGE -</b> Look at replicating repeated patterns through printing in the style of Matisse. Printing with leaves and potatoes to build up patterns and pictures. Look at the overall effect of repeated shapes.</p>	<p><b>Science - PLANTS -</b> Plant sunflower seeds, monitor how it grows.</p>	<p><b>Art and design - 3D -</b> Create 3D sculptures using clay inspired by natural world, and using natural materials.</p> <p><b>Science - LIGHT -</b> Discuss the importance of the sun and its role in helping plants to grow. Experience and discuss the changes in summer in the FS space.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Design Technology</b></p>	<p><b>The Great Bread Bake Off</b> History of bread production; investigate and evaluate bread; create design criteria; design, make and evaluate a bread product; use simple kitchen tools and measuring equipment; kneading and proving.</p>	<p><b>Mechanical Posters</b> Following instructions; making levers and linkage mechanisms; making prototypes; evaluation.</p>	<p><b>Let's Go Fly a Kite</b> Frame structures; strengthening and stiffening structures; designing and making; evaluating against a design criteria.</p>		

<p>Vocabulary</p>	<p>Stone Age, Bronze age, Iron age, adopt, foster, single parent, Eucharist, communion, healthy, nutrients, energy igneous, sedimentary, metamorphic, magma, fossil, erosion. Hunter-gatherer, tribe, settlement, agriculture, pre-historic</p>	<p>Woolly Mammoth multiply divide, Round house Diwali, Advent calendar, Hanukkah, Volanco, earthquake, tsunami, tornado Erupt, fossils, techtonic plate, magma , , saturated, unsaturated, vertebrate, invertebrate, muscles, tendons, joints</p>	<p>escape, quake, quiver, rumble, vibrate, rhyme Roman, Rome, gladiator, villa, countryside, town mass, volume, capacity envelop, conceal, ash, volcano, erupt, molten lava, Rules, democracy, Monoprint Jew, Judaism, kepal healthy, nutrients, energy, saturated, unsaturated, vertebrate, invertebrate, muscles, tendons, joints</p>	<p>Greave, armour, opponent, Imperative verb Road/Byway/Highway Collage Force Ash Wednesday, Maundy Thursday, Good Friday, Easter rainforest, canopy, climate, species, equator, humid, dense, forces, push, pull, magnetic field, magnetic, magnetism, compass</p>	<p>Right angle. Horizontal, vertical, parallel, perpendicular, 2D/3D shapes, agriculture counties, recreation reflection, reflect, reflective, counties, rural, symbol, urban</p>	<p>quest, journey, resolution, infer,speech/dialogue roots, stem, leaves, flowers, evaporation Analogue/digital, half past, quarter to, am/pm Change, pounds, pence Total.</p>
<p>Class trips</p>	<p>Chiltern open air museum</p>	<p>Meenakshi Temple - Hindu Temple?</p>	<p>Ashmolean museum</p>		<p>Lady Ryder Bella Connoll's farm</p>	<p>Windsor Castle trip or outreach visit at school.</p>