Year 3

Carr Lodge Academy

Programs of Study

Term 1- Chocolate
Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **asking relevant questions and using different types of scientific enquiries to answer them**
- **setting up simple practical enquiries, comparative and fair tests**
- **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers**
- **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**
- **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**
- **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**
- **identifying differences, similarities or changes related to simple scientific ideas and processes**
- **using straightforward scientific evidence to answer questions or to support their findings.**

Topic	Program of Study	Subject Knowledge	Vocabulary
Chocolate	**States of Matter (Y4)** Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **CLA Program of Study** **Solids** • Know that all solids have a fixed shape.	**Solids** The molecules in all solids are tightly packed. The spaces between them are so small that no further compression is possible, which means they have a fixed volume and shape. A solid remains the same shape until an external force, such as a bend or twist, is applied to it, but the volume always remains unchanged. Some solids, such as sand, salt, sugar and flour, are able to be poured, but each separate particle has a fixed shape and volume. The pouring can only occur when these separate particles move over each other under a force. Solids contain tightly bound, vibrating atoms or molecules and have a fixed shape. This shape only changes when an external force is applied, such as bending or twisting. Solids cannot be compressed into a smaller volume. Some, but not all, become liquids when they are heated. Certain solids, for example sand, flour, salt and sugar, can be poured like a liquid. This is because each separate particle has a fixed shape and volume, but the air between particles means that they behave in a similar way to liquids. Solids that are permeable or porous contain spaces that allow liquids or gases to flow through them. **Liquids** The molecules in liquids are closely packed together, so they cannot be compressed into a smaller volume. However, their arrangement is less rigid than solids, which enables the molecules to move around and the liquid to flow. Liquids therefore do not have a fixed shape and so take the shape of their container. Different liquids have different viscosities, which affects how quickly the liquid flows – thicker liquids flow more slowly than thinner ones.	**Solids** **Liquids** **Gases** **Molecules** **Atoms** **Particles** **Volume** **Force** **Bending** **Twisting** **Carbon Dioxide** **Energy** **Boiling** **Melting** **Permeable** **Impermeable** **Porous** **Viscosity** **Temperature**

	• Know that all solids cannot be compressed, and change shape only when a force is applied. • Understand that most solids become liquids when heated. • Appreciate that the behaviour of a solid is determined by the structure of the molecules inside it. • Know that porous, or permeable, solids contain holes or spaces that enable gases or liquids to pass through them. **Liquids** • Be able to identify and name a range of common liquids. • Understand that liquids cannot be compressed, but are able to flow and take the shape of their container (rather than having a fixed shape). • Appreciate what viscosity is, and that different liquids have different viscosities, which affect how quickly they flow. **Gases** • Be able to identify and name a range of common gases. • Understand that molecules in a gas are free to move, so have no fixed shape, fill their container and can be compressed. • Understand that gases expand when they are heated. • Know that many common materials contain a combination of solids, liquids and gases. **Changes of State** • Understand what is meant by "states of matter". • Understand the processes of changing state through heating (melting and evaporation) and cooling (condensation and freezing/solidification)	Liquids contain closely packed, vibrating atoms or molecules. They cannot be compressed into a smaller volume and they do not have a fixed shape. They are called fluids, as they are able to flow and be poured. This means that they take the shape of their container. Liquids may become gases when they are heated, or become solids if they are cooled. Different liquids have different viscosities which affects how quickly they flow. In most liquids, viscosity is only affected by temperature and pressure. However, some are also affected by force – for example, thickening when stirred. These are called non-Newtonian liquids. **Gases** Gas molecules are widely spaced apart. Their energy means they move randomly at high speeds to fill the container they are in. Gases have no fixed shape, and the spaces between molecules means they can be compressed into a smaller volume. Some gases may dissolve in liquids. Gas molecules are not tightly bound and they have sufficient energy to move rapidly. They do not have a fixed shape or volume. They are fluids that move to fill their container and can be compressed. Gases may turn into liquids when cooled. Many common materials contain a combination of solids, liquids and gases. Fizzy drinks contain carbon dioxide gas dissolved in a liquid; sponges are solids containing gas; bubbles are liquid soap with air inside. **Changes of State** Whether a material is solid, liquid or gas is called the state of matter of that material. As heating occurs, energy is given to the molecules that make up a substance. This can either cause the temperature of the material to rise, or if the melting or boiling point of that material is reached, cause it to change state. The process by which a solid becomes a liquid is called melting; the process by which a liquid becomes a gas is called evaporation. Cooling occurs when molecules lose energy, either leading to a lower temperature or, if the boiling or melting point is reached, a change of state. When a gas becomes liquid, it is said to condense; when a liquid becomes a solid, it solidifies or freezes. Solids contain tightly bound, vibrating atoms or molecules and have a fixed shape. This shape only changes when an external force is applied, such as bending or twisting. Solids cannot be compressed into a smaller volume. Some, but not all, become liquids when they are heated. Certain solids, for example sand, flour, salt and sugar, can be poured like a liquid. This is because each separate particle has a fixed shape and volume, but the air between particles means that they behave in a similar way to liquids. Solids that are permeable or porous contain spaces that allow liquids or gases to flow through them. Liquids contain closely packed, vibrating atoms or molecules. They cannot be compressed into a smaller volume and they do not have a fixed shape. They are called fluids, as they are able to flow and be poured. This means that they take the shape of their container. Liquids may become gases when they are heated, or become solids if they are cooled. Different liquids have different viscosities which affects how quickly they flow. In most liquids, viscosity is only affected by temperature and pressure. However, some are also affected by force – for example, thickening when stirred. These are called non-Newtonian liquids. Gas molecules are not tightly bound and they have sufficient energy to move rapidly. They do not have a fixed shape or volume. They are fluids that move to fill their container and can be compressed. Gases may turn into liquids when cooled. Many common materials contain a combination of solids, liquids and gases. Fizzy drinks contain carbon dioxide gas dissolved in a liquid; sponges are solids containing gas; bubbles are liquid soap with air inside.	

	• Be able to identify changes of state and provide examples. **Separation by Evaporation** • Understand that solids, liquids and gases that dissolve in water (and some other liquids) are known as soluble. • Know that dissolving a solid in a liquid creates a solution. • Understand that a solid dissolved in a liquid may be separated out again by evaporating the liquid. • Be able to identify some solids that can be dissolved in water and separated by evaporation.	Solids, liquids and gases are all states of matter. Matter is anything that has mass and occupies a volume. Materials may undergo a change of state. This is a physical change, whereby a material changes from one state to another. This can be through heating, cooling, melting, evaporation, condensation, solidification or freezing. **Separation by Evaporation** Some solids, liquids and gases may dissolve in water and/or other liquids. These are known as solvents. When a substance dissolves, it breaks into small particles that are dispersed throughout the liquid until they are too small to see. This is called a solution. Dissolved solids can be separated from a solution by heating the liquid so that it evaporates, leaving the solid particles behind. Examples of solids that are soluble in water include salt, sugar and bicarbonate of soda. Dissolving is a physical process. Some substances dissolve when they are mixed with water, or certain other liquids, to form a solution. The material that dissolves is called the solute and this is broken down into small particles that are spread throughout the solvent. This is known as solubility. Substances that dissolve in water are soluble; substances that do not dissolve in water are insoluble. Sugar and salt are soluble in water; sand is insoluble. The materials in a solution can be separated by another physical process, evaporation. The solution is heated and when the solvent reaches its boiling point it evaporates, leaving the solute behind.	

	Key Assessment Questions
States of Matter	• I can group materials based on their state of matter (solid, liquid, gas). • I can describe how some materials can change state. • I can explore how materials change state. • I can measure the temperature at which materials change state. • I can describe the water cycle. • I can explain the part played by evaporation and condensation in the water cycle.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Chocolate	**KS2 National Curriculum** **Location Knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia)	**CLA Y3 Geographical Enquiry** **(Study and research around countries involved in the history of chocolate and then the modern 'Journey of a Cocoa Bean' which countries are involved and why their climate and other features suits cocoa bean growth)** • Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? **(Use maps to plot journeys travelled by ancient civilisations from Mayans to Aztecs using appropriate directional vocabulary/alternatively look at modern locations for cocoa bean growth and design maps of farms and surrounding areas using appropriate symbols and the journey travelled by the cocoa bean in order to get to the UK)** • Can they begin to use 4 figure grid references?	**Fair Trade** **Cocoa** **Cacoa** **Mayan** **Aztec** **Country** **Continent** **Farming**

	and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • 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)	• Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100 Km? **Beyond- (Study around transport of chocolate- link with Fair Trade industry and Journey of the cocoa bean-processes involved steps from farm through to selling in the UK)** • Can they work out how long it would take to get to a given destination taking account of the mode of transport? **Key Information** Chocolate is a processed, typically sweetened food made from the seeds of the cocoa tree. It has been used as a drink throughout history and **originates in Northern South America**. It has always been used as a food, with the oldest evidence of early chocolate being found in **Honduras dating around 1400 BC.**The Mayans worshipped the cocoa bean- they called it 'God Food'. The Aztecs used cocoa beans as sacrifices, and also used them as a kind of currency. They also made a drink similar to hot chocolate, and called it Xocolatl. **When the Spanish invaded South America,** they discovered the delights of Xocolatl, but couldn't pronounce it co called it chocolat, which the English then translated into chocolate. The **europeans** added sugar and vanilla to the beans to counteract the bitterness, and made chocolate as we know it today. Most cocoa farmer live on small, remote villages, often without healthcare or running water. On average they earn £325 every year. The life of a cocoa farmer is not very secure, as the cocoa world market continues to rise and fall as does their wages, and this means they have no long term security or sustainability. They often cannot afford to pay the expenses of their farm, as they only receive a fraction of what is paid for their chocolate at the end of the production line, as there are so many people along it. Most farmers live in poverty. **Growing Cacao** About 60% of the world's cocoa beans are grown in **West Africa**, especially **Ghana,** where unfortunately child labour is common. It is also grown in **Brazil and Ecuador** in large quantities, and small amounts are being grown in **Malaysia and Indonesia,** where it is a fairly new crop. It is grown on cacao trees, which produce around 2,000 pods per year. The plant is not easy to grow, as it needs protection from the sun and wind so it is normally planted alongside other plants such as bananas or coconuts which provide the protection. It is very labour- intensive to harvest. The ripe pods are cut with large knives, being careful not to damage surrounding plants, and then but into a basket on the harvesters back. Each pod contains a sticky white pulp and 30- 40 seeds. Not only the seeds are used, and the pulp is used to make a bitter drink. **Transportation** Many questions come to mind when thinking of the chocolate industry. Is chocolate necessary? Could the land used for growing chocolate be used for growing a more nutritious food? And most importantly, is chocolate sustainable? In order to reach the shops, chocolate must first travel hundreds of air miles to go from the cocoa farms to the manufacturers to the shops. In a planet the is already dying because of global warming, can we really afford to pollute our environment even more with the transportation of a food that is hardly nutritious or vital? Fair Trade chocolate is much more sustainable than non fairtrade, and as more and more companies become fairtrade, the better chocolate production becomes. Chocolate is not yet a sustainable product, but Fair Trade can make it so.	**Industry** **North** **South** **East** **West** **Farm** **Village** **Transport** **Distance** **Sustainability**

	Key Assessment Questions
Geographical Enquiry	• I can use correct geographical words to describe a place and the events that happen there. • I can identify key features of a locality by using a map. • I can begin to use 4 figure grid references. • I can accurately plot NSEW on a map. • I can use some basic OS map symbols. • I can make accurate measurement of distances within 100 Km. **Beyond**

	• I can work out how long it would take to get to a given destination taking account of the mode of transport

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Chocolate	**National Curriculum** **Key stage 2** **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.** **In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Pupils should be taught about:** • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of	**History of Chocolate-Mayan-Aztec Civilisations- chocolate into Britain-Bournville Cadburys. .** **Chronological understanding-(Enquiry led work into the history of chocolate beginning in ancient eras of the Mayans and Aztec through to the journey of chocolate into Britain and the establishment of Cadburys at Bournville. Children to study what life was like in Mayan Civilisations and plot key events on a timeline)** • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? **Beyond** • Can they set out on a timeline, within a given period, what special events took place? **Historical enquiry** • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? **Beyond** • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly? **Key Information** The Mayans of Central America are believed to be the first to discover cocoa as early as 900 AD. They learned that the beans inside the cocoa pods could be harvested and made into a liquid that would become a treasured Mayan treat. Mayan chocolate was very different than the chocolate we know today. It was a liquid made from crushed cocoa beans, chili peppers, and water. (There was no sugar in Central America.) They poured the liquid from one cup to another until a frothy foam appeared on top. In fact, the word 'chocolate' is said to come from the Mayan word 'xocolatl' which means 'bitter water.' It may have been bitter water, but it was held in such high esteem that Mayans called it the "food of the gods." Cocoa was so revered that images of cocoa pods were painted on the walls of stone temples and Mayan artifacts have been found that show kings and Mayan gods drinking chocolate. Cocoa was often consumed during religious ceremonies and marriage celebrations. All Mayans could enjoy cocoa, regardless of their social status. Cocoa was the frothy drink of its day, highly valued for its healing and medicinal properties. Mayans would whip up a mix, and people would enjoy it the same way we enjoy coffee today.	**Mayan** **Aztec** **Civilisations** **BC,AD** **Decade** **Era** **Ancient** **Century** **Chronological** **Chronology** **Timeline** **Archaeologist** **Source** **Evidence**

	England to the time of Edward the Confessor ● a local history study ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality ● 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 ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	The Aztecs Rise To Power By 1400 AD, the Mayan power was decreasing. The Aztecs ruled over the highlands of central Mexico, far from the rainforests of the Mayans. Since the Aztecs could not grow their own cocoa, they had to trade to get the beans. The Aztecs also had their own word for chocolate: chocolatl (cho co LA til), which was very similar to the Mayan word xocolatl. Money Grows On Trees Cocoa beans were very valuable. The Aztecs used them as money, and were very protective of their beans. They paid for food, clothes, taxes, gifts, and offerings to their gods using cocoa beans. Having a pocket full of beans was like having a wallet full of cash. As far as the Aztecs were concerned, money really did grow on trees. ● The Mayan civilisation extended from what is now South East Mexico through Central America. ● This area included highland and lowland settlements and a variety of climate zones. Crops grown in the lowlands were traded for mineral ores and rocks from the mountainous areas. ● Although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings. ● The Mayans did not use wheels or pulleys for their building projects.They did not have draught animals capable of heavy labour. Building materials were transported by human porters or canoes. ● Archaeological evidence suggests that Mayan settlement in Mesoamerica probably dates from the third millennium BC. The Mayans of the classic period c200-900 CE adopted many aspects of the earlier Olmec culture and were also influenced by surrounding cultures such as that of the great city of Teotihuacan. ● Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. ● Mayan society was formed of a number of city states each with their own ruler. Each city was surrounded by rural settlements. ● At the top of Mayan society was the King and Royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city. ● The Mayans were sophisticated mathematicians who made use of the number zero. They used base 20 in their calculations. They were keen astronomers who were able to predict solar eclipses. Their complex calendar system was one of the most accurate of the ancient world. ● No one knows for sure why the Mayan civilisation went into decline. Possible explanations involve the overuse and exhaustion of farming land, prolonged drought, misrule, warfare and disease.	

	Key Assessment Questions
Chronological Understanding	● I can describe events and periods using the words: BC, AD and decade. ● I can describe events from the past using dates when things happened. ● I can describe events and periods using the words: ancient and century. ● I can use a timeline within a specific time in history to set out the order things may have happened. ● I can use their mathematical knowledge to work out how long ago events would have happened. **Beyond** ● I can set out on a timeline, within a given period, what special events took place.

Historical enquiry	• I recognise the part that archaeologists have had in helping us understand more about what happened in the past. • I can use various sources of evidence to answer questions. • I can use various sources to piece together information about a period in history. • I can research a specific event from the past. • I can use their 'information finding' skills in writing to help them write about historical information. • I can,, through research, identify similarities and differences between given periods in history. **Beyond** • I can begin to use more than one source of information to bring together a conclusion about an historical event. • I can use specific search engines on the Internet to help them find information more rapidly.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Chocolate	**KS2 National Curriculum** ***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** **Pupils should be taught:** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	**Collage (Mosaics/Aztecs)** **(Children to research Aztec Mosaics and make notes and annotations of what they like and dislike about different designs. What can they tell us about the Aztec culture? What do the different designs mean? Children to practise their cutting and layering skills to create different effects with their collages. Children to annotate their learning to decide which colour combinations have the best effect for their final piece. Children to design and create a final piece of Aztec mosaic art. Evaluate Final piece in sketchbook commenting on choices made, skills developed and how this could be improved further.)**   **Collage** • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic **(Mayan/Aztec Prints)** **(Children to research Mayan Prints and make notes and annotations of what they like and dislike. What can they tell us about the Mayan culture? How did they create these prints in the period of the time? Children to design their own prints, in their sketchbooks, using ideas and inspiration from traditional designs. Children to the creating printing tiles on cardboard and detailing their pattern on the block using string. Children to use paint of contrasting colours to create a Mayan pattern overlaying different colours for different effects. Children to evaluate the different visual effects they have created with different colour combinations in their sketchbooks. The pattern could then be used as a backdrop for other work such as colour photocopying their pattern to showcase their History, Geography or English work on. Or using as display backing paper to showcase other learning on).**    **Printing** • Can they make a printing block? • I can make a 2 colour print. **Knowledge** • I can explore work from other periods of time. • I can explore work from other cultures.

	Key Assessment Questions
Collage	• I can cut very accurately. • I can overlap materials. • I can experiment using different colours. • I can use mosaic. • I can use montage.
Printing	• I can make a printing block. • I can make a 2 colour print.
Knowledge	• I can explore work from other periods of time. • I can explore work from other cultures.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Chocolate	**National Curriculum** **When designing and making, pupils should be taught to:** **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures	**Food Technology and Structures (chocolate bars-packaging nets and recipe creating)** **(Children will be given a Dragon's Den style 'Enterprise Task' where they will be asked to create a brand new chocolate bar to a panel of 'experts'. Children will begin by tasting a range of chocolate and evaluating what flavours they like and dislike in order to inform their decision making for their own chocolate bar. Children will build up their research thinking about who they want to market their chocolate bar towards to create a final recipe.** **Children will also research, design, create and evaluate the packaging for their chocolate bar making a net prototype of their final design. Children will show the process of researching, design, drafting, editing, creating, improving and evaluating in their topic books. The project will be finalised with children presenting their product to a Dragon's Den style panel drawing upon Computing, English and Maths skills.)** **TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:** **Developing, planning and communicating ideas** • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan? **Working with tools, equipment, materials and components to make quality products** • Can they use equipment and tools accurately? **Evaluating processes and products** • Can they explain what they changed which made their design even better? **SPECIFIC SKILLS TO THIS TOPIC:** **Cooking and nutrition** • Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive? • Can they describe how their combined ingredients come together?

	• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	**Stiff and flexible sheet materials** • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? **Mouldable materials** • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques?

	Key Assessment Questions
Chocolate	**Cooking and nutrition** • I can choose the right ingredients for a product. • I can use equipment safely. • I can make sure that my product looks attractive. • I can describe how my combined ingredients come together.
	Stiff and flexible sheet materials • I use the most appropriate materials. • I work accurately to make cuts and holes. • I can join materials.
	Mouldable materials • I select the most appropriate materials. • I can use a range of techniques to shape and mould. • I can use finishing techniques.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Chocolate	**National Curriculum** **Pupils should be taught to:** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with	**We are programmers (create an animation linked to the Mayan King)** • To create a storyboard for an animation. • To include action and dialogue in my storyboard. • To write a computer program for an animation. • To put Scratch blocks in the right order. • To correct mistakes in my program. • To create sound and graphics for my animation. • To explain how my storyboard and program are linked. • To use a repeat block in my program. • To find and correct 'bugs' in my program. • To upload my animation to the Scratch website. • To get ideas from the Scratch website.

	variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● 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 ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● 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 ● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**E-Safety** We are programmers. The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. Searching for content for programs or viewing others' cartoons also offers an opportunity to develop safe search habits. If the pupils participate in the Scratch community, they need to think about what information they can share and how to participate positively in an online community, as well as obtaining parental permission.
		We are opinion pollsters- (Research and polls into most popular and profitable chocolate bars in Britain). ● To collect data through the internet. ● To show respect for the information people tell me. ● To use software to collect data. ● To use software to present the results of my data. ● To explain how I have used the web to work with others on documents. ● To judge how useful my survey forms and presentations are. ● To move information between different applications. ● To look at data and explain what it shows me. ● To work independently to collect, present and judge data. ● To collect data through the internet. ● To explain how I have used the web to work with others on documents. ● To see how important it is to keep a person's data private. ● To judge my data and see what does and doesn't look right. **E-Safety** We are opinion pollsters. The pupils learn some of the legal and ethical requirements for designing online surveys and processing data. They also consider what pollsters information it would be appropriate for them to give in an online survey, and some implications of data processing. The pupils can use online tools for collaborating on survey design and analysis, considering how to use these appropriately. The survey itself could address issues of the pupils' attitudes to online safety.

	Key Assessment Questions
Programmers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Opinion Pollsters	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Chocolate	**National Curriculum** **Pupils should be taught to:** ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians ● develop an understanding of the history of music. **CLA Program of Study:** **Performing** ● Do they sing in tune with expression? ● Do they control their voice when singing? ● Can they play clear notes on instruments? **Composing** ● Can they use different elements in their composition? ● Can they create repeated patterns with different instruments? ● Can they compose melodies and songs? ● Can they create accompaniments for tunes? ● Can they combine different sounds to create a specific mood or feeling? **Appraising** ● Can they improve their work; explaining how it has improved? ● Can they use musical words (the elements of music) to describe a piece of music and compositions? ● Can they use musical words to describe what they like and dislike? ● Can they recognise the work of at least one famous composer?	**Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Let Your Spirit Fly- R&B, Michael Jackson, Western (Year 3) Classical, Musicals, Motown, Soul** **Suggested Links-** Historical context of musical styles. **Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Ho,Ho,Ho-Christmas, Big Band, Motown, Elvis, Freedom Songs** **Suggested Links-** Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.

	Key Assessment Questions
Let Your Spirit Fly	**Performing** ● I can sing in tune with expression. ● I can control my voice when singing. ● I can play clear notes on instruments.
Ho,Ho,Ho	

	Composing ● I can use different elements in my composition. ● I can create repeated patterns with different instruments. ● I can compose melodies and songs. ● I can create accompaniments for tunes. ● I can combine different sounds to create a specific mood or feeling. **Appraising** ● I can improve my work; explaining how it has improved. ● I can use musical words (the elements of music) to describe a piece of music and compositions. ● I can use musical words to describe what I like and dislike. ● I can recognise the work of at least one famous composer.

R.E.

Topic	Program of Study
Sikhism	**Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.** ***The areas of Enquiry are as follows:*** ***A. beliefs, teachings and sources*** ***B. practices and ways of life*** ***C. forms of expressing meaning*** ***D. identity, diversity, belonging*** ***E. meaning, purpose and truth*** ***F. values and commitments*** **Term 1a-Sikhism** ★ **Theme/Concept:** The Amrit Ceremony and the Khalsa ★ **Enquiry Question:** Does joining the Khalsa make a person a better Sikh? ★ **SMSC**- Moral, Cultural ★ **British Values-**Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	**Term 1b-Christianity** ★ **Theme/Concept:** Christmas- Incarnation ★ **Enquiry Question:** Has Christmas lost its true meaning? ★ **SMSC**- Spiritual, Cultural ★ **British Values-**Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions

Term 1A	**Does joining the Khalsa make a person a better Sikh?**
	WORKING TOWARDS I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.
	Year 3 expectation WORKING AT I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.
	WORKING BEYOND I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.

	Key Assessment Questions
Term 1B	**Has Christmas lost its true meaning?**
	WORKING TOWARDS I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.
	Year 3 expectation WORKING AT I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.
	WORKING BEYOND I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Chocolate	**Philosophy for Children – The Process** ● **Warm-up -**Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● **Presentation of stimulus -**Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● **Thinking time/conversation-** Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● **Formulation of questions-** In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● **Airing of questions-**Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● **Selection (voting)-** A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● **First words-**The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● **Building-**From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● **Final thoughts-** A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. **Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:** ★ **Should everyone buy Fair Trade?** ★ **Are big corporations fair to smaller companies?** **As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.**

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Chocolate	**National Curriculum-KS2** **Pupils should be taught to:** ● **listen attentively to spoken language and show understanding by joining in and responding** ● **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words** ● **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help** ● **speak in sentences, using familiar vocabulary, phrases and basic language structures** ● **develop accurate pronunciation and intonation so that others understand when they**	**Using the La Jolie Ronde Year 3 Program of Study for FRENCH- using songs, games and resources from the program. The main focus is still on developing oral skills in Year 3, however flashcards are used so children can see the written form of words and begin to see spelling patterns. They will start to write some words and phrases.** **The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period.** **Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week.** ★ **Lesson One- Part 1 and 2- Numbers 0-10** ★ **Lesson One-Part 3 and 4- Numbers 0-10**

	are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • 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.	★ Lesson Two- Part 1 and 2-Greetings ★ Lesson Two-Part 3 and 4- Greetings ★ Lesson Three-Part 1 and 2- Classroom Instructions ★ Lesson Three-Part 3 and 4- Classroom Instructions ★ Lesson Four-Part 1 and 2- Ask and give name ★ Lesson Four-Part 3 and 4- Ask and give name ★ Christmas 1-Nativity ★ Christmas 2-Letter to Father Christmas

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Chocolate	National Curriculum Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best	The Real P.E. Program of Study is used to teach children the core principles of P.E. It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE. ★ Unit 1: Cardio -Coordination Netball/Bucket Ball/Static Balance ★ Unit 2: Cardio -Dynamic Balance to Agility, Dance, Static Balance

Term 2-Vikings
Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **asking relevant questions and using different types of scientific enquiries to answer them**
- **setting up simple practical enquiries, comparative and fair tests**
- **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers**
- **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**
- **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**
- **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**
- **identifying differences, similarities or changes related to simple scientific ideas and processes**
- **using straightforward scientific evidence to answer questions or to support their findings.**

Topic	Program of Study	Subject Knowledge	Vocabulary
Vikings	**Rocks** **National Curriculum** **Pupils should be taught to:** ● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● describe in simple terms how fossils are formed when things that have lived are trapped within rock ● recognise that soils are made from rocks and organic matter **CLA Program of Study** **Rocks** ● Be able to group different kinds of rocks on the basis of their physical properties. ● Understand that rocks can be classified into three types: igneous, sedimentary and metamorphic, depending on how they are formed.	**Rocks** The Earth's crust is made of rocks, although much of it is covered by water or soil. Individual rocks are classified according to how they are formed. Igneous rocks come from molten magma from below the Earth's crust, which reaches the surface through volcanic eruptions. This cools and solidifies into very hard rock, often with tightly interlocking crystals. Metamorphic rock is formed deep underground, as high temperatures and pressure from the weight of the layers above changes the properties of existing rock types. Sedimentary rock is formed when layers of sediment from erosion and weathering collect in rivers and seabeds, where they are compressed over time. Fossils are formed when dead organisms are trapped within these layers. Rocks are solid and made from different combinations of minerals. The Earth's crust is made of rock. We can find rocks over every part of the Earth's surface, although many are covered by water or soil. Rocks are classified according to how they have been formed. Under the Earth's crust is molten rock, magma. This is sometimes pushed up through volcanoes. It then cools to form igneous rock, examples of which are granite and pumice. Igneous rocks often have tightly interlocking crystals, making them very hard. Underground rock may experience pressure and heat that changes its properties and causes it to turn into metamorphic rock, including marble and slate. When rocks on the Earth erode or break down through weathering, they are carried by rivers to the sea and	**Earth** **Crust** **Rocks** **Igneous** **Magma** **Molten** **Metamorphic** **Pressure** **Sedimentary** **Fossils** **Organisms** **Minerals** **Classification** **Granite** **Pumice** **Volcano** **Marble** **Slate** **Erosion** **Weathering** **Limestone** **Chalk** **Decay** **Humus** **Absorb**

	• Know that rocks do not consist of a single substance but contain many different types of minerals and are created over millions of years. • Understand how fossils formed in sedimentary rocks. **Soil** • Understand that soil forms when rocks are broken down by weathering. • Understand that soil is a combination of rocks, minerals, organic matter (i.e. plant and animal materials), air and water. • Understand that soils have different properties, depending on the rocks from which they are formed, the climate and the organic matter contained in them. • Appreciate that soil consists of different layers formed over bedrock.	form sediments on the seabed. Over time, these are compressed to form sedimentary rock such as limestone and chalk. Sedimentary rocks may contain fossils, for example plants, dinosaurs, ammonites and trilobites. Fossils are preserved remains of organisms or imprints that they have left behind. Fossils are rare as these remains or imprints need to be covered over by sediment very quickly in order to be preserved. Fossils provide evidence of evolution, as well as information about previously living plants and animals, including dinosaurs. **Soil** Soil forms when rocks are broken down into smaller particles by weathering. Plants grow in these rock particles and animals live within the soil. When organisms die, they decay to produce humus. This helps the soil particles to stick together and absorb water. As humus decays further, the minerals it contains are released into the soil. This enriches the soil and helps more plants to grow. As soils form from different rock types, different types of organic matter and in different climates, the properties of soil can vary significantly. Soil is not a single substance but a combination of rocks, minerals, plant materials, animal materials, other microorganisms (which make organic matter), air and water. Soil forms when rocks are broken down into small particles by weathering. Plants then grow in these rock particles and when these (and animals) die, they decay and produce humus. Decaying humus breaks down to release minerals for plants to utilise. Soils can have different properties, depending on the rocks that form them and the organic matter created. Soil contains different layers of material, including topsoil, subsoil, weathered rocks and bedrock.	**Microorganisms** **Particles** **Topsoil** **Subsoil** **Weathered rocks** **Bedrock**
	Light **National Curriculum** **Pupils should be taught to:** • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change **CLA Program of Study**	**What is Light?** We are able to see because light rays reflect off objects and into our eyes. Everything we see reflects light, but not everything is a reflector. Reflectors are materials that reflect light well, such as mirrors, water and aluminium foil. Light is a form of energy. At this teaching level we mean visible light, which is any light that can be seen by humans. Visible light is one form of electromagnetic radiation. Others include infrared, ultraviolet, microwaves and X-rays. Light energy spreads out as it travels. Light intensity, or brightness, reduces as distance from the source increases. **Reflection** Light travels in straight lines. Whenever light rays strike a mirror, or similarly reflective surface, they are reflected. This makes it possible to see the reflection of an object in the mirror. We can see objects because light rays bounce off them and into our eyes. This is known as reflection. Light that is not reflected by objects is absorbed. The degree to which reflected light is scattered depends on the surface of the material. Smooth, shiny objects, such as mirrors, are very good reflectors. Rough surfaces disperse the reflected light in	**Light** **Rays** **Reflect** **Reflector** **Energy** **Visible** **Electromagnetic Radiation** **Infrared** **Ultraviolet** **Microwaves** **X-Rays** **Light intensity** **Rays** **Reflective** **Mirror** **Absorbed** **Wavelengths** **Refraction** **Density**

	What is Light? ● Know that light is a form of energy. ● Be able to identify a range of light sources and light reflectors. ● Understand that light sources emit light. ● Know that we are able to see when light enters our eyes. ● Understand that we can see objects because they either emit or reflect light. ● Understand that light reflectors do not emit light; they reflect it. **Reflection** ● Know that when light bounces off an object it is reflected. ● Understand how light is reflected by mirrors. ● Be able to investigate the behaviour of light on different surfaces.	many different directions and look dull. Coloured materials reflect some wavelengths of the light and absorb others. White materials reflect all the colours of light. Black materials absorb all the colours of light. When light passes from one medium to another, its speed changes and it can "bend" and change direction. This is known as refraction. Refraction occurs when the light wave passes between mediums of different density. This happens when light enters a glass prism. The different wavelengths of white light travel through the glass at different speeds. This separates the white light into the different colours of the visible spectrum. Violet has the shortest wavelength. It travels at the slowest speed through the medium and refracts the most. Red has the longest wavelength. It travels the fastest through the medium and refracts the least. A rainbow forms when sunlight refracts and reflects in raindrops.	

	Key Assessment Questions
Rocks	● I can compare and group rocks based on their appearance and physical properties, giving a reason. ● I can describe how fossils are formed. ● I can describe how soil is made. ● I can describe and explain the difference between sedimentary and igneous rock.
Light	● I can describe what dark is (the absence of light). ● I can explain that light is needed in order to see. ● I can explain that light is reflected from a surface. ● I can explain and demonstrate how a shadow is formed. ● I can explore shadow size and explain. ● I can explain the danger of direct sunlight and describe how to keep protected.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Vikings	**KS2 National Curriculum** **Geographical Skills & Fieldwork (Aerial View, Settlements)** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**CLA Y3 Geographical Knowledge** **(Research and enquiry around where the Vikings were from, using maps, atlases and a range of sources of evidence. Which countries did the Vikings invade? Which seas did they cross to get there? What are the weather conditions in those locations?)** • Can they name a number of countries in the Northern Hemisphere? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe? **Beyond** • Can they name the two largest seas around Europe? **(Volcanoes- Linked to Science Topic- Rocks)** **Physical** • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? **Human** • Can they describe how volcanoes have an impact on people's lives? **Geographical Knowledge** • Can they locate and name some of the world's most famous volcanoes? **Key Information** The Vikings lived in the north of Europe, in what would become Sweden, Norway, and Denmark. Winters were cold and long, with months of snow. Some days, it was dark all day and all night. But, there was a great deal of coastline, as Sweden, Norway, and Denmark are all peninsulas, so there was an ample year around supply of fish, seafood, turtle eggs, and water fowl to eat. Scandinavia has many natural waterways, including the famous fjords. A fjord is a long, narrow inlet of sea between high cliffs. Fjords were created by glaciers. You can find many fjords Norway and Iceland. There are also many rivers, lakes, and streams full of fish. But farming was tough. The northern part of Scandinavia is full of mountains. Soil along the coastline is sandy. It was difficult to grow crops. In time, as the population grew, some Viking stayed because there was some good farmland. Around 750AD, some Vikings began to explore other places to raise their families, places like Russia, Britain, France, and Germany. **Where did Vikings Settle?** Some Viking ships brought families to Britain looking for land to farm. Good farmland was scarce in the Vikings' own countries. The parts of Britain where most Vikings settled were northern Scotland and eastern England. For 500 years, from about AD 900, Vikings ruled the north of Scotland, the Orkney and Shetland isles and the Hebrides islands off the west coast. In Ireland, Vikings founded the city of Dublin. Viking areas in east and northern England became known as the Danelaw. Viking settlements brought new words into the English language, and new ideas about government too. For a short time England had Danish kings (King Cnut and his sons, from 1016 to 1042). **Volcanoes** A volcano is a landform (usually a mountain) where molten rock erupts through the surface of the planet. A volcano is a mountain that opens downward to a pool of molten rock (magma) below the surface of the earth. It is a hole in the Earth from which molten rock and gas erupt. **What is the difference between lava and Magma?** Magma is liquid rock inside a volcano.	**Settlement** **Invasion** **Farming** **Country** **Northern Hemisphere** **Europe** **Land** **Island** **Peninsula** **Crops** **Ocean** **Seas** **Fjord** **River** **Lake** **Capital City** **Volcano** **Lava** **Magma** **Crust** **Mantle** **Core** **Molten** **Tectonic Plates**

		Lava is liquid rock (magma) that flows out of a volcano. Fresh lava ranges from 1,300° to 2,200° F (700° to 1,200° C) in temperature and glows red hot to white hot as it flows. volcano **How many volcanoes are there in the world?** There are around 1,510 active volcanoes in the world. We currently know of 80 or more which are under the oceans. **What are the three layers the Earth is made of?** Crust-The crust is the outer layer of Earth. It is about 18 miles thick. It is the part we live on. Mantle-The second layer is called the mantle. It is about 1,800 miles thick. Core-The inner layer is called the core. volcano What causes volcanoes to erupt? The Earth's crust is made up of huge slabs called plates, which fit together like a jigsaw puzzle. These plates sometimes move. Between the Earth's crust and the mantle is a substance called magma which is made of rock and gases. When two plates collide, one section slides on top of the other, the one beneath is pushed down. Magma is squeezed up between two plates.	

	Key Assessment Questions
Geographical Knowledge	● I can name a number of countries in the Northern Hemisphere. ● I can name and locate some well-known European countries. ● I can name and locate the capital cities of neighbouring European countries. ● I am aware of different weather in different parts of the world, especially Europe. **Beyond** ● I can name the two largest seas around Europe. **(Volcanoes- Linked to Science Topic- Rocks)** **Physical** ● I can describe how volcanoes are created. ● I can describe how earthquakes are created. **Human** ● I can describe how volcanoes have an impact on people's lives. **Geographical Knowledge** ● I can locate and name some of the world's most famous volcanoes.

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Vikings	**Key stage 2** **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They**	**Vikings-Viking Raids & Invasions** **Children to use their chronology skills to map out where the Vikings fit within our History. Children to look then specifically within the Viking period at the different key events, invasions and leadership that occured. Children to study particular aspects of Viking life and use their historical, geographical and Literacy skills to create a in depth study of what life would have been like.** **Chronological understanding** ● Can they describe events and periods using the words: BC, AD and decade? ● Can they describe events from the past using dates when things happened?	**BC** **AD** **Decade** **Century** **Timescale** **Time period** **Timeline** **Past** **Present**

	should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. **In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Pupils should be taught about:** ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality ● 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 ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	● Can they use a timeline within a specific time in history to set out the order things may have happened? ● Can they use their mathematical knowledge to work out how long ago events would have happened? **Beyond** ● Can they set out on a timeline, within a given period, what special events took place? ● Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? **Knowledge and interpretation** ● Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? ● Can they begin to picture what life would have been like for the early settlers? ● Can they recognise that Britain has been invaded by several different groups over time? ● Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? ● Can they suggest why certain events happened as they did in history? ● Can they suggest why certain people acted as they did in history? **Beyond** ● Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? ● Can they appreciate that war/s would inevitably have brought much distress and bloodshed? ● Do they have an appreciation that wars start for specific reasons and can last for a very long time? ● Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? **Historical enquiry** ● Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? ● Can they use various sources of evidence to answer questions? ● Can they use various sources to piece together information about a period in history? ● Can they research a specific event from the past? ● Can they use their 'information finding' skills in writing to help them write about historical information? ● Can they, through research, identify similarities and differences between given periods in history? **Beyond** ● Can they begin to use more than one source of information to bring together a conclusion about an historical event? ● Can they use specific search engines on the Internet to help them find information more rapidly? **Key Information** The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050. Even though the Vikings didn't stay in Britain, they left a strong mark on society – we've even kept some of the same names of towns. They had a large settlement around York and the midlands, and you can see some of the artefacts from that today. ● The Vikings are also called Norsemen, and came from Scandinavia. ● They spoke Norse, which had an alphabet made up of characters called runes. ● They travelled over the sea in longships, which are long, narrow wooden boats that could be sailed in both deep and shallow water. ● The Vikings left their homeland because they were looking for better places to farm than the kind of terrain that Scandinavia had. ● The Vikings first attacked Britain in 787 AD, but didn't start to invade and settle here until 793. ● In 878, King Alfred the Great defeated the Vikings in battle and had them sign a treaty saying they had to keep to their own land in England – this section of land was called Danelaw.	**Invaded** **Invasion** **Lifestyle** **Early Settlers** **Viking** **Weapons** **Battle** **Conquer** **Archaeologists** **Source** **Information** **Research** **Similarities** **Differences** **Scandinavia** **Norway** **Sweden** **Denmark** **Armies** **Settlement** **Artefacts** **Norsemen** **Longships** **Narrow Boat** **King Alfred the Great** **Danelaw** **Jorvik**

		• Jorvik was a large Viking kingdom around York; the last king of Jorvik was Eric Bloodaxe in 954. • Viking warriors believed that when they died in battle, they went to Valhalla – this is where the king of the gods lived, named Odin. • England once had a Viking king – King Canute ruled from 1016-1035, and his descendants ruled until 1042. • A few weeks before the Anglo-Saxons were defeated in the Battle of Hastings in 1066, they defeated Viking warriors near York led by Harald Hardrada at the Battle of Stamford Bridge. The word 'Viking' means 'a pirate raid' in the Norse language, which is what the Vikings spoke. Some of the names of our towns and villages have a little bit of Norse language in them. Do you recognise any names with endings like these: '-by', as in Corby or Whitby, means 'farm' or 'town' '-thorpe', as in Scunthorpe, means 'village' The Viking alphabet, 'Futhark', was made up of 24 characters called runes. Each one stood for entire words or gods, as well as sounds. There was a large Viking community around York called Jorvik. Archaeologists have found out a lot about the Vikings by artefacts they've found there. The Vikings kept long benches in their homes that they'd use to sit on during the day, and then to sleep on at night. Only rich people had beds. In Viking times, people usually just took baths once a week! This was often on Saturdays. The Normans from France who defeated the Anglo-Saxons in the Battle of Hastings were actually descendants of Vikings! Vikings settled around more places than just Britain – they went to Ireland, Iceland, Greenland, France and Spain too.	

	Key Assessment Questions
Chronological understanding	• I can describe events and periods using the words: BC, AD and decade. • I can describe events from the past using dates when things happened. • I can use a timeline within a specific time in history to set out the order things may have happened. • I can use my mathematical knowledge to work out how long ago events would have happened. **Beyond** • I can set out on a timeline, within a given period, what special events took place. • I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.
Knowledge and interpretation	• I appreciate that the early Brits would not have communicated as we do or have eaten as we do. • I can begin to picture what life would have been like for the early settlers. • I can recognise that Britain has been invaded by several different groups over time. • I realise that invaders in the past would have fought fiercely, using hand to hand combat. • I can suggest why certain events happened as they did in history. • I can suggest why certain people acted as they did in history. **Beyond** • I can begin to appreciate why Britain would have been an important country to have invaded and conquered. • I can appreciate that war/s would inevitably have brought much distress and bloodshed. • I have an appreciation that wars start for specific reasons and can last for a very long time. • I appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'.

Historical enquiry	• I recognise the part that archaeologists have had in helping us understand more about what happened in the past. • I can use various sources of evidence to answer questions. • I can use various sources to piece together information about a period in history. • I can research a specific event from the past. • I can use my 'information finding' skills in writing to help me write about historical information. • I can, through research, identify similarities and differences between given periods in history. **Beyond** • I can begin to use more than one source of information to bring together a conclusion about an historical event. • I can use specific search engines on the Internet to help me find information more rapidly.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities Vocabulary
Vikings	**KS2 National Curriculum** ***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** **Pupils should be taught:** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	**Paint/Watercolours (Seascape, Ships and sketching in 3D)** **(Children to use sketchbooks to study high-quality sketches and paintings of Viking seascapes- annotating and evaluating the art work and techniques they see. Children to work on the skill of sketching in detail to create realistic and well-proportioned Viking ships based on sources of evidence. Children to develop their paint mixing skills- through colour wheel work- as well as how to use colour washes and vary the intensity of colours through dilution of the paint-prior to creating their final Viking Seascape. Children to evaluate their learning journey explaining how they have improved and what they would like the develop further).** **Drawing** • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? **Painting** • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? **Sketchbooks** • Can they use their sketchbooks to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?  

	Key Assessment Questions

Drawing	• I can use my sketches to produce a final piece of work. • I can write an explanation of my sketch in notes. • I can use different grades of pencil shade, to show different tones and texture.
Painting	• I can predict with accuracy the colours that I mix. • I know where each of the primary and secondary colours sits on the colour wheel. • I can create a background using a wash. • I can use a range of brushes to create different effects.
Sketchbooks	• I use my sketchbook to express feelings about a subject and to describe likes and dislikes. • I make notes in my sketchbook about techniques used by artists. • I can suggest improvements to my work by keeping notes in my sketchbook.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Vikings	**National Curriculum** **When designing and making, pupils should be taught to:** **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge**	**Mechanisms (Viking Ships)** **(Children to research and design structures for making their own Viking ship. Children to use their research to make several designs of their own ship in detail, carefully labelling the steps needed to create their ship. Clear equipment lists will need to created as well as labelling the techniques they will use. After their final product is created children will need to evaluate their work showing what they did well, the skills they developed and how they could improve it further in the future.)** **TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:** **Developing, planning and communicating ideas** • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan? **Working with tools, equipment, materials and components to make quality products** • Can they use equipment and tools accurately? **Evaluating processes and products** • Can they explain what they changed which made their design even better? **SPECIFIC SKILLS TO THIS TOPIC:** **Electrical and mechanical components** • Do they select the most appropriate tools and techniques to use for a given task? • Can they make a product which uses mechanical components? • Can they use a number of components? **Stiff and flexible sheet materials** • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? 

	• apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	• Can they join materials?

	Key Assessment Questions
Vikings	**Electrical and mechanical components** • I select the most appropriate tools and techniques to use for a given task. • I can make a product which uses mechanical components. • I can use a number of components.
	Stiff and flexible sheet materials • I use the most appropriate materials. • I can work accurately to make cuts and holes. • I can join materials.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Vikings	**National Curriculum** **Pupils should be taught to:** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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 • use search technologies effectively, appreciate how results are	**We are Presenters- (Create and present their own Viking History Program- could be in the style of Horrible Histories- to share facts and information they have learnt about the Vikings).** • To work a video camera. • To record footage to use in my video. • To upload and edit my footage on a computer. • To record an audio commentary for my video. • To study sports programmes to learn how they are filmed • To record high quality footage. • To record an audio commentary with useful information in it • To export my final video in a standard format. • To look at my footage and decide what does and doesn't work. • To record original and interesting footage. • To use and explain data in my audio commentary. • To use more difficult editing tools, e.g. creating transitions. **E-Safety**

	selected and ranked, and be discerning in evaluating digital content • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	We are presenters. In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work. The pupils should think through the implications of videos being made available on the school network or more widely via the internet. They should discuss why schools and other organisations have strict policies over filming.

	Key Assessment Questions
Presenters	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Vikings	**National Curriculum** **Pupils should be taught to:** • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. **CLA Program of Study:** **Performing** • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? **Composing** • Can they use different elements in their composition? • Can they create repeated patterns with different instruments?	**Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Glockenspiel-Stage 2- Learning basic instrumental skills by playing tunes in varying styles** **Suggested Links-** Introduction to the language of music, theory and composition. **Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Benjamin Britten-There was a Monkey-Britten (Western Classical music), Reggae, R&B** **Suggested Links-** Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of R&B and Reggae music.

	• Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? **Appraising** • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer?	

	Key Assessment Questions
Glockenspiel Stage 2 **Benjamin Britten-There was a Monkey**	**Performing** • I can sing in tune with expression. • I can control my voice when singing. • I can play clear notes on instruments. **Composing** • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. **Appraising** • I can improve my work; explaining how it has improved. • I can use musical words (the elements of music) to describe a piece of music and compositions. • I can use musical words to describe what I like and dislike. • I can recognise the work of at least one famous composer.

R.E.

Topic	**Program of Study**
Christianity	**Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.** ***The areas of Enquiry are as follows:*** ***A. beliefs, teachings and sources*** ***B. practices and ways of life*** ***C. forms of expressing meaning*** ***D. identity, diversity, belonging*** ***E. meaning, purpose and truth***

	F. values and commitments **Term 2a-Christianity** ★ **Theme/Concept:** Jesus' miracles-incarnation ★ **Enquiry Question:** Could Jesus heal people? ★ **SMSC**- Spiritual, ★ **British Values-**Mutual Respect, Tolerance of those of different faiths and beliefs.
Christianity	**Term 2b-Christianity** ★ **Theme/Concept:** Easter-forgiveness-salvation, New Covenant ★ **Enquiry Question:** What is 'good' about Good Friday? ★ **SMSC**- Spiritual, Moral ★ **British Values-** Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 2A	**Could Jesus heal people?**
	WORKING TOWARDS I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.
	Year 3 expectation WORKING AT I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.
	WORKING BEYOND I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.

	Key Assessment Questions
Term 2B	**What is 'good' about Good Friday?**
	WORKING TOWARDS I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.

	Year 3 expectation WORKING AT I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.
	WORKING BEYOND I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.

PSHCE

Topic	Program of Study Subject Knowledge and Suggested Activities
Vikings	**Philosophy for Children – The Process** ● **Warm-up -**Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. ● **Presentation of stimulus -**Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. ● **Thinking time/conversation-** Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class. ● **Formulation of questions-** In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. ● **Airing of questions-**Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. ● **Selection (voting)-** A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. ● **First words-**The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. ● **Building-**From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. ● **Final thoughts-** A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. ● **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. **Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:** ★ **Were the Vikings thieves/barbarians?** ★ **Were the Vikings people to be feared?** ★ **Were the Vikings fair?**

	As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Vikings	National Curriculum-KS2 Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • 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.	Using the La Jolie Ronde Year 3 Program of Study for FRENCH- using songs, games and resources from the program. The main focus is still on developing oral skills in Year 3, however flashcards are used so children can see the written form of words and begin to see spelling patterns. They will start to write some words and phrases. The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week. ★ Lesson Five- Part 1 and 2- Revision Numbers 0-10 ★ Lesson Five-Part 3 and 4- Revision Numbers 0-10 ★ Lesson Six- Part 1 and 2-Colours ★ Lesson Six-Part 3 and 4- Colours ★ Lesson Seven-Part 1 and 2- Colours ★ Lesson Seven-Part 3 and 4- Colours ★ Shrove Tuesday-Making a Pancake ★ Easter 1-Easter Celebrations ★ Easter 2-Easter Card

P.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Vikings	National Curriculum Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:	The Real P.E. Program of Study is used to teach children the core principles of P.E. It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning

	• use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best	**through a unique and market leading approach to teaching and learning in PE.** ★ Unit 3: Cardio - Dynamic/Football/ Coordination ball skills ★ Unit 4: Coordination with Equipment Rounders/Counter Balance

Term 3- Rainforests
Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **asking relevant questions and using different types of scientific enquiries to answer them**
- **setting up simple practical enquiries, comparative and fair tests**
- **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers**
- **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**
- **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**
- **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**
- **identifying differences, similarities or changes related to simple scientific ideas and processes**
- **using straightforward scientific evidence to answer questions or to support their findings.**

Topic	Program of Study	Subject Knowledge	Vocabulary
Rainforests	**Animals inc Humans** **National Curriculum** **Pupils should be taught to:** • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement **CLA Program of Study** **Diet and Exercise** • Understand the components of a healthy, balanced diet, including carbohydrates, proteins, fats, vitamins and minerals, fibre and water. • Be able to provide examples of foods that are good sources of each of the different food groups. • Understand some of the problems associated with an unbalanced diet, including over- and under-eating.	**Diet and Exercise** The body requires a balance of foods from each food group to be healthy. These are carbohydrates, fats, proteins, vitamins and minerals, fibre and water. Overeating can lead to excess body fat. Undereating can lead to problems with body function. Exercise helps to build strong muscles, maintain a healthy heart, burn excess fat and keep the brain alert. The body requires a balanced diet from different food groups to be healthy. These are carbohydrates for energy, proteins for growth, fats for energy and warmth, and vitamins and minerals for healthy body functions. Overeating can lead to excess fat deposits, which can have a negative effect on the body. Undereating can also leads to health problems. Exercise helps the body to build muscle and strong bones, maintain a healthy heart and lungs, and burn excess fat. It also makes the brain more alert and helps release “feel-good” chemicals in the brain.	**Body** **Balanced diet** **Carbohydrate** **Fat** **Protein** **Vitamins** **Minerals** **Fibre** **Water** **Exercise** **Muscles** **Heart** **Brain** **Growth** **Organs** **Movement** **Support** **Skeleton** **Bones** **Vertebrates**

	• Appreciate the importance of exercise in maintaining healthy body function. **The Human Skeleton** • Be able to identify and name the major bones of the human skeleton. • Understand that the purpose and function of the skeleton is to protect internal organs, support the body and allow movement. • Know how and why the skeletons of different animals vary. • Be introduced to the terms vertebrate, invertebrate, exoskeleton and endoskeleton. • Understand how the human skeleton has changed (evolved) over time, and the advantages and disadvantages of being on two feet rather than four. **Joints and Muscles** • Be able to identify the role of muscles in moving the body. • Understand that muscles work in pairs, contracting and relaxing, to move the bones. • Know that muscles are attached to bones with tendons. • Know that some muscles move involuntarily, such as the heart or diaphragm. • Be able to locate different types of joint on a human skeleton.	**The Human Skeleton** The skeleton has three main functions: to protect organs, to support the body (keep it upright) and allow movement. The skeletons of animals that have a backbone (vertebrates) share certain similarities, though can differ greatly from species to species. Vertebrate skeletons are inside the body and are known as endoskeletons. Invertebrates have no backbone, although many have an exoskeleton on the outside of their body for protection. The children should be able to identify and name the skull, jaw, spine (consisting of vertebrae), ribs, pelvis, collarbone and shoulder blades. They should also be introduced to the names of the bones in the arm (humerus, radius and ulna) and leg (femur, tibia and fibula). The human skeleton has three main functions: to protect organs, support the body by keeping it upright, and allow movement. The skeletons of different vertebrate animals vary in terms of size, shape and number of bones, but the overall function remains similar. Vertebrates have an internal skeleton (endoskeleton). Invertebrate animals do not have an internal skeleton. They rely on other means to protect their organs and allow movement. Some rely on an exoskeleton to provide protection. **Joints and Muscles** There are hundreds of muscles in the human body. These enable the skeleton to move. Many muscles work in pairs to achieve movement: one muscle contracts (becomes shorter and fatter) as the other relaxes (becomes longer and thinner), and vice versa. Some muscle movements are involuntary, such as the heart and diaphragm. Wherever two or more bones of the skeleton meet, there is a joint. There are different types of joint, including hinge, ball and socket and semi-moveable. Muscles are a type of body tissue that produces movement (internal and external) in animals. They often work in pairs (e.g. biceps and triceps), meaning that when one muscle contracts, the other relaxes. Some muscle movements, such as your heart beating, are involuntary. Tendons attach muscles to bones Ligaments provide stability between bones, holding them together at the joint. Types of joints in a skeleton include: hinge (e.g. the knee), ball	**Endoskeletons** **Invertebrates** **Exoskeleton** **Skull** **Jaw** **Spine** **Ribs** **Pelvis** **Collarbone** **Shoulder Blades** **Humerus** **Ulna** **Radius** **Femur** **Tibia** **Fibula** **Muscles** **Heart** **Diaphragm** **Joints** **Hinge** **Ball and Socket** **Semi-Moveable** **Tissue** **Biceps** **Triceps** **Tendons** **Ligaments**

		and socket (e.g. the shoulder), semi-moveable (e.g. between vertebrae).	
	Plants **National Curriculum** **Pupils should be taught to:** ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ● investigate the way in which water is transported within plants ● explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Parts of a Plant** Plants share common structures: roots, stems, leaves and flowers.The roots anchor the plant in the soil and absorb and transport water and nutrients. The stem keeps the plant upright; supports the leaves, flowers and fruit; transports and stores water and nutrients; and moves the plants towards light. The leaves make food for the plant.The flower produces seeds for reproduction. Some plants have other structures, such as bulbs or runners, which have other specialised functions. While there are many species of green plants, they are all similar in structure, comprising roots, stems, leaves and flowers. Roots anchor the plant and absorb and transport water and nutrients/minerals. Stems keep the plant upright by supporting leaves, flowers and fruit; they also transport water and nutrients. Leaves make food for the plant from carbon dioxide and water using sunlight, through the process of photosynthesis. Flowers are the reproductive organs of the plant. **Reproduction in Flowering Plants** The flower is the place where reproduction takes place in most plants. The main parts of the flower are the petals, stamen, carpel and sepal, each of which has a specific function. The petals attract insects, the stamen (the male part of the plant, which consists of the filament and anther) produces pollen, the carpel (the female part of the plant, which consists of the stigma, style and ovaries) produces eggs, and the sepal protects the flower while it is in bud. In order for flowering plants to reproduce, pollination must take place. This can be assisted by insects or the wind. In some plants, cross-pollination must occur, while other plants can self-pollinate. In flowering plants, reproduction occurs in the flower itself and its structures have specific roles. Petals are often brightly coloured or scented to attract insects. Filaments and anthers (the male parts, together called the stamen) produce the male sex cells, pollen. The stigma, style and ovary (the female parts, together called the carpel or pistil) produce the female sex cells, ovules, in the ovary. The sepal are specialised leaves that protect the flower in bud. **Fertilisation and Dispersal**	**Roots** **Stems** **Leaves** **Flowers** **Anchor** **Reproduction** **Pollination** **Seed dispersal** **Nutrients** **Carbon Dioxide** **Sunlight** **Photosynthesis** **Petals** **Stamen** **Carpel** **Sepal** **Stigma** **Style** **Ovaries** **Cross-pollination** **Self-pollination** **Filaments** **Anthers** **Pollen** **Fertilisation** **Dispersed**

	CLA Program of Study: **Parts of a Plant** ● Be able to identify the main parts of the plant: root, stem, leaves and flower. ● Understand the role of the different plant parts and how they are suited to their functions. ● Be introduced to structures that are only found in some plants, such as bulbs and runners. ● Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. **Reproduction in Flowering Plants** ● Be able to name, identify and understand the functions of the main parts of a flowering plant involved in the reproductive process. ● Understand the meaning of pollination. ● Understand the role of insects, birds and the wind in the process of pollination. **Fertilisation and Dispersal** ● Understand that fertilisation takes place when pollen and ovules fuse together in the ovary to form seeds. ● Understand that, in some plants, fertilisation causes the ovary to swell to produce a fruit. ● Know that seed dispersal is important as it increases a species' chances of survival. ● Be able to identify a range of methods by which seeds can be dispersed.	Once a flower has been pollinated, a pollen tube forms to transport pollen from the stigma, through the style, and down to the ovary, where it reaches an ovule. Fertilisation takes place when a pollen grain (male sex cell) fuses with an ovule (female sex cell) to produce a seed. In some plants, once the seeds have formed, the ovary swells around the seeds, producing fruit. Many fruit are eaten by animals, which disperse the seeds inside the fruit in their droppings, while others dry and split open to scatter the seeds. Others are dispersed by wind and water, hook onto animal fur or are hoarded by animals. Seed dispersal reduces competition for limited resources and increases the chances that the plant species will continue. Pollination is the transfer of pollen from an anther to a stigma. In self-pollinated plants, pollen is transferred between an anther and stigma of the same flower. Other plants are cross-pollinated: pollen from one flower is transferred to the stigma of another flower belonging to the same species. Insects play an important role in the pollination of many plants. These plants tend to be colourful, scented or provide nectar to attract pollinators, which carry pollen on their bodies as they move from plant to plant. Wind-pollinated plants have smaller, unscented flowers, but have long stamens to facilitate pollination. Following pollination, pollen grows down the style to the ovary where fertilisation of the ovule by the pollen occurs. This produces seeds. The ovary swells around the seeds, forming the fruit of the plant. Seeds may be dispersed by a number of methods including the wind, explosion, animals (hoarding, digesting, carried on their fur) and water. Dispersal is important as it increase the chances of survival of a species, by reducing competition for resources, such as light, water and minerals, which are necessary for new plants to survive.	

	Key Assessment Questions
Animals inc Humans	• I can explain the importance of a nutritious, balanced diet. • I can explain how nutrients, water and oxygen are transported within animals and humans. • I can describe and explain the skeletal system of a human. • I can describe and explain the muscular system of a human. • I can describe the purpose of the skeleton in humans and animals.
Plants	• I can describe the function of different parts of flowering plants and trees. • I can explore and describe the needs of different plants for survival. • I can explore and describe how water is transported within plants. • I can describe the plant life cycle, especially the importance of flowers.

Geography

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Rainforests	**KS2 National Curriculum** **Place Knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and Physical Geography** describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	**Contrasting Locality-(Sherwood Forest compared to Rainforest - changes in Environment)** **Y3 CLA-Physical Geography** **(Children to conduct a research project comparing the Amazon Rainforest with Sherwood Forest as contrasting locality. Children to visit Sherwood Forest to conduct fieldwork research- record findings on the locality and its features. Children to then research, using a range of sources, the Amazon Rainforest- where is it located, what are the key features of the rainforest and present in a format of their choosing.)** • Can they use maps and atlases appropriately by using contents and indexes? • Can they confidently describe physical features in a locality? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? **Beyond** • Can they explain why a locality has certain physical features? **Human Geography- (As part of Amazon Rainforest Research Project enquiry around the questions below)** • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is Amazon Rainforest would be different from their own? **Beyond** • Can they explain how people's lives vary due to weather? **Key Information** Rainforests are a kind of forest habitat. They are found in warm places, and are full of many tall trees and leafy plants. It's called 'rainforest' because it also gets a lot of rain every year, helping all the plants grow. Because rainforests are warm, wet and dense, they are full of life – millions of different kinds of plants and animals live there, and some haven't even been discovered yet! It's important to protect rainforest habitats for all the creatures who live there, and for humans too – rainforests produce 20% of the oxygen that all of us in the world need to breathe.	**Country** **Continent** **Climate** **North** **North West** **West** **South** **South West** **South East** **East** **North East** **Habitat** **Equator** **Canopy** **Emergent** **Understory** **Shrubs** **Forest Floor** **Tropical** **Temperate**

	earthquakes, and the water cycle • 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	**Facts** • Rainforest habitats are forests located around the tropics, which is a zone around the equator. • Rainforests are different from other forests in the world because they get a lot of rain every year – this makes them damp and humid. • There are five main spots where rainforest habitats are located – Africa, Asia, Australia, Central America and South America. • The largest rainforest habitat in the world is the Amazon rainforest in South America. Most of the Amazon rainforest is in Brazil. • Rainforests are full of millions of different kinds of plants, animals and insects – some haven't even been discovered yet! • About 80% of life in the rainforest can be found in the canopy, which is where the branches and leaves of most of the trees join up to form a kind of umbrella. • Other layers of the rainforest are emergents, which are trees that grow a bit taller than the canopy; the understory, which is the bit just below the canopy; then shrubs below that; then the ground. • Animals and reptiles move around the canopy by flying, jumping, swinging on vines and gliding. • We depend on rainforests because they are so full of life, and all the plants and trees produce around 20% of the oxygen in the world that we need to breathe. • There are many things threatening rainforests and actually making them smaller rather than growing larger. It's important to protect these habitats by caring for the environment. **There are two types of Rainforest:** Tropical rainforests are found close to the equator where temperatures and rainfall are very high all year round. The major areas of tropical rainforests are in South East Asia, West Africa and South and Central America. The best known rain forests are found in tropical regions between the Tropics of cancer and Capricorn. Temperate rainforests are found along coasts in the temperate zone. The largest temperate rainforests are found on North America's Pacific Coast and stretch from Northern California up into Canada. Temperate rainforests have one long wet winter/spring season, and a dry foggy summer. **There are four main parts of a Rainforest. They are:** Emergent Layer - very sunny because it is the very top. Only the tallest trees reach this level. Who lives here? birds, butterflies and small monkeys live with bats, snakes and bugs. Canopy Layer - much of the rain is stopped by the thick foliage. Most trees in the forest grow to this height. There are plants that grow in the canopy layer. Their roots don't reach the ground. These are called air plants. Who lives here? birds, monkeys, frogs, and sloths, as well as lizards, snakes and many insects. See photos Understory Layer - many vines, dense vegetation, not much light. Who lives here? birds, butterflies, frogs and snakes See photos Forest Floor - dark, damp, full of many dead leaves, twigs and dead plants. The forest floor is dark due to the trees above stopping the sunlight from entering the forest. It is estimated that only 2% of the sunlight actually reaches the floor. Who lives here? jaguars in South America, gorillas and leopards in Africa and tapirs and tigers and elephants in Asia.	

	Key Assessment Questions
Physical Geography	• Can they use maps and atlases appropriately by using contents and indexes? • Can they confidently describe physical features in a locality? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?

	Beyond ● Can they explain why a locality has certain physical features? **Human Geography- (As part of Amazon Rainforest Research Project enquiry around the questions below)** ● Can they confidently describe human features in a locality? ● Can they explain why a locality has certain human features? ● Can they explain why a place is like it is Amazon Rainforest would be different from their own? **Beyond** ● Can they explain how people's lives vary due to weather?

History

Topic	Program of Study	Subject Knowledge and Suggested Activities	Vocabulary
Rainforests	**National Curriculum** **Key stage 2** **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.** **In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Pupils should be taught about:** ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain ● Britain's settlement by Anglo-Saxons and Scots ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● a local history study ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality ● 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	**Local History Study** **Children to conduct a short history project on the last 100-200 hundred years of Doncaster and Balby's history with a key focus being on enquiry skills and using sources of evidence. Work with the children to look at the 1901 Census and how we can use census' to find out vast amounts of information about life in a time period e.g. size of families, jobs, homes, life expectancy, religion etc. Link work with geography looking at building and their uses over the time period. Children to collect photographic evidence of life in Doncaster and hypothesise on what these images can tell us about life. Children to look at how key events in British History during this period impacted Doncaster specifically. This would be a good opportunity for a older member of the community to talk to the children about life in Balby when they were small.** **Chronological understanding** ● Can they describe events from the past using dates when things happened? ● Can they use a timeline within a specific time in history to set out the order things may have happened? ● Can they use their mathematical knowledge to work out how long ago events would have happened? **Beyond** ● Can they set out on a timeline, within a given period, what special events took place? **Historical enquiry** ● Can they use various sources of evidence to answer questions? ● Can they use various sources to piece together information about a period in history? ● Can they research a specific event from the past? ● Can they use their 'information finding' skills in writing to help them write about historical information?	**Past** **Sources** **Time Period** **Information** **Evidence** **Research** **Similarities** **Differences**

	• Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	• Can they, through research, identify similarities and differences between given periods in history? **Beyond** • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?	

	Key Assessment Questions
Chronological understanding	• I can describe events from the past using dates when things happened. • I can use a timeline within a specific time in history to set out the order things may have happened. • I can use their mathematical knowledge to work out how long ago events would have happened. **Beyond** • I can set out on a timeline, within a given period, what special events took place.
Historical enquiry	• I can use various sources of evidence to answer questions. • I can use various sources to piece together information about a period in history. • I can research a specific event from the past. • I can use their 'information finding' skills in writing to help them write about historical information. • I can, through research, identify similarities and differences between given periods in history. **Beyond** • I can begin to use more than one source of information to bring together a conclusion about an historical event. • I can use specific search engines on the Internet to help them find information more rapidly.

Art

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rainforest	**KS2 National Curriculum** ***Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** **Pupils should be taught:** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing,	**Rainforests- Henri Rousseau** **Line, Shape, Form - Colour (Oil Pastels)** **(Children to study the work of Henri Rousseau- annotating examples of his work in their sketchbooks- detailing what they like and dislike. Children to practise and apply the drawing skills of Henri Rousseau in their own work. Look in detail at drawing plants, trees and different birds and animals in the build up to creating a final piece of rainforest art. Use both sketching techniques and colour techniques with oil pastels to give a bold, striking final product. Children to evaluate their art work and suggest how it could be improved further in their sketchbooks.)** **Drawing** • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? **Sketchbooks** 

	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• Can they use their sketchbooks to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks? **Knowledge** • Can they compare the work of different artists? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

	Key Assessment Questions
Drawing	• I can show facial expressions in my drawings. • I can use my sketches to produce a final piece of work. • I can write an explanation of my sketch in notes. • I can use different grades of pencil shade, to show different tones and texture.
Sketchbooks	• I can use my sketchbook to express feelings about a subject and to describe likes and dislikes. • I can make notes in my sketchbook about techniques used by artists. • I can suggest improvements to my work by keeping notes in my sketchbook.
Knowledge	• I can compare the work of different artists. • I am beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.

Design and Technology

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rainforest	**National Curriculum** **When designing and making, pupils should be taught to:** **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 **Evaluate**	**Textile Batik Rainforest focus** **(Children to learn the skills needed for batiking this can be firstly in an unrelated context in order to refine and improve their technique on small pieces of material. Once children have developed their skills they will then design a bold rainforest image (this would be best to do after they have created their Henri Rousseau pictures in Art and Design).** **How to-Batik-https://www.tts-group.co.uk/blog/2017/07/01/art-how-to-batik.html** **TRANSFERABLE SKILLS ACROSS DESIGN & TECHNOLOGY:** **Developing, planning and communicating ideas** • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan? **Working with tools, equipment, materials and components to make quality products** • Can they use equipment and tools accurately? 

	• investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products • explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	**Evaluating processes and products** • Can they explain what they changed which made their design even better? **SPECIFIC SKILLS TO THIS TOPIC:** **Textiles** • Can they join textiles of different types in different ways? • Can they choose textiles both for their appearance and also qualities?

	Key Assessment Questions
Rainforest	**Textiles** • I can join textiles of different types in different ways. • I can choose textiles both for their appearance and also qualities.

Computing

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rainforests	**National Curriculum** **Pupils should be taught to:** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in	**We are bug-fixers** • To correct 'off-by-one' mistakes in a program • To make a simple drawing program work better. • To put the dialogue in a program in the right order. • To try out different variables in a simulator game's program. • To describe how a simple maths program works • To describe how a simple drawing program works • To describe how the dialogue in a program works. • To correct a program so the animation is more realistic. • To describe how a simulator game's program works. • To explain how I correct 'bugs' in a program. • To explain how the steps in a program are linked. • To explain how I correct the order of dialogue in a program • To describe how a 'Pong'-style program works • To suggest reasons for the 'bug' in the simulator game's program. **E-Safety**

	algorithms and programs • 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 • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	We are bug fixers The pupils could consider the implications of bugs in software. Participating in the Scratch community would enable the pupils to help others with their projects as well as allowing them to receive help on their own. Participation requires parental permission, and the pupils should consider what behaviour is acceptable online. **We are communicators- (Make links with people working on conserving the rainforest- children to prepare emails with questions they want to find out. Conduct a video conference with a conservationist).** • To see how email and video conferencing work on the internet. • To use email and video conferencing to communicate • To write an email and speak on video to communicate with others. • To follow my school's rules and use email and video conferencing safely. • To see that the internet and the web are different. • To work with my partner well. • To show respect for my partner's ideas. • To let my teacher know if I am unsure about something in an email. • To work independently with my partner to plan our work. • To tell my partner what I think does and doesn't work. • To be able to explain some of the dangers of emails and opening email attachments **E-Safety** We are communicators. The pupils should think about the safe use of email. They learn how email can be used positively. They become aware of some of its risks, including malware attachments, hacked accounts, spam and spoofed links, but also learn how their exposure to such risks can be reduced. They consider the importance of introductions in extending circles of trust. They learn how video conferencing can be used positively, to support learning with a known partner.

	Key Assessment Questions
Bug Fixers	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.
Communicators	Assess pupils against skills outlined above based on their learning over the course of the project and the final product created.

Music

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rainforests	**National Curriculum** **Pupils should be taught to:**	**Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.**

	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • develop an understanding of the history of music. **CLA Program of Study:** **Performing** • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? **Composing** • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? **Appraising** • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer?	**Three Little Birds-Reggae** **Suggested Links-** Animals, Jamaica, poetry and the historical context of musical styles. **Using Charanga Music Scheme of Learning children will be taught the key musical skills. Once the skills have been developed there will then be the opportunity for children to apply these skills within their topic and other Curriculum learning.** **Reflect, Rewind and Replay-Western Classical music and your choice from Year 3** **Suggested Links-** Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

	Key Assessment Questions
Three Little Birds **Reflect, Rewind and Replay**	**Performing** • I can sing in tune with expression. • I can control my voice when singing. • I can play clear notes on instruments. **Composing** • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling.

	Appraising ● I can improve my work; explaining how it has improved. ● I can use musical words (the elements of music) to describe a piece of music and compositions. ● I can use musical words to describe what I like and dislike. ● I can recognise the work of at least one famous composer.

R.E.

Topic	Program of Study
Sikhism	**Using Discovery R.E. Schemes of Learning to give children a detailed understanding of a range of religions during their KS1 and KS2 Learning of R.E. The Discovery R.E. schemes will break lessons down into individual lessons and areas of enquiry. It will also make links with SMSC and British Values in each 'Theme of Learning'. Assessment questions for each unit are seen below.** ***The areas of Enquiry are as follows:*** ***A. beliefs, teachings and sources*** ***B. practices and ways of life*** ***C. forms of expressing meaning*** ***D. identity, diversity, belonging*** ***E. meaning, purpose and truth*** ***F. values and commitments*** **Term 3a-Sikhism** ★ **Theme/Concept:** Sharing and Community ★ **Enquiry Question:** Do Sikhs think it is important to share? ★ **SMSC**- Social, Cultural ★ **British Values-**Mutual Respect, Tolerance of those of different faiths and beliefs.
Sikhism	**Term 3b-Sikhism** ★ **Theme/Concept:** Prayer and Worship ★ **Enquiry Question:** What is the best way for Sikhs to show a commitment to God? ★ **SMSC**- Spiritual, Moral, Cultural ★ **British Values-**Mutual Respect, Tolerance of those of different faiths and beliefs.

	Key Assessment Questions
Term 3A	**Do Sikhs think it is important to share?**
	WORKING TOWARDS I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.

	Year 3 expectation WORKING AT I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.
	WORKING BEYOND I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.

	Key Assessment Questions
Term 3B	**What is the best way for a Sikh to show commitment to God?**
	WORKING TOWARDS I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.
	Year 3 expectation WORKING AT I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.
	WORKING BEYOND I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.

PSHCE

Topic	**Program of Study** **Subject Knowledge and Suggested Activities**
Rainforest	**Philosophy for Children – The Process** • **Warm-up -**Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used. • **Presentation of stimulus -**Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. • **Thinking time/conversation-** Quite simply, time for reflection on the stimulus. Also a chance for pupils who want to say something to air their 'first thoughts' to the class.

	• **Formulation of questions-** In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class. • **Airing of questions-**Questions, prominently displayed, are discussed, links suggested and ambiguities cleared up. • **Selection (voting)-** A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence; omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used. • **First words-**The group whose question is voted for by the class explain how they arrived at it, their rationale for choosing it and their thoughts on it. • **Building-**From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and the concept(s) behind it and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed. • **Final thoughts-** A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged. • **Review/plan**-This may not take place straight after an enquiry, but should be seen as part of it. A chance for you to get participants' views on the process, which can be taken into account when planning the next activity/enquiry. **Children will create their own topic for discussion during the process outlined for this unit choose Stimuli that lead to discussion along the lines of:** ★ **Recycling- How can we make a difference to the planet?** ★ **Is man responsible for damage to the rainforest?** **As well as themes relevant to the age and stage of children's development e.g. Friendship, Rules, Forgiveness, Fairness, Responsibility.**

M.F.L.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rainforest	National Curriculum-KS2 Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing	Using the La Jolie Ronde Year 3 Program of Study for FRENCH- using songs, games and resources from the program. The main focus is still on developing oral skills in Year 3, however flashcards are used so children can see the written form of words and begin to see spelling patterns. They will start to write some words and phrases. The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Lessons are split into 4 parts- at Carr Lodge it is recommended we would teach 1 x 30 minute (2 parts) at once, per week. ★ Lesson Eight- Part 1 and 2- Fruit Names ★ Lesson Eight-Part 3 and 4- Fruit Names ★ Lesson Nine- Part 1 and 2-Food Items ★ Lesson Nine-Part 3 and 4- Food Items ★ Lesson Ten-Part 1 and 2- Days of the Week ★ Lesson Ten-Part 3 and 4- Days of the Week ★ Lesson Eleven-Part 1 and 2- Months of the Year ★ Lesson Eleven-Part 3 and 4- Months of the Year

	• 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.E.

Topic	Program of Study	Subject Knowledge and Suggested Activities
Rainforest	National Curriculum Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best	The Real P.E. Program of Study is used to teach children the core principles of P.E. It provides fun and simple to follow Primary PE Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE. ★ Unit 5: Cardio - Agility/Reaction/Response/Hockey/Static Balance ★ Unit 6: Cardio - Agility/Ball chasing/Athletics/Static Balance