

## Year 3 Curriculum Overview 2023-24

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communications	English	<p>All curriculum objectives for Reading and Writing are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied, listed below. There will then be a main, independently written outcome.</p>					
		<p><b><i>Literary Curriculum - The First Drawing</i></b></p> <p>Outcomes: Character description, diary entry, recount</p> <p>Main outcome: Own historical narrative</p> <p>Children explore the text, including exploration of the Stone Age and cave paintings. They write diary entries, explore the conventions of speech, create character descriptions and finish by writing their own historical narratives.</p>	<p><b><i>Literary Curriculum - Leon and the Place Between</i></b></p> <p>Outcomes: Persuasive poster, setting description, thought bubbles / diary entry, dialogue</p> <p>Main outcome: Own version fantasy narrative</p> <p>Children will explore the author's language and use it as the basis for their own descriptive writing. They will explore the characters' thoughts and emotions and take part in drama activities, leading to writing in role and the creation of dialogue. Using the structure of the original story, children will plan their own version of the story where their own character enters a magical world.</p>	<p><b><i>Literary Curriculum - Flotsam</i></b></p> <p>Outcomes: Postcards, setting descriptions, non-chronological reports, message in a bottle letters</p> <p>Main outcome: Sequel (mystery narrative)</p> <p>Children discover a range of 'Flotsam' items. One item is a camera that contains mysterious photographs that the children must investigate. These photos come from the book Flotsam by David Wiesner. Children go on to read and reflect on the book, making predictions and retelling orally and in writing. Later in the sequence, the children have the opportunity to create their own sequel to the story, called Jetsam, where they write the story of the</p>	<p><b><i>Literary Curriculum - Cloud Tea Monkeys</i></b></p> <p>Outcomes: Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion</p> <p>Main outcome: Non-chronological report</p> <p>As the text is read, the children are exposed to a range of language activities to stimulate grammatical development and reading comprehension skills. The children then write letters of thanks to the monkeys. Using the authors' note as further stimulus, children research, plan and then write a non-chronological report on tea, the tea-trade and traditions relating to tea.</p>	<p><b><i>Literary Curriculum - The Last Garden</i></b></p> <p>Outcomes: Own version extended narrative</p> <p>Main outcome: Setting descriptions, advertisement/poster, retelling, instructional flier, social media updates, dialogue</p> <p>Children will find a range of seed packets left in class with an invitation from the main character to plant a garden in their classroom. In the packets, children will find abstract nouns which they can use to build abstract noun phrases e.g. "primroses of peace". Children will go on to write in a range of genres, building toward writing their own version of this narrative about a community overcoming adversity.</p>	<p><b><i>Literary Curriculum - Escape From Pompeii</i></b></p> <p>Outcomes: Setting descriptions, diaries, letters, thought bubbles</p> <p>Main outcome: Newspaper report</p> <p>Children begin by exploring a range of artifacts to try to determine the events that have taken place. They move on to re-enacting an everyday scene from the city of Pompeii before writing a setting description. Children will explore the main characters, including how their feelings change through the story, and will write letters of advice to help save them from the eruption. Through collecting banks of powerful vocabulary, children will write a vivid description of the eruption of</p>

				child who next finds the camera.			Mount Vesuvius. In the final part of the sequence, children will become journalists and write a newspaper article to report on the eruption, including quotes from survivors in the town.
	FRENCH	<b>J'apprends le français</b> (I am learning french) : 4 seasons ; creating a short phrase ; conjunctions et and car	<b>Je peux</b> (I am able) : 10 action verbs ; je peux and je ne peux pas ; conjunctions et and mais	<b>Les animaux</b> (animals) : 10 animals ; un / une ; je suis ; être ;	<b>Les formes</b> (shapes) : 10 shapes ; un / une ; numbers 1-5	<b>Les fruits</b> (fruits) : 10 fruits ; likes and dislikes	<b>Les glaces</b> (ice-creams) : 10 ice-cream flavours ; je voudrais ; if you would like a cone or a small pot/tub of ice-cream
Mathematics	Maths	<b>Place Value</b> <ul style="list-style-type: none"> <li>Represent numbers to 100</li> <li>Partition numbers to 100</li> <li>Number line to 100</li> <li>Hundreds</li> <li>Represent numbers to 1,000</li> <li>Partition numbers to 1,000</li> <li>Flexible partitioning of numbers to 1,000</li> <li>Hundreds, tens and ones</li> <li>Find 1, 10 or 100 more or less</li> <li>Number line to 1,000</li> <li>Estimate on a number line to 1,000</li> <li>Compare numbers to 1,000</li> <li>Order numbers to 1,000</li> <li>Count in 50s</li> </ul> <b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Apply number bonds within 10</li> <li>Add and subtract</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Multiplication - equal groups</li> <li>Use arrays</li> <li>Multiples of 2</li> <li>Multiples of 5 and 10</li> <li>Sharing and grouping</li> <li>Multiply by 3</li> <li>Divide by 3</li> <li>The 3 times-table</li> <li>Multiply by 4</li> <li>Divide by 4</li> <li>The 4 times-table</li> <li>Multiply by 8</li> <li>Divide by 8</li> <li>The 8 times-table</li> <li>The 2, 4 and 8 times-tables</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Multiples of 10</li> <li>Related calculations</li> <li>Reasoning about multiplication</li> <li>Multiply a 2-digit number by a 1-digit number - no exchange</li> <li>Multiply a 2-digit number by a 1-digit number - with exchange</li> <li>Link multiplication and division</li> <li>Divide a 2-digit number by a 1-digit number - no exchange</li> <li>Divide a 2-digit number by a 1-digit number - flexible partitioning</li> <li>Divide a 2-digit number by a 1-digit number - with remainders</li> <li>Scaling</li> <li>How many ways?</li> </ul> <b>Length and Perimeter</b>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Understand the denominators of unit fractions</li> <li>Compare and order unit fractions</li> <li>Understand the numerators of non-unit fractions</li> <li>Understand the whole</li> <li>Compare and order non-unit fractions</li> <li>Fractions and scales</li> <li>Fractions on a number line</li> <li>Count in fractions on a number line</li> <li>Equivalent fractions on a number line</li> <li>Equivalent fractions as bar models</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Use scales</li> <li>Measure mass in g</li> <li>Measure mass in kg and g</li> <li>Equivalent masses (kg and g)</li> <li>Compare mass</li> <li>Add and subtract mass</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Add fractions</li> <li>Subtract fractions</li> <li>Partition the whole</li> <li>Unit fractions of a set of objects</li> <li>Non-unit fractions of a set of objects</li> <li>Reasoning with fractions of an amount</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Pounds and pence</li> <li>Convert pounds and pence</li> <li>Add money</li> <li>Subtract money</li> <li>Find change</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>Roman numerals to 12</li> <li>Tell the time to 5 minutes</li> <li>Tell the time to the minute</li> <li>Read time on a digital clock</li> <li>Use a.m. and p.m.</li> <li>Years, months and days</li> <li>Days and hours</li> <li>Hours and minutes - use start and end</li> </ul>	<b>Geometry</b> <ul style="list-style-type: none"> <li>Turn and angles</li> <li>Right angles</li> <li>Compare angles</li> <li>Measure and draw accurately</li> <li>Horizontal and vertical</li> <li>Parallel and perpendicular</li> <li>Recognise and describe 2-D shapes</li> <li>Draw polygons</li> <li>Recognise and describe 3-D shapes</li> <li>Make 3-D shapes</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>Interpret pictograms</li> <li>Draw pictograms</li> <li>Interpret bar charts</li> <li>Draw bar charts</li> <li>Collect and represent data</li> <li>Two-way tables</li> </ul>

		<ul style="list-style-type: none"> <li>1s</li> <li>Add and subtract 10s</li> <li>Add and subtract 100s</li> <li>Spot the pattern</li> <li>Add 1s across a 10</li> <li>Add 10s across a 100</li> <li>Subtract 1s across a 10</li> <li>Subtract 10s across a 100</li> <li>Make connections</li> <li>Add two numbers (no exchange)</li> <li>Subtract two numbers (no exchange)</li> <li>Add two numbers (across a 10)</li> <li>Add two numbers (across a 100)</li> <li>Subtract two numbers (across a 10)</li> <li>Subtract two numbers (across a 100)</li> <li>Add 2-digit and 3-digit numbers</li> <li>Subtract a 2-digit number from a 3-digit number</li> <li>Complements to 100</li> <li>Estimate answers</li> <li>Inverse operation</li> <li>Make decisions</li> </ul>		<ul style="list-style-type: none"> <li>Measure in m and cm</li> <li>Measure in mm</li> <li>Measure in cm and mm</li> <li>M, cm and mm</li> <li>Equivalent lengths (m and cm)</li> <li>Equivalent lengths (cm and mm)</li> <li>Compare lengths</li> <li>Add lengths</li> <li>Subtract lengths</li> <li>What is perimeter?</li> <li>Measure perimeter</li> <li>Calculate perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Measure capacity and volume in ml</li> <li>Measure capacity and volume in l and ml</li> <li>Equivalent capacities and volumes (l and ml)</li> <li>Compare capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>times</li> <li>Hours and minutes - use durations</li> <li>Minutes and seconds</li> <li>Units of time</li> <li>Solve problems with time</li> </ul>	
<b>Science</b>	<p>Science</p> <p>Working scientifically is taught across all five topics.</p> <p>As each topic has a</p>	<p><b><u>Animals including humans</u></b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own</p>	<p><b><u>Forces</u></b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between</p>	<p><b><u>Rocks</u></b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical</p>	<p><b><u>Plants</u></b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p><b><u>Light</u></b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is</p>	<p><b><u>Working Scientifically</u></b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Making systematic</p>

	<p>different number of learning objectives, some topics are longer than half a term whilst others are shorter than half a term.</p>	<p>food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further</p>
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Sport & Performing Arts	PE	<p><b><u>Fundamentals and Cross Country</u></b></p> <p>Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others'</p>	<p><b><u>Ball Skills</u></b></p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with</p>	<p><b><u>Dance</u></b></p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><b><u>Dodgeball</u></b></p>	<p><b><u>Football</u></b></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities</p>	<p><b><u>Athletics</u></b></p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their</p>	<p><b><u>Tennis</u></b></p> <p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><b><u>Rounders</u></b></p>

		<p>performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p>others.</p> <p><b><u>Gymnastics</u></b></p> <p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>to select and apply tactics to outwit the opposition.</p> <p><b><u>Netball</u></b></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><b><u>OAA</u></b></p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
Music	<p><b><u>Singing</u></b></p> <p>Students will explore singing as a whole class through learning initially</p>	<p><b><u>Introduction to Keyboards</u></b></p> <p>Students will begin to learn how to identify musical notes on a</p>	<p><b><u>Glockenspiel Stage 1</u></b></p> <p>This is a six-week Unit of work that introduces students to learning about the</p>	<p><b><u>Glockenspiel Stage 2</u></b></p> <p>This unit builds on the previous unit, Glockenspiel Stage 1 and builds on students'</p>	<p><b><u>Introduction to Ukulele</u></b></p> <p>Students will learn how to play 5 chords on a Ukulele (C, G, D,</p>	<p><b><u>Composing using Garage Band</u></b></p> <p>Students will develop an understanding of</p>	

		<p>simple call and response songs, singing songs in unison and then subsequently singing in 2-parts. As part of this unit of work, students will learn about the elements of music e.g. pitch, rhythm and tempo.</p>	<p>piano keyboard, develop an understanding of reading staff notation and be able to perform a short melody on a keyboard.</p>	<p>language of music through playing the glockenspiel. The learning is focused around learning a range of different notes on the glockenspiel through the study of lots of different pieces of music. The topic also incorporates aspects of listening and appraising, singing, composing and improvisation.</p>	<p>knowledge and understanding of the instrument through the learning of an array of different pieces of music. The topic also incorporates aspects of listening and appraising, singing, composing and improvisation.</p>	<p>F and Am) and be able to perform a chord progression on the Ukulele as part of an ensemble. Students will also perform a pop song that uses a pattern of chords on the instruments as a whole class ensemble.</p>	<p>how music technology can be used to create music. They will learn how to use the software called GarageBand and compose a piece of music that incorporates a range of different elements of music and uses a combination of software instruments and pre-recorded loops.</p>
	Drama						
Humanities	History	<p><b><u>Would you prefer to live in the Stone Age, Bronze Age, Iron Age?</u></b></p> <p>Pupils will recognise that prehistory was a long time ago and was the beginning of the history of mankind. They will use evidence to learn about prehistoric houses. They will look at the Bronze Age and how bronze transformed prehistoric life. They will finally look at the importance of trade in the Iron Age and how different settlements formed.</p>		<p><b><u>Why did the Romans settle in Britain?</u></b></p> <p>Pupils will understand why the Romans invaded Britain. They will create a visual representation of Boudicca. They will then explore how Roman soldier were equipped for war and their battle formations. Finally they will look at life in the Roman times and how the Roman legacy continues</p>		<p><b><u>How have children's lives changed?</u></b></p> <p>Pupils will start by identifying how children's lives have changed. They will look at working conditions in the Tudor and Victorian Era. They will then look at how Lord Shaftesbury changed children's lives. Finally they will look at how children were treated for illnesses and diseases.</p>	

Geography		<p><b><u>Are all settlements the same?</u></b></p> <p>Pupils will describe different types of settlements. They will identify human and physical features in their local area and in particular locations. They will then look at how their local area has changed and compare it to other locations.</p>		<p><b><u>Why are Rainforests important to us?</u></b></p> <p>Pupils will start by locating and looking at the features of the Amazon Rainforest. They will describe the characteristics of a tropical rainforest. They will then understand the lives of the indigenous people and how the rainforests have changed over time. Finally they will design and carry out a field study in a local woodland.</p>		<p><b><u>Why do people live near volcanoes?</u></b></p> <p>Pupils will name and describe the layers of the Earth. They will look at how and where mountains are formed. Pupils will then look at why volcanoes occur and the positives and negatives of living near a volcano. They will then explain why earthquakes occur and explore rocks around the school grounds.</p>
Religious Studies	<p><b><u>How can artists help us to understand what Christians believe and do?</u></b></p> <p>Pupils will look at how Christians show ideas about God through art. They will look at crosses from around the world and how different cultures represent God through art.</p>	<p><b><u>How does Ibadah show what is important to Muslims?</u></b></p> <p>Pupils will look at how prayer shows submission to Allah. They will look at how Ummah is as an equal community of believers and how the Qur'an is a final revelation and guide for living.</p>	<p><b><u>What's the Bible's big story and why is it like treasure to Christians?</u></b></p> <p>Pupils will look at the Bible and how it tells the stories of God and his people. They will think about why The Bible may be referred to as 'treasure'.</p>	<p><b><u>What are important times for Jewish people?</u></b></p> <p>Pupils will look at the importance of remembering in Judaism. They will look at key festivals and the importance of them to the Jewish community.</p>	<p><b><u>How did Jesus change lives and how is it good news?</u></b></p> <p>Pupils will look at the miracles and stories about Jesus through the eyes of Peter. They will explore the thinning around 'Gospel' as good news. They will then look at forgiveness and restoration.</p>	<p><b><u>How do people use creative ways to express their beliefs?</u></b></p> <p>Pupils will look at how people from different traditions express themselves through the arts and how their ideas and beliefs are expressed.</p>
PSHE	<p><b><u>Introductory lesson Family and relationships</u></b></p> <p>Friendship conflicts: Learning that problems can occur in families and that there is help available if needed. Exploring ways to</p>	<p><b><u>Family and relationships Health and well-being</u></b></p> <p>Learning stretches which can be used for relaxation. Resilience and breaking down barriers. Developing the ability</p>	<p><b><u>Citizenship</u></b></p> <p>Exploring how children's rights help them and other children.  Considering the responsibilities that adults and children have to maintain</p>	<p><b><u>Economic well-being</u></b></p> <p>Discussing the range of feelings which money can cause.  Discussing the different attitudes people have to money.</p>	<p><b><u>Well-being Safety and the changing body</u></b></p> <p>First aid: Emergencies and calling for help / stings and bites Cyberbullying / fake emails. Making choices / influences</p>	<p><b><u>Safety and the changing body Transition lesson</u></b></p> <p>Learning strategies to deal with change. Coping strategies.</p>



		resolve friendship problems. Effective communication. Identifying who I can trust. stereotyping .	to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Diet and dental health.	children's rights.  Discussing ways we can make a difference to recycling rates at home/school.  Identifying local community groups and discussing how these support the community.	Exploring the impact our spending can have on other people.  Considering the advantages and disadvantages of different payment methods.	Keeping safe out and about.	
Technology	Design & Technology	<u><b>Resistant materials - Bird houses</b></u>  Sustainability - Animals and their Habitats - Linked to climate/environmental challenges Research - Users, Existing products. Technical knowledge - Introduction to the workshop, health and safety Design - Creative ideas considering sizes of users. Make - Hand tools and equipment, accuracy challenge. Constructing their bird house. Evaluate - Reflection of task, improvements that could be made.		<u><b>Resistant materials - Upcycled bird feeder</b></u>  Sustainability - Upcycling, using discarded packaging/items Research - Diet of animals Technical knowledge - Basic construction methods, introduction to marking out and why it is important. Design - Adapting existing discarded products to make useful again Make - Create bird feeder using recycled packaging Evaluate - Reflection of sustainability and if new materials were needed Career links - Conservation			
	Cooking & Nutrition	<u><b>Lunchables - why do we eat food - EWP</b></u>  Flora and Fauna - Different ingredients give us different health benefits - growing cress, <i>egg and cress sandwich and making a sandwich and tuna tarts</i> Different types of foods around the world - More nutrients in fish, beans and edible grasses - <i>royal rice and perky punch</i> Fairtrade meanings - where does sugar come from and chocolate - <i>banana bites, jumbles (nest cakes as a reward)</i>					
	Art	<u><b>Prehistoric World</b></u>  Pupils will explore the history and style of cave paintings. They will also recreate Stone Age Jewellery using clay.	<u><b>Famous Buildings</b></u>  Pupils will investigate a variety of the world's most famous buildings, thinking about what makes a building aesthetically pleasing and exploring how architectural styles change over time. Of	<u><b>Investigating patterns</b></u>  Pupils will explore, create and manipulate a variety of different kinds of patterns. Starting with patterns found at home and in the environment, children then move on to study how shapes can be to	<u><b>Rainforest Art</b></u>  Pupils will learn to draw different rainforest animals as well as create different masks. They will also explore the art of Henri Rousseau and replicate some of his work.	<u><b>Viking Art</b></u>  Pupils will learn how to draw different viking knots. They will also look at Viking animal heads as well as Viking dragons.	<u><b>Indian Art</b></u>  Pupils will look closely at the fascinating art and culture of India as they explore a range of traditional Indian art mediums. They will have the chance to explore and recreate Indian paintings, create intricate Indian patterns and use

			course, there are plenty of hands-on and creative activities for them to do too and the opportunity to recreate famous buildings in a variety of ways.	create interesting patterns. Your class will also have the chance to explore making patterns with stencils and printing.			these to make beautiful mehndi designs.
	Computing	Students consider ways in which abstraction is used in computing. They create simple algorithms. Explore the world using Google Earth and further develop key Office skills.	Students identify and learn about the security threats to computer systems. They investigate a range of input and output devices. Research how the World wide web and the Internet work and make a simple webpage.			Students identify “what makes a good game”. Make a simple game using scratch game making system. And learn about different types of digital data.	