

Half Termly Curriculum Plan Autumn 1 2024

	Year 3										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Assessment
Science	N/A	Igneous rocks Metamorphic rocks Sedimentary rocks Magma Weathering Erosion Fossil Decompose Fragments	Pre Assessment baseline - Rocks	L.I. - I can explore the formation and properties of igneous rocks Understand the process of how igneous rocks are formed and be able to explain this process.	L.I. - I can explore the formation and properties of sedimentary and metamorphic rocks Explore the properties of different types of rocks	L.I. - I can evaluate the best types of rocks for different purposes Complete durability and permeability tests comparing the 3 different types of rocks	L.I. - I can explore how water contributes to the weathering of rocks Complete durability and permeability tests comparing the 3 different types of rocks	L.I. - I understand how fossils are formed Create their own fossils following the steps that occur naturally	L.I. - I can explore different types of fossils Complete soil investigations looking at the content of 4 different types of soil.	Post Assessment	Complete the same developing experts assessments at the beginning and the end to compare knowledge learnt.
History		Stone Age Tools Eras Chronological Artefacts Timeline Archaeology Archaeologist Tools Materials Flint Hunter Gatherer Diet	L.I: I can ask and answer questions about the past Introduction to the stone age and exploring questions about the past	L.I: I can place events and artefacts on a timeline using dates. Understanding why timelines are used and learning to plot important dates and events	L.I: I can understand and explain what an archaeologist does. Understanding the role of an archaeologist and exploring the difference between artefacts and fossils	L.I: I can carry out an archaeological dig Carrying out an archaeological dig in groups using the correct equipment	L.I: I can identify different flint tools used to complete everyday activities Matching flint tools to their uses	L.I: I can investigate the Stone Age diet Replicating a Stone Age diet based on their resources	L.I: Describe features of the past including beliefs, attitudes and experiences Using drama to gain an insight into the experiences of Stone Age gatherers and hunters	L.I: Describe features of the past including beliefs, attitudes and experiences Creating a diary entry from the perspective of a Stone Age child	L.I. I can record information about the Stone Age. Pupils to complete their hexagon assessment on the topic of the Stone Age.
Computing	Yr 2 - We are Astronauts	Algorithm Animation Input Output Program Script Storyboard		<u>We are Programmers</u> L.I. - To understand what a program is • I understand that a program can start in different ways	<u>We are Programmers</u> L.I. - To understand the purposes of an animation • I understand that an animation can be used to	<u>We are Programmers</u> L.I. - To create an algorithm for an animated scene in the form of a storyboard	<u>We are Programmers</u> L.I. - To write a program in Scratch to create the animation • I can understand that	<u>We are Programmers</u> L.I. - To correct mistakes in their animation programs • I can test my program and spot mistakes	<u>We are Programmers</u> L.I. - To improve their animations • I can use sounds in my animations		Assessment based on final Scratch Project

				• I understand that a program is sequence of connected commands • I can explain that the objects in my project will respond exactly to the code	tell a story, joke or to present information • I can identify what makes a good animation • I can give examples of animations	• I can design and draw a simple story in pictures • I can put these pictures in the correct sequence • I can understand the importance of creating a storyboard for my animation	each sprite is controlled by the commands I choose • I can predict the coding blocks used to move a sprite • I can match coding blocks to their actions	• I can use the 'wait' block to correct sequencing mistakes • I can debug multiple sequences of code	• I can use multiple costumes for my sprites • I can evaluate my own work and give constructive feedback to my peers		
Religious Education		Belonging Commitment Faith Rite of passage Sikhism Judaism Bar Mitzvah Bat Mitzvah	L.I. – I can define, list and describe a rite of passage Understand what a rite of passage is and if we have taken part in any. Complete their own rite of passage certificate.	L.I. – I can examine the process of a Christian Baptism Know the process and reasons why people are baptised. Mind map a Christian Baptism with ideas as to what happens and meanings behind their actions.	L.I. - I can describe a Jewish rite of passage (Bar/Bat Mitzvah) Describe when, where, why, who, what and how the Jewish people complete their rite of passage.	L.I. - I can investigate the symbolic importance of the 5Ks in Sikhism Demonstrate knowledge of the 5Ks by creating a small information booklet.	L.I. – I can evaluate the similarities and differences of religious rites of passage Compare the 3 different rites of passages finding similarities and differences.				Compare the differences and similarities between different religious rites of passages and producing a final piece of work.
Music	EYFS / Year 1: General references to instrument families. Year 2: Investigating the 'String' family of instruments.	Orchestra. Strings. Brass. Woodwind. Percussion (tuned & untuned). Conductor. Timbre. Individual instrument names from each family (e.g. Violin / Clarinet / Trumpet / Triangle / Xylophone etc).		LI: I can understand the musical expectations for 'Year 3'. Explain / discuss the 'Year 3' music curriculum & expectations. Complete individual music book covers for 'Year 3'.	LI: I can understand that the orchestra is made up of four instrumental families. Using various media introduce the four instrumental families of an orchestra. Begin to understand how each family sounds, looks & is defined.	LI: I can understand & recognise instruments that belong to the 'String Family'. Revisit the 'String' family of instruments using various media. Investigate & understand the characteristics of 'String' instruments.	LI: I can understand & recognise instruments that belong to the 'Woodwind Family'. Introduce the 'Woodwind' family of instruments using various media. Investigate & understand the characteristics of 'Woodwind' instruments.	LI: I can understand & recognise instruments that belong to the 'Brass Family'. Introduce the 'Brass' family of instruments using various media. Investigate & understand the characteristics of 'Brass' instruments.	LI: I can understand & recognise instruments that belong to the 'Untuned / Tuned Percussion Family'. Introduce the 'Untuned Percussion' family of instruments using various media. Investigate & understand the characteristics of 'Untuned Percussion' instruments.	LI: I can recognise a range of orchestral instruments & categorise them into their instrumental families. Recap on this unit of work. Run 'Musical Instruments & their Families' assessment sheet.	Are You Listening? Musical Instruments & their Families. (Written Assessment). <i>Recognising Various instruments & being able to categorise them into their instrumental families through their sounds & pictures.</i> Ongoing informal assessments

											throughout this unit of work.
PSHE		Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries Solutions Support Rights Nightmare Dream Behaviour Rewards Consequences Actions Feelings Rights Responsibilities Fairness Choice Co-operate Rights Responsibilities Rewards Consequences Choices Learning Charter Challenge Group Dynamics Team work Actions View point Ideal school Belong	LI: I recognise my worth and can identify positive things about myself and my achievements. Recognise my worth and identify positive things about myself and my achievements Set personal goals Value myself and know how to make someone else feel welcome and value	LI: I can set personal goals I recognise my worth and can identify positive things about myself and my achievements. Learn to face new challenges positively, make responsible choices and ask for help when I need it and recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions	LI: I understand why rules are needed and how they relate to rights and responsibilities Understand why rules are needed and how they relate to rights and responsibilities and know how to make others feel valued	LI: I understand that my actions affect myself and others and I care about other people's feelings Understand that my actions affect myself and others and I care about other people's feelings and understand that my behaviour brings rewards/consequence	LI: I can make responsible choices and take action Learn how to make responsible choices and take action and work cooperatively in a group	LI: I can make responsible choices and take action Understand my actions affect others and try to see things from their points of view choose to follow the Learning Charter			Observations over the term.
PE	Awareness, tactics, defend, attack, position, movement, Control, ball control, catch, throw, dribble, score, accuracy, power		Dribble a ball with greater control, using hands and feet Kick, roll or throw a ball at a target with accuracy	Develop the ability to control a ball while moving	Anticipate the ball and have the hands ready to catch Stop the ball in the hands without fumbling Be ready to react quickly once the ball has been caught	Develop the underarm throwing technique and introduce the overarm throw Develop understanding of when to use which technique during a game scenario	Demonstrate good catching techniques Demonstrate good throwing techniques Demonstrate good control of the ball and body	Explore different ways of striking the ball, using the body and a range of equipment	Play in a range of small sided ball games Understand the rules of the game. Apply the tactics learned		Awareness, tactics, defend, attack, position, movement, Control, ball control, catch, throw, dribble, score, accuracy, power
Languages	Much of this term's learning is reinforcement from Y2 bleu - blue blanc -white rouge -red	Colours Bank noir -black jaune -yellow vert –green orange – orange rose – pink Salut - Hi	I can locate France and UK on a map I can say a greeting and a farewell in French.	I know how to get to France including Channel Tunnel I can ask and answer the	I can say "My name is ..." and also ask "What is your name" in French.	I can say some numbers between 0 and 10. Begin to learn to 16	I can remember and write some numbers between 0 and 10.	I can say some colours in French I recognise that colours come after the adjective in French.	Puzzle it out		

	Bonjour – good morning/hello Au revoir- good bye Ça va bien – un - 1 deux- 2 trois - 3 quatre- 4 cinq - 5 Ça va comme ça, comme ça- I am feeling okay Ça va très mal- I am feeling really bad Je m'appelle.... I am called.....	Bonne après-midi – good afternoon À bientôt – see you soon Comment ça va?- how are you? I am feeling good Ça va très bien – six - 6 sept - 7 huit- 8 neuf - 9 dix- 10 Ça va mal- I am not feeling good Comment t'appelles –tu?- What are you called?		question "how are you"							
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