

Curriculum Framework - Year 3

Global Themes

- 1) **Identity and Diversity** (individuality, stereotypes, perception, poverty, accepting differences)
- 2) **Sustainable Development & Globalisation** (pollution, global warming, dependency of the environment, conservation, biodiversity, recycling, comparisons across the world, human impact on the environment)
- 3) **Human Rights/ Power & Governance** (empathy, respect for people, people can bring about change, freedom, peace & conflict, decision-making)

Term	<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<i>Topic</i>	A Blast from the Past		Extreme Earth		Invaders and Settlers	
<i>Educational Visits and Visitor to School</i>	Arbeia Roman Fort		Durham Botanical Gardens		Visitor – Technology Tom	
Maths <i>(Curricular links)</i>	Science - presenting findings of rock investigations in graphs and charts Roman Numerals - Maths		Science - measurement and length of sunflower. Measuring rainfall D.T. Measuring materials for volcano		Science - measurement and length of shadows	
Science Throughout all units statutory requirements for working scientifically: . 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	Animals including Humans – . identify that animals, including humans, need the right types and amount of nutrition and identify 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 <i>Making skeletons</i> <i>Measuring strides and jumps</i> <i>Creating food pyramid</i> <i>Sorting food groups</i>	Animals including Humans – . identify that animals, including humans, need the right types and amount of nutrition and identify 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 <i>Making skeletons</i> <i>Measuring strides and jumps</i> <i>Creating food pyramid</i> <i>Sorting food groups</i>	Rocks – . 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 living things that have lived are trapped within rock . recognise that soils are made from rocks and organic matter <i>Sort samples of rocks base on appearance/physical properties</i> <i>Permeable/ impermeable simple test to sort.</i> <i>Soil analysis - crumble test (clay soil v sandy soil)</i> <i>Water in a jar and let layers settle</i> <i>Creating fossils</i>	Forces and Magnets . compare how things move on different surfaces . notice that some forces need contact between two objects, but magnetic forces can act at a distance . observe how magnets attract or repel each other and attract some materials and not others . 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 . describe magnets as having two poles . predict whether two magnets will attract or repel each other, depending on which poles are facing	Plants – . 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 a flowering plant, including pollination, seed formation and seed dispersal	Light – . 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 light from a light source is blocked by a solid object . find patterns in the way that the size of shadows change <i>Identify light sources (luminous/non luminous)</i> <i>Why can't my torch shine round corners? Holes in cards/mirrors – hit hidden objects with light. Follow with string etc</i> <i>Scary shadows – changes sizes</i>

<p>diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> . 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. 				<p><i>Shaping clay/playdough sort vocab into pushes and pulls</i></p> <p><i>Link to forces – can you change size</i></p> <p><i>Contact/non-contact forces</i></p> <p><i>Magnets – non-contact force</i></p> <p><i>What are magnets attracted to – play</i></p> <p><i>Materials they are/aren't attracted to</i></p> <p><i>Metals? All metals?</i></p> <p><i>Iron filings – linked to Earth</i></p> <p><i>Why does a compass point North</i></p> <p><i>Building compass</i></p> <p><i>Magnet field deflecting solar radiation – real life force field</i></p>		<p><i>Scary creatures out of card – does it have to be black?</i></p> <p><i>Make little shadows use light source to make it bigger?</i></p> <p><i>Which materials are good for making shadows? – sort a selection of materials</i></p> <p><i>Make shadow puppets</i></p> <p><i>Mixing colours of light</i></p>
<p>R.E.</p>	<p>Festivals and Celebration</p> <p>Hinduism – Divali Would celebrating Divali at home and in the community build a feeling of belonging?</p> <p>Sikhism – The Amrit Ceremony</p> <p>Christianity – Has Christmas lost its true meaning?</p>	<p>Christianity – Jesus Miracles</p>	<p>Christianity – Forgiveness</p> <p>What is good about Good Friday?</p>	<p>Sikhism - Sharing and Community</p> <p>Do Sikhs think it is important to share?</p>	<p>Sikhism – Prayer and Worship</p> <p>What is the best way to show commitment to God?</p>	
<p>History</p>	<p>Sort events or objects into groups.</p> <p>Use dates and terms accurately, using key dates when describing events.</p> <p>Use some dates on a time line.</p> <p>Understand the concept of decades and centuries and use this to divide the past into periods of time.</p> <p>Use a timeline with dates, including both BC and AD.</p> <p>Use evidence to describe changes within a time period.</p> <p>Use more complex sources of primary and secondary information.</p> <p>Use the internet for research.</p> <p>Choose and discriminate between a range of information and use this to ask questions. Summarise the main events from a period in history, using their characteristics. Summarise the main events from a period in history, using their characteristics.</p> <p>1) Changes in Britain from the Stone Age to the Iron Age</p>	<p>Use more complex sources of primary and secondary information.</p> <p>Use the internet for research.</p> <p>Choose and discriminate between a range of information and use this to ask questions.</p> <p>Understand that some events from the past affect people's lives today.</p> <p>The story of Pompeii – linked to volcanoes</p> <p>Children carry out own research and decide on the best way to present their work (Project).</p>	<p>1) Britain's settlement by the Anglo Saxons and the Scots</p> <p>Who were the Saxonas?</p> <p>Lindisfarne monks – illuminated letters.</p> <p>Explore Saxon culture.- myths and crafts</p> <p>Structure of Saxon village and society .- law and punishments</p> <p>Sutton Hoo burial site</p> <p>Use more complex sources of primary and secondary information.</p> <p>Use the internet for research.</p> <p>Choose and discriminate between a range of information and use this to ask questions. Guess what objects from the past were used for, using evidence to support answers. Summarise the main events from a period in history, using their characteristics.</p> <p>2) The Viking and Anglo Saxon struggle for the Kingdom of England</p>			

	<p>Timeline Stone Age housing structure Stone Age animals</p> <p>Give reasons for main events and changes, begin to understand why some people acted as they did and give reasons.</p> <p>Interpret the past through role play, example hot seating. Understand that some events from the past affect people's lives today.</p> <p>Summarise the main events from a period in history, using their characteristics. Use more complex sources of primary and secondary information.</p> <p>Use the internet for research. Choose and discriminate between a range of information and use this to ask questions.</p> <p>Understand that some events from the past affect people's lives today.</p> <p>2) The Roman Empire and its impact on Britain – Julius Caesar Roman soldier and Celtic warrior comparison Application to Roman Army. Roman place names Roman roads.</p> <p>Use more complex sources of primary and secondary information.</p> <p>Use the internet for research. Choose and discriminate between a range of information and use this to ask questions. Guess what objects from the past were used for, using evidence to support answers. Summarise the main events from a period in history, using their characteristics.</p>		<p>Artefact analysis- items from Yorvik Lindisfarne attacks – Viking raids and military strategies. Viking culture, runes , shipbuilding,</p> <p>Comparison of ancient gods across the Saxon and Viking periods.</p>
<p>Geography</p>	<p>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, rivers) and land use patterns; and understand how some aspects have changed over time</p>	<p>Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle identify the position and significance of latitude, longitude, Equator, use prediction and prior knowledge to find out about unknown places, and combine this with observation</p>	<p>Describe and understand key aspects of human geography, including: types of settlement -suggest ways of presenting information, including graphically and in writing</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</p>

	<p>-suggest ways of presenting information, including graphically and in writing -Use maps to draw a simple key</p> <p>Looking at the Roman roads/ place names</p>	<p>-use a range of primary and secondary resources, including the internet, Google Earth and questionnaires. - make field measurement over time -collect statistics and present them appropriately -record information on charts and graphs and tables -collect temperature and rainfall using a range of instruments and compare these with information from the internet to discuss weather and climate. -suggest ways of presenting information, including graphically and in writing. -express views and recognise how people affect the environment, summarising the issues -suggest ways of improving local environment -understand how weather changes an environment -know the differences between weather and climate change. identify the parts of a river, and land use around and how these can change peoples' lives -compare information from atlases with that from a globe -use atlases which show physical and human features -use contents and index pages of an atlas. -work out a location using a range of information -understand the different uses of different places -understand that different places may have a similar/different characteristics and give reasons for these -understand and use the concept of links between physical and human features from atlases with that from a globe -use atlases which show physical and human features</p> <p>Fault lines.</p> <p>Climate zones.</p> <p>How do volcanoes work?</p> <p>The difference between weather and climate.</p> <p>Rivers and mountains of Britain.</p> <p>Using an atlas.</p> <p>Collect rainfall and temperature measurements over a week/2 weeks. Collate and present data using charts, graphs and tables.</p> <p>Identify and label physical and human features of Great Britain using an atlas.</p> <p>Work out a location using a range of information – through design of own compass in Science.</p> <p>Researching storms.</p>	<p>key topographical features (including hills, mountains, coasts, rivers) and land use patterns; and understand how some aspects have changed over time</p> <p>-suggest ways of presenting information, including graphically and in writing -Use maps to draw a simple key</p> <p>Saxon Kingdoms – mapwork- names of Saxon towns</p> <p>Viking sea routes to Britain.</p>
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Art and Design	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint and clay].</p> <p>Colour Apply colour with dotting, splashing and scratching.</p> <p>Drawing Creating initial sketches as preparation for painting.</p> <p>3D To show understanding of adhesive through mosaic design.</p> <p>Texture Use running stitches in sewing</p> <p>Painting Use watercolours to create a wash.</p> <p><i>Making mosaics</i> <i>Stone Henge sketches and Silhouette collage</i> <i>Cave paintings</i></p> <p>To create sketch books to record their observations and use them to review and revisit ideas Take time to reflect (in their sketch books) upon what they like and dislike about their work in order to improve it.</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Colour Apply colour with dotting, splashing and scratching.</p> <p>Drawing Creating initial sketches as preparation for painting.</p> <p>3D To show understanding of adhesive through mosaic design.</p> <p>Texture Use running stitches in sewing</p> <p>Painting Use watercolours to create a wash.</p> <p>About great artists, architects and designers in history Say how other artists/craftmakers/designers have used colour, pattern and shape in their work. Create a piece of work in response to another artist's work. <i>Volcano splash pictures</i> <i>Tornado abstract art pictures</i></p> <p>To create sketch books to record their observations and use them to review and revisit ideas Take time to reflect (in their sketch books) upon what they like and dislike about their work in order to improve it. <i>Hokusai the wave painting</i></p>	<p>About great artists, architects and designers in history Say how other artists/craftmakers/designers have used colour, pattern and shape in their work. Create a piece of work in response to another artist's work.</p> <p><i>Paper Weaving</i> <i>Illuminated letters</i> <i>Andy Warhol study</i> <i>Imitate Lichtenstein's Artwork</i></p> <p>To create sketch books to record their observations and use them to review and revisit ideas Take time to reflect (in their sketch books) upon what they like and dislike about their work in order to improve it. <i>Saxon brooch – sketch and make using clay</i> <i>Pastel drawing of dragon eye (Train your dragon link)</i> <i>Making puppets</i></p>
Design Technology	<p>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</p> <p>Keep cost constraints in mind when selecting materials in design</p> <p>Use their knowledge of e.g. Science and Art when designing</p>	<p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Technical knowledge (+ design and make) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>

	<p>Be aware of commercial aspects and incorporate these into their designs Draw scaled diagrams with increasing use of ratio Calculate the amount of materials needed, use this to estimate cost Design including hydraulics and pneumatics when/where appropriate 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 Measure and cut out in precise detail and make sure that finished products are carefully finished Make separate elements of a model before combining into the finished article Understand how an article might be mass produced Produce a simple instruction manual or handbook for their product <i>Viking Long ships</i> Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Research products using the internet <i>Design and make Roman Shields</i></p>		<p>See Previous 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 See Previous <i>Make a model volcano</i></p>	<p>Test and evaluate commercial products, understanding how this information supports their own designs Evaluate a range of different sources of information such as advertising and handbooks</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>		
<p>Music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression. Learn to play ukelele. -Follow instructions when performing. -Gain a sense of occasion when performing, showing an awareness of others. -Perform with increasing expression and control. -Sing with good intonation to accompany. -Repeat short rhythmic and melodic patterns. -Sustain a rhythmic accompaniment. -Play clear notes on instruments and use them to make a range of sounds.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music -Recognise and explore how sounds can be organized. -Create a range of musical patterns. -Improvise within a group. -Improvise repeated patterns. -Carefully choose and order sounds to create an effect. -Order sounds within simple structures (beginning, middle, end) -Use sound to create abstract images. -Compose simple melodies and songs. -Sequence long and short sounds.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory -Listen with greater attention to detail. -Recognise well defined changes in sounds. -Identify mood in music. -Identify beat and pulse in music. -Recognise pattern in music. -Describe music using appropriate vocabulary.</p>	<p>Use and understand staff and other musical notations. -Read a simple stave. -Create own simple notation.</p>	<p>Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and great composers and musicians -Begin to compare different kinds of music. -Recognise differences between music of different cultures.</p>	<p>Develop an understanding of the history of music -Begin to recognise some differences between music of different times.</p>

	<ul style="list-style-type: none"> -Sing songs from memory. -Sing with a sense of the shape of the melody. -Make a range of vocal sounds: tone, timbre, volume. -Hold a part in a more complex round. -Begin to control the way sounds are made through breathing. -Control both long and short sounds. -Work to improve their own work. 	-Use pitch to communicate ideas.				
Computing	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Digital Literacy – understand that not all information online is trustworthy</p> <p>Know and understand the SMART rules</p> <p>Understand what information is personal and the importance of passwords</p> <p>Respect online</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Information Technology – typing, printing documents, present text with different effects, cut, copy and paste, spell checker, delete, insert and replace text</p> <p>Map out and create a mood board/ad for Arbeia visit using word/powerpoint. Use photos they have taken from their visit.</p>		<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Computer Science Programming – Explain what computer programming is and how algorithms work</p> <p>Control an object to move along a route</p> <p>Follow a code or sequence using scratch cards</p> <p>ALEX app on iPads. Record and debug programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Information Technology – typing, printing documents, present text with different effects, cut, copy and paste, spell checker, delete, insert and replace text</p> <p>Computer Science Theory – Identifying computing components</p> <p>Understand how computers store data</p>		<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Information Technology – typing, printing documents, present text with different effects, cut, copy and paste, spell checker, delete, insert and replace text</p>	
PSHE (3D Dimensions)	<p>E-Safety - Online Chat Computing</p> <p>Online Privacy - The Secrets Jar Computing</p> <p>Online Privacy - E-Protection Computing</p> <p>Online Privacy - It's Personal Computing</p> <p>Rules - I'm In Charge</p>	<p>Loss / Separation - Lost</p> <p>Loss / Separation – Found</p> <p>Money Choices - A Million Dollars Maths</p> <p>Managing Money - Design Choices Maths</p>	<p>A Balanced Diet - Plant or Animal? Science</p> <p>A Balanced Diet - Balancing Act Science</p> <p>Working With Food - Master Chef Science/DT</p> <p>Working With Food - Our Food Hall Science/DT</p>	<p>Physical, Emotional and Mental - I Am Who I Am</p> <p>Physical, Emotional and Mental - Hearts and Minds</p> <p>Physical, Emotional and Mental - Three In One</p> <p>A Balanced Approach - Define Healthy</p>	<p>Before Puberty - You've Grown Science</p> <p>Visible Changes - Mind The Gap</p> <p>How To Help - Who To Call</p> <p>Emergency Calls - Calling 999</p>	

	Thinking Ahead - Lesson Planning Taking The Lead - Learning Time			Physical Exercise - Active Kids? PE Lifestyle Choices - It's Your Choice	Emergency Calls - Ambulance Now	
P.E. <u>Ongoing</u> Talk about the differences in their own and others' actions. -Comment on the skills and techniques used in their own and others' work. _refine movements after evaluation from others. -Understand the importance of practice. -Describe what effects exercise has on their bodies. -Understand the importance of warming up and cooling down.	Perform dances using a range of movement patterns -Move across the room indifferent ways with an awareness of space. -Make increasingly clear and fluid movements. -Understand the different uses of tense, relax, stretch, curl in movement. -Improvise with ideas and movements. -Copy, remember, repeat, and explore simple actions and movements with control and coordination. -Begin to sequence moves and link actions. -Begin to choose movement to show ideas.	Develop flexibility, strength, technique, control and balance – Gymnastics -Move across the room indifferent ways with an awareness of space. -Make increasingly clear and fluid movements. -Understand the different uses of tense, relax, stretch, curl in movement. -Improvise with ideas and movements. -Copy, remember, repeat, and explore simple actions and movements with control and coordination. -Begin to sequence moves and link actions. -Begin to choose movement to show ideas.	Swimming and water safety (x11 sessions) - Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. -To swim at least 25m -Swim on their front and back using arm and leg actions with smooth coordination. - Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. Use personal surviving techniques including floating, sculling and surface diving.	Swimming and water safety (x11 sessions) - Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. -To swim at least 25m -Swim on their front and back using arm and leg actions with smooth coordination. - Control, their breathing and are comfortable on the surface and under water swimming fluently and with control when using back crawl, front crawl and breast stroke. Use personal surviving techniques including floating, sculling and surface diving.	Develop flexibility, strength, technique, control and balance – Indoor Use running, jumping, throwing and catching in isolation Compare their performances with previous ones and demonstrate improvement to achieve their personal best. -Move across the room indifferent ways with an awareness of space. -Make increasingly clear and fluid movements. -Understand the different uses of tense, relax, stretch, curl in movement. -Improvise with ideas and movements. -Copy, remember, repeat, and explore simple actions and movements with control and coordination. -Begin to sequence moves and link actions. -Begin to choose movement to show ideas.	Play competitive Take part in outdoor Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Handball
	Play competitive Take part in outdoor Play competitive games, modified where appropriate – hockey, and apply basic principles suitable for attacking and defending Move a ball with control and accuracy	games, modified where appropriate Use running, jumping, throwing and catching in isolation and in combination Move a ball with control and accuracy -Show increasing confidence when rolling, hitting or kicking a ball.	Take part in outdoor and adventurous activity challenges both individually and within a team	Develop flexibility, strength, technique, control and balance – Indoor athletics Use running, jumping, throwing and catching in isolation Compare their performances with previous ones and demonstrate improvement to	Play competitive games, modified where appropriate Tennis	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Use running, jumping, throwing and catching in isolation and in combination Rounders

	<ul style="list-style-type: none"> -Show increasing confidence when rolling, hitting or kicking a ball. -Understand the importance of rules and fairness -Follow rules in games -Understand the concept of both team and opponent. -Develop and use simple tactics in team games. <p>Basketball</p>	<ul style="list-style-type: none"> -Understand the importance of rules and fairness -Follow rules in games -Understand the concept of both team and opponent. -Develop and use simple tactics in team games. <p>Football</p>		<p>achieve their personal best.</p> <ul style="list-style-type: none"> -Move across the room indifferent ways with an awareness of space. -Make increasingly clear and fluid movements. -Understand the different uses of tense, relax, stretch, curl in movement. -Improvise with ideas and movements. -Copy, remember, repeat, and explore simple actions and movements with control and coordination. -Begin to sequence moves and link actions. -Begin to choose movement to show ideas. 		
Languages	<p>Language Content - Predominantly spoken</p> <p>Simple Greetings Introduce classroom commands Colours (red, yellow, green, blue and orange) Christmas Nouns (reindeer, present, Christmas tree, snowman, Father Christmas, Sleigh) Numbers 1 -12</p> <p>Predominantly aural and oral with some reading and writing of single words and simple sentences</p> <p>Knowledge about Languages Key information about France and French speaking countries Introduction to verbs, nouns and adjectives</p>	<p>Language Content – Speaking and Reading</p> <p>Animals Introduction to weather Days of the Week Months of the Year Numbers 12 -20</p> <p>Predominantly aural and oral with some reading and writing of single words and simple sentences</p> <p>Knowledge about Languages Identifying gender of nouns Using the verb 'to have' in different contexts Begin to study the grammar of written French e.g no capitalisation for specific proper nouns</p>		<p>Language Content</p> <p>Telling the time Food and drink Classroom objects</p> <p>Predominantly aural and oral with some reading and writing of single words and simple sentences</p> <p>Knowledge about Languages Introduce 'I would like . . . ' Je voudrais... and 'I eat...' Je mange...</p>		
Project Afternoon	<p>History Can you think of 3 questions about the Stone Age? Can you research your own questions and think of a way to present your findings? You may be asked to present this to the class.</p> <p>Art and Design Imagine you are a cave man trying to explain</p>	<p>History Who were the celts?Can you find out how they lived . Research hillforts.</p> <p>DT</p> <p>Find out about Boudicca and her warriors. Design and make a chariot to carry her into battle.</p>	<p>Geography What is a storm and why do they occur? Research a famous, destructive storm. Can you present your findings using map work to show the path of the storm, explain how it began and the devastation it caused? You could present your research through a newspaper report, a TV</p>	<p>French Can you tell a visiting French friend some information about yourself in French?</p> <p>Science / Geography What is a compass? Can you create your own working compass and then test it?</p> <p>Art</p>	<p>Art Research Saxon clothes. Can you design a piece of cloth for a thane? Experiment with paper weaving. Create a piece of cloth by weaving material</p> <p>History Research an aspect of Saxon life that interests you</p> <p>Geography</p>	

	<p>what you want to say using only your fingers, natural objects and paint. Can you research cave art then design and paint your own cave art painting? Remember to use only colours that were common in cave paintings.</p> <p>History Using the QR codes, what can you find out about Stone Age tools? What do they use them for? What do they look like? How do they make them? Can you make your tool using cutting tools and a bar of soap?</p> <p>Geography What do you know about the ice age. How did Britain become an island?</p>	<p>History What did a Roman soldier look like? Find out what museum artifacts tell us.</p> <p>Art Can you find out about Roman mosaics. Design and create your own mosaic pattern.</p> <p>History Choose an aspect of Roman life that you find interesting. Research this area and choose how to present your work.</p>	<p>programme, leaflet or fact sheet</p> <p>Science/ DT Can you design and create your own buildings? Test how long they can withstand the force of a Year 3 earthquake. Record your experiment and findings.</p> <p>Art Examine the work of the Japanese artist Hokusai, focussing on his print of 'The Great Wave'. How does the picture make you feel? Describe what you think the artist was trying to show. Create your own interpretation of this piece using materials of your choice.</p> <p>Geography Research two contrasting climate zones and find as much information as you can to compare similarities and differences.</p>	<p>Experiment with different mediums to choose the best way to show the power of tornados in your art work.</p> <p>Geography and History A Research and explain the ancient Pompeii disaster. Can you find out about Pompeii today?</p>	<p>Find out where the Saxons settled in Britain. Do any UK towns have Saxon names?</p> <p>DT Research Saxon Huts - design and build a Saxon hut to be placed in a class Saxon village.</p> <p>DT Can you research the methods of travel used by the Vikings? Can you paint, sketch or build your own picture or model?</p> <p>History Who were the famous leaders and kings of the Vikings and Anglo-Saxons time? What stories are told about them? Can you discover the secrets of the great rulers and kings?</p> <p>History Take a look at Yorvik museum artefacts, what information can you gather about Viking life and history? Organise your findings and present your evidence in a way that could be shown in a museum.</p>
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