

Year 3

Topic Title	Stone Age	All Abroad		Extreme Earth	
Term/Year	Autumn	Spring		Summer	
Events/Visits	Portals to the Past	Portals to the Past/Italy Theme Activity Day		Stibbington	
Literacy Genres	Description, Non-Chronological Report, Poetry, Narrative- Character, Setting, Instruction	Narrative- Traditional Tales from Europe, Instructions, Non-Chronological Report, Letter-Fiction		Poetry, Description- Recount, Explanation, Author Study, Persuasive	
Texts	Fiction- Stone Age Boy, Ug, Stig of the Dump, Types of Poems- Haiku, Shape poems, I can't do that, yet Non-Fiction- A Rock is Lively, Stone Age to Iron Age (History Detective), Stone, Bronze and Iron Ages (Explore!), The Stone Age and Skara Brae, Destination Planet Earth	Fiction- Traditional Tales- Brothers Grimm (Usborne), Hans Christian Andersen Classic Fairy Tales, A Child of Books, The Abominables Non-Fiction- Ancient Rome (DK), The Romans, Roman Britain, How to Build a Roman Road, Information books on Europe and Italy		Fiction- Fantastic Mr Fox, That Pesky Rat Performance Poetry Non-Fiction- The Street Beneath my Feet, , National Geographic-Volcanoes and Earthquakes, Volcanoes, Destination Planet Earth	
WCR Texts	Fiction- On a Magical Do-Nothing Day, Stone Girl Bone Girl, Stone Age Boy, The First Drawing, How to Wash a Woolly Mammoth, Poems Non-Fiction- Rock Explorer, The Stone Age (Usborne), The Stone Age and Skara Brae	Fiction- Hide and Seek, Romans on the Rampage, Traditional Tales- Grimm, Hans Christian Andersen Non-Fiction- What the Romans Did for Us, Roman Britain, Information books on Europe and Italy		Fiction- Escape from Pompeii, The Great Chocoplot, Fantastic Mr Fox, Poems Non-Fiction- The Pebble in my Pocket, National Geographic-Volcanoes and Earthquakes	
Whole Class Reading Reading objectives, Vipers skills	<p>All Terms- Word Reading- Apply growing knowledge of root words, prefixes and suffixes as listed in <i>English Appendix 1</i>, both to read aloud and to understand the meaning of new words that they meet. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference/textbooks • Read books that are structured in different ways and read for a range of purposes • Increasing their familiarity with a wide range of books • Discuss words and phrases that capture the reader's interest and imagination • Ask questions to improve their understanding of a text • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 				
	<p>Objectives- Comprehension- Using dictionaries to check the meaning of words they have read. Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Retrieve and record information from non-fiction.</p>	<p>Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <u>Predicting</u> what might happen from details stated and implied Checking that the book makes sense to them, discussing their understanding and exploring the meaning of</p>	<p>Identifying main ideas drawn from more than 1 paragraph and <u>summarising</u> these Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Identifying how language, structure and presentation contribute to meaning <u>Retrieve</u> and record information from non-fiction.</p>	<p>Objectives- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <u>Predicting</u> what might happen from details</p>	<p>Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than 1 paragraph and <u>summarising</u> these Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in</p>

		<p>words in context Identifying how language, structure and presentation contribute to meaning</p>		<p>stated and implied Identifying themes and conventions in a wide range of books Identifying how language, structure and presentation contribute to meaning</p>	<p>context Identifying themes and conventions in a wide range of books Identifying how language, structure and presentation contribute to meaning Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>showing understanding through intonation, tone, volume and action Recognise different forms of poetry</p>
	<p><u>VIPERS</u>-Vocabulary, Retrieval, Inference Explaining, Prediction, Summarising</p>		<p>Vocabulary, Retrieval, Summarising, Explaining Inference, Prediction</p>		<p>Vocabulary, Explaining, Summarising, Inference, Prediction, Retrieval</p>	
Maths	<p>Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division</p>		<p>Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions</p>		<p>Number: Fractions Measurement: Time Geometry: Properties of shapes Measurement: Mass and Capacity</p>	
Science	<p><u>Working Scientifically</u> W1: Ask relevant questions. W2: Set up simple, practical enquiries and comparative and fair tests. W3: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. W4: Gather, record, classify and present data in a variety of ways to help in answering questions. W5: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. W6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. W7: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p>		<p><u>Working Scientifically</u> W1: Ask relevant questions. W2: Set up simple, practical enquiries and comparative and fair tests. W3: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. W4: Gather, record, classify and present data in a variety of ways to help in answering questions. W5: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. W6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. W7: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p>		<p><u>Working Scientifically</u> W1: Ask relevant questions. W2: Set up simple, practical enquiries and comparative and fair tests. W3: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. W4: Gather, record, classify and present data in a variety of ways to help in answering questions. W5: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. W6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. W7: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p>	

	<p>W8: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>W9: Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p><u>Investigate Materials: Rocks and Soils</u> C1: Compare and group together different kinds of rocks on the basis of their simple, physical properties. C2: Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). C3: Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. C4: Recognise that soils are made from rocks and organic matter.</p> <p><u>Understanding Movement, Forces and Magnets</u> P1: Compare how things move on different surfaces. P2: Notice that some forces need contact between two objects, but magnetic forces can act at a distance. P3: Observe how magnets attract or repel each other and attract some materials and not others. P4: 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. P5: Describe magnets as having two poles. P6: Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>W8: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>W9: Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p><u>Investigate Light and Seeing</u> P7: Recognise that they need light in order to see things and that dark is the absence of light. P8: Notice that light is reflected from surfaces. P9: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. P10: Recognise that shadows are formed when the light from a light source is blocked by a solid object. P11: Find patterns in the way that the size of shadows change.</p> <p><u>Understand Plants</u> B1: Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. B2: 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. B3: Investigate the way in which water is transported within plants. B4: Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>W8: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>W9: Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p><u>Understand Animals and Humans</u> B5: Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. B7: Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>
Computing	<p><u>E-Safety: Programming with Scratch</u> C1: Use specified screen coordinates to control movement. C2: Set the appearance of objects and create sequences of changes. C3: Create and edit sounds. C4: Control when they are heard, their volume, duration and rests. C5: Control the shade of pens. C6: Specify conditions to trigger events. C7: Use IF THEN conditions to control events or objects. C8: Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). C9: Use variables to store a value. C10: Use the functions define, set, change, show and hide to control the variables.</p>	<p><u>E-Safety: Communicate/Data</u> C12: Contribute to blogs that are moderated by teachers. C13: Give examples of the risks posed by online communications. C14: Understand the term 'copyright'. C15: Understand that comments made online that are hurtful or offensive are the same as bullying. C16: Understand how online services work. C17: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. C18: Devise and construct databases using application designed for this purpose in areas across the curriculum. <u>Year 1 & 2</u> C27: Understand online risks and the age rules for sites. C28: Use a range of applications and devices in order to</p>	<p><u>E-Safety: Digital Creativity</u> C13: Give examples of the risks posed by online communications. C15: Understand that comments made online that are hurtful or offensive are the same as bullying. C16: Understand how online services work. C17: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. <u>Year 1 & 2</u> C27: Understand online risks and the age rules for sites. C28: Use a range of applications and devices in order to communicate ideas, work and messages.</p>

	<p>C11: Use the Reporter operators $() + () () - () () * () () / ()$ to perform calculations</p> <p>C13: Give examples of the risks posed by online communications.</p> <p>C15: Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>C16: Understand how online services work.</p> <p><u>Year 1 & 2</u></p> <p>C19: Control motion by specifying the number of steps to travel, direction and turn.</p> <p>C20: Add text strings, show and hide objects and change the features of an object.</p> <p>C21: Select sounds and control when they are heard, their duration and volume.</p> <p>C23: Specify user inputs (such as clicks) to control events.</p> <p>C24: Specify the nature of events (such as a single event or a loop).</p> <p>C25: Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</p> <p>C26: Participate in class social media accounts.</p> <p>C27: Understand online risks and the age rules for sites.</p>	<p>communicate ideas, work and messages.</p> <p>C29: Use simple databases to record information in areas across the curriculum.</p>	
<p>Geography</p>	<p><u>Describing maps of the world</u> Investigate Places G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Investigate Patterns G8: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>To Communicate Geographically G13: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><u>Landscapes</u> Investigate Places G1: Ask and answer geographical questions about the physical and human characteristics of a location. G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>To Communicate Geographically G11: Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water</p>	<p><u>Describing maps of the world</u> Investigate Places G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Investigate Patterns G8: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>To Communicate Geographically G13: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><u>Europe</u> Investigate Places G1: Ask and answer geographical questions about the physical and human characteristics of a location. G2: Explain own views about locations, giving reasons. G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. G5: Use a range of resources to identify the key physical</p>	<p><u>Describing maps of the world</u> Investigate Places G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Investigate Patterns G8: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>To Communicate Geographically G13: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><u>The Water Cycle</u> To Communicate Geographically G11: Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><u>Earthquakes and Volcanoes</u> Investigate Places G1: Ask and answer geographical questions about</p>

	<p>cycle. G12: Describe aspects of human geography, including: settlements and land use.</p>	<p>and human features of a location. G7: Name and locate the countries of Europe and identify their main physical and human characteristics. Investigate Patterns G9: Describe geographical similarities and differences between countries. To Communicate Geographically G12: Describe aspects of human geography, including: settlements and land use.</p>	<p>the physical and human characteristics of a location. G2: Explain own views about locations, giving reasons. G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Investigate Patterns G8: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. To Communicate Geographically G11: Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p>
History	<p><u>The Stone Age</u> Investigate and interpret the past H1: Use evidence to ask questions and find answers to questions about the past. H2: Suggest suitable sources of evidence for historical enquiries. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Build an overview of world history H7: Give a broad overview of life in Britain from ancient until medieval times. H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology H11: Place events, artefacts and historical figures on a time line using dates. H12: Understand the concept of change over time, representing this, along with evidence, on a time line. H13: Use dates and terms to describe events. H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Communicate Historically H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><u>The Romans in Britain</u> Investigate and interpret the past H1: Use evidence to ask questions and find answers to questions about the past. H2: Suggest suitable sources of evidence for historical enquiries. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. H5: Suggest causes and consequences of some of the main events and changes in history. Build an overview of world history H7: Give a broad overview of life in Britain from ancient until medieval times. H8: Compare some of the times studied with those of other areas of interest around the world. H9: Describe the social, ethnic, cultural or religious diversity of past society. H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology H11: Place events, artefacts and historical figures on a time line using dates. H12: Understand the concept of change over time, representing this, along with evidence, on a time line. H13: Use dates and terms to describe events. H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Communicate Historically H15: Use literacy, numeracy and computing skills to a good</p>	<p><u>Pompeii</u> Investigate and interpret the past H1: Use evidence to ask questions and find answers to questions about the past. H2: Suggest suitable sources of evidence for historical enquiries. H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Build an overview of world history H9: Describe the social, ethnic, cultural or religious diversity of past society. H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology H11: Place events, artefacts and historical figures on a time line using dates. H13: Use dates and terms to describe events. H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Communicate Historically H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

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Art	<p><u>Impressionism-Happiness (Final Product- Printed fabric bag)</u> Artists- Renoir, Monet, Shadia Derbyshire, Sisley Develop ideas A1:Develop ideas from starting points throughout the curriculum A2:Collect information, sketches and resources A3:Adapt and refine ideas as they progress A4:Explore ideas in a variety of ways A5:Comment on artworks using visual language Collage A10: Select and arrange materials for a striking effect. A11: Ensure work is precise. A12: Use coiling, overlapping, tessellation, mosaic and montage. Drawing A16: Use different hardnesses of pencils to show line, tone and texture. A17: Annotate sketches to explain and elaborate ideas. A18: Sketch lightly (no need to use a rubber to correct mistakes). A19: Use shading to show light and shadow. A20: Use hatching and cross hatching to show tone and texture. Painting A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. A7: Mix colours effectively. A8: Use watercolour paint to produce washes for backgrounds then add detail. A9: Experiment with creating mood with colour. Printing A21: Use layers of two or more colours. A23: Make printing blocks (e.g. from coiled string glued to a block). A24: Make precise repeating patterns. Textiles A26: Shape and stitch materials. A27: Use basic cross stitch and back stitch. A28: Colour fabric. A29: Create weavings. Inspiration A31: Replicate some of the techniques used by</p>	<p><u>Renaissance- Portrait (Final Product- Acrylic painting)</u> Artists- Leonardo Da Vinci, Michaelangelo, Raphael Develop ideas A1:Develop ideas from starting points throughout the curriculum A2:Collect information, sketches and resources A3:Adapt and refine ideas as they progress A4:Explore ideas in a variety of ways A5:Comment on artworks using visual language Painting A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. A7: Mix colours effectively. A8: Use watercolour paint to produce washes for backgrounds then add detail. A9: Experiment with creating mood with colour. Drawing A16: Use different hardnesses of pencils to show line, tone and texture. A17: Annotate sketches to explain and elaborate ideas. A18: Sketch lightly (no need to use a rubber to correct mistakes). A19: Use shading to show light and shadow. Printing A21: Use layers of two or more colours. Inspiration A31: Replicate some of the techniques used by notable artists, artisans and designers. A32: Create original pieces that are influenced by studies of others.</p>	<p><u>Art Deco-Landscapes (Final Product- Clay)</u> Artists-Clarice Cliff, Emma Childs, Lucy Doane Develop ideas A1:Develop ideas from starting points throughout the curriculum A2:Collect information, sketches and resources A3:Adapt and refine ideas as they progress A4:Explore ideas in a variety of ways A5:Comment on artworks using visual language Painting A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. A7: Mix colours effectively. A8: Use watercolour paint to produce washes for backgrounds then add detail. A9: Experiment with creating mood with colour. Sculpture A13: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) A14: Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. A15: Add materials to provide interesting detail. Drawing A16: Use different hardnesses of pencils to show line, tone and texture. A17: Annotate sketches to explain and elaborate ideas. A18: Sketch lightly (no need to use a rubber to correct mistakes). A19: Use shading to show light and shadow. Digital Media A25: Create images, video and sound recordings and explain why they were created. Inspiration A31: Replicate some of the techniques used by notable artists, artisans and designers. A32: Create original pieces that are influenced by studies of others.</p>

	notable artists, artisans and designers. A32: Create original pieces that are influenced by studies of others.		
DT	<p>Structures</p> <p>To master practical skills DT5: Cut materials accurately and safely by selecting appropriate tools. DT6: Measure and mark out to the nearest millimetre. DT7: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). DT8: Select appropriate joining techniques. DT14: Choose suitable techniques to construct products or to repair items. DT15: Strengthen materials using suitable techniques.</p> <p>To design, make, evaluate and improve DT17: Design with purpose by identifying opportunities to design. DT18: Make products by working efficiently (such as by carefully selecting materials). DT19: Refine work and techniques as work progresses, continually evaluating the product design. DT20: Use software to design and represent product designs.</p> <p>To take inspiration from design throughout history DT21: Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. DT22: Improve upon existing designs, giving reasons for choices. DT23: Disassemble products to understand how they work.</p>	<p>Mechanisms</p> <p>To master practical skills DT8: Select appropriate joining techniques. DT14: Choose suitable techniques to construct products or to repair items. DT15: Strengthen materials using suitable techniques. DT16: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</p> <p>To design, make, evaluate and improve DT17: Design with purpose by identifying opportunities to design. DT18: Make products by working efficiently (such as by carefully selecting materials). DT19: Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>To take inspiration from design throughout history DT23: Disassemble products to understand how they work.</p> <p>Healthy Food</p> <p>To master practical skills DT1: Prepare ingredients hygienically using appropriate utensils. DT2: Measure ingredients to the nearest gram accurately. DT3: Follow a recipe. DT4: Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). DT5: Cut materials accurately and safely by selecting appropriate tools.</p> <p>To design, make, evaluate and improve DT17: Design with purpose by identifying opportunities to design. DT18: Make products by working efficiently (such as by carefully selecting materials). DT19: Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>To take inspiration from design throughout history DT22: Improve upon existing designs, giving reasons for choices.</p>	<p>Textiles - 2D shape to 3D product</p> <p>To master practical skills DT5: Cut materials accurately and safely by selecting appropriate tools. DT6: Measure and mark out to the nearest millimetre. DT7: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). DT8: Select appropriate joining techniques. DT9: Understand the need for a seam allowance. DT10: Join textiles with appropriate stitching. DT11: Select the most appropriate techniques to decorate textiles.</p> <p>To design, make, evaluate and improve DT17: Design with purpose by identifying opportunities to design. DT18: Make products by working efficiently (such as by carefully selecting materials). DT19: Refine work and techniques as work progresses, continually evaluating the product design.</p>
Music	<p>Charanga Let Your Spirit Fly; Glockenspiel Skills To Perform M1: Sing from memory with accurate pitch.</p>	<p>Charanga Three Little Birds; The Dragon Song To Perform M1: Sing from memory with accurate pitch.</p>	<p>Charanga Bringing Us Together; Reflect, Rewind and Reply To Perform M1: Sing from memory with accurate pitch.</p>

	<p>M2: Sing in tune. M3: Maintain a simple part within a group. M4: Pronounce words within a song clearly. M5: Show control of voice. M6: Play notes on an instrument with care so that they are clear. M7: Perform with control and awareness of others. To Compose M9: Use sound to create abstract effects. M10: Create repeated patterns with a range of instruments. M11: Create accompaniments for tunes. To Transcribe M15: Devise non-standard symbols to indicate when to play and rest. To Describe M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes. M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>M2: Sing in tune. M3: Maintain a simple part within a group. M4: Pronounce words within a song clearly. M5: Show control of voice. M6: Play notes on an instrument with care so that they are clear. M7: Perform with control and awareness of others. To Compose M9: Use sound to create abstract effects. M10: Create repeated patterns with a range of instruments. M11: Create accompaniments for tunes. M13: Choose, order, combine and control sounds to create an effect. To Transcribe M15: Devise non-standard symbols to indicate when to play and rest. To Describe M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes. M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>M2: Sing in tune. M3: Maintain a simple part within a group. M4: Pronounce words within a song clearly. M5: Show control of voice. M6: Play notes on an instrument with care so that they are clear. M7: Perform with control and awareness of others. To Compose M8: Compose and perform melodic songs. M9: Use sound to create abstract effects. M10: Create repeated patterns with a range of instruments. M11: Create accompaniments for tunes. M13: Choose, order, combine and control sounds to create an effect. To Transcribe M14: Use digital technologies to compose pieces of music. M15: Devise non-standard symbols to indicate when to play and rest. To Describe M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes. M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>
RE	<p>God: Hinduism, Islam Believing B1- Engaging with key beliefs/concepts through analysis of texts- Be able to explain what it means for a text/story to 'have authority' for a group of believers B2- Making connections between key beliefs/concepts within and between belief traditions-Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. Thinking T2- Showing awareness of different approaches to understanding the world- Be able to understand and begin to explain that there is a difference between believing and knowing. T3- Showing evidence of a process of reasoning-Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p>	<p>God: Christianity Believing B1- Engaging with key beliefs/concepts through analysis of texts- Be able to explain what it means for a text/story to 'have authority' for a group of believers B2- Making connections between key beliefs/concepts within and between belief traditions-Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. Thinking T2- Showing awareness of different approaches to understanding the world- Be able to understand and begin to explain that there is a difference between believing and knowing. T3- Showing evidence of a process of reasoning-Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p>	<p>Big Questions: What does it mean to lead a good life? Believing B1- Engaging with key beliefs/concepts through analysis of texts- Be able to explain what it means for a text/story to 'have authority' for a group of believers B2- Making connections between key beliefs/concepts within and between belief traditions-Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. Living L1- Showing understanding of core concepts relating to the human/social scientific study of religion and belief- Be able to describe the difference between 'beliefs' and 'religion'. L2- Showing understanding of connection between religious practice and content- Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p>

			<p>L3- Showing understanding of the way in which beliefs impact on the individual- Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>L4- Showing understanding of the way in which community can impact on religious practice-4a- Be able to explain at the importance of community within the religious/non-religious tradition studied.</p> <p>4b- Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.</p> <p>Thinking</p> <p>T1- Articulating how and whether things make sense- Be able to identify ways in which different people think about the world differently.</p> <p>T2- Showing awareness of different approaches to understanding the world- Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3- Showing evidence of a process of reasoning-Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p>
PSHE	<p>Jigsaw: Being Me in My World Celebrating Difference</p>	<p>Jigsaw: Dreams and Goals Healthy Me</p>	<p>Jigsaw: Relationships Changing Me</p>