



## Jewell Academy Whole School Curriculum 2020-2021

Term	Autumn		Spring		Summer						
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)					
<b>CORE PRINCIPLE FOCUS</b>	<b>SELF-WORTH:</b> HIGH EXPECTATIONS – BEING THE VERY BEST YOU CAN BE IN YOUR SCHOOL AND COMMUNITY.	<b>ASPIRATIONS:</b> ‘WITH BIG DREAMS AND HARD WORK, ANYTHING IS POSSIBLE’ – ASPIRATIONS MEANS TO DREAM ABOUT THE FUTURE WHILE BEING INSPIRED IN THE PRESENT TO REACH THOSE DREAMS.	<b>ENGAGEMENT:</b> OPPORTUNITY – MATCHING YOUR INTERESTS WITH ACTIVITIES THAT WILL HELP YOU TO LEAVE SCHOOL WELL-ROUNDED AND CONFIDENT. <b>ENGAGEMENT:</b> CHALLENGE – MAKING YOUR LEARNING EXCITING AND RELEVANT TO THE REAL WORLD.	<b>ENGAGEMENT:</b> TALENT DEVELOPMENT – ENHANCING YOUR NATURAL STRENGTHS AND ABILITIES SO YOU THRIVE IN SCHOOL AND BEYOND. <b>ENGAGEMENT:</b> INNOVATION & ENTERPRISE – SUPPORTING YOUR CREATIVITY BY ENCOURAGING YOU TO ASK ‘WHY?’ AND ‘WHY NOT?’	<b>PURPOSE:</b> MAKERS & CREATORS – BEING A CREATOR, NOT JUST A CONSUMER, OF TECHNOLOGY IN OUR DIGITAL WORLD.	<b>PURPOSE:</b> GLOBAL – HAVING THE CULTURAL AWARENESS NEEDED TO COMMUNICATE IN OUR INTERCONNECTED WORLD. <b>PURPOSE:</b> EMPLOYABILITY – EQUIPPING YOU WITH THE SKILLS AND ABILITIES YOU’LL NEED TO EXCEL IN OUR EVER-CHANGING WORLD.					
<b>LEARNING SKILL FOCUS</b>	<b>TEAMWORK</b>		<b>INDEPENDENCE</b>	<b>RESILIENCE</b>	<b>COMMUNICATION</b>	<b>SELF-MOTIVATION</b>					
<b>WELLNESS FOCUS</b>	<b>PHYSICAL</b>		<b>EMOTIONAL</b>	<b>INTELLECTUAL</b>	<b>INTERPERSONAL</b>	<b>ENVIRONMENTAL</b>					
<b>Year 3</b>	<b>BELONGING (2 weeks)</b>	<b>Destination Bournemouth</b> <b>DQ:</b> How can we as travel agents encourage visitors to Bournemouth?  Outcome- presentation to encourage and inform	<b>Yabba Dabba Doo</b> <b>DQ:</b> Would we as children today survive in the stone age?  Outcome- Workshop	<b>Inventions: Forces &amp; Magnets</b> <b>DQ:</b> Could we, as designers, create a new game for children?  Outcome- a magnetic game	<b>Light and Dark</b> <b>DQ:</b> How can we as scientists explain how we see?  Outcome- experiments on light and dark	<b>Innovation: Healthy Living</b> <b>DQ:</b> How can we, as athletes, prove how fit and healthy we are?  Outcome- healthy meal and circuit explaining what is happening to our bodies	<b>Historical times: Egyptians</b> <b>DQ:</b> Can we as actors perform to teach an audience about the Egyptians?  Outcome- performance	<b>Thinking to the future! Transition</b>			
	<b>2 weeks Baseline</b>	<b>English Text:</b> Belonging The Green Ship  <b>Belonging</b> To write in role To persuade Adverts  Poetry Performance of a poem Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Playscript Extension of a narrative	<b>English:</b> Stone age boy Ug Boy Genius  <b>Reading:</b> The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b>	<b>English:</b> Iron Man Girl and Robot- film  <b>Writing to Entertain</b> Narrative  <b>Fronted adverbials</b> <b>Evaluating own writing.</b> <b>Direct speech</b>	<b>Reading:</b> The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b>	<b>Writing to inform</b> <b>Non - chronological report</b> <b>Leaflet writing</b>  <b>Structure of leaflets</b> <b>technical vocabulary</b> <b>Publishing</b>  Writing a letter in role Shared poetry writing Report writing Writing a diary entry in role Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.	<b>Reading:</b> The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b>		<b>Writing to:i</b> Letter writing Narrative recount Conversation between characters Illustrated sequel Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create characters and plot; Draft and write arguments based on themes explored in a text.	<b>English:</b> The Egyptian Cinderella  <b>Writing to entertain</b> playscripts  <b>Considering audience</b> <b>Reading own writing with clarity and expression.</b>	<b>Reading:</b> The development of reading skills to: *Retrieve *Infer & Deduce *Explain & Justify *Predict *Evaluate choices *Summarise <b>Within age-appropriate texts</b>
		<b>Maths:</b> (See White Rose Planning) <b>Place Value (3 weeks)</b> *Recognise value of each number in 3 digit numbers *Find 10 or 100 more than a given number *Compare & order to 1,000 *Read & write to 1,000 *Count in multiples of 4, 8, 50 & 100 *Solve number problems involving the above learning  <b>Addition and Subtraction (5 weeks)</b>	<b>Maths:</b> (See White Rose Planning) <b>Multiplication and Division (5 weeks)</b> Count from 0 in multiples of 4,8,50 and 100 Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division	<b>Maths:</b> (See White Rose Planning) <b>Multiplication and Division (3 weeks)</b>	<b>Maths:</b> (See White Rose Planning) <b>Length and Perimeter (2 weeks)</b>  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Measure the perimeter of simple 2-D shapes.	<b>Maths:</b> (See White Rose Planning) <b>Geometry (2 Weeks)</b>					

	<p>*Adding and subtracting multiples of 100 *Adding and subtracting ones, tens and hundreds to/from 3 digit numbers</p> <p>using the multiplication tables they know including for two-digit numbers, using mental and progressing to formal written methods. Solve problems involving missing number problems involving multiplication, including positive integer scaling problems and corresponding problems in which n object are connected to m objects</p> <p>Consolidation (2 weeks)</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Money ( 1 weekK)</b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>Statistics (2 Weeks)</b></p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>	<p><b>Fractions ( 3 weeks)</b></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p>	<p><b>Fractions ( 3 Weeks)</b></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>] Solve problems that involve all of the above.</p> <p><b>Time (3 Weeks)</b></p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p><b>Mass and Capacity (3 Weeks)</b> Measure , compare, add and subtract: lengths(m/mm/cm); mass (kg/g);volume(l/ml)</p> <p><b>Consolidation</b></p>	
	<p><b>Geography:</b></p> <p><b>DQ: How can we as Travel Agents convince people to visit Bournemouth?</b></p> <p><b>NC 2014 Knowledge Coverage:</b> <b>Locational Knowledge</b> Ge2/1.1b <i>name and locate counties</i> (Dorset and those that make up the South of England - on or near the English Channel, names/location of other counties where family/friends live or where they been on holiday, and know that there are 48 counties in England) <i>and cities</i> (capital cities of each UK country and larger cities, based on population, and know that there are 51 cities in England) <i>of the United Kingdom, geographical regions</i> (our region, and know that there are 9 regions in England) <i>and their identifying human characteristics</i> (Buckingham Palace, Stonehenge, Angel of the North, Clifton Suspension Bridge, Bournemouth Pier) <i>and physical characteristics including key topographical features</i> (hills - Lake District in England, Snowdonia in Wales, mountains - tallest Ben Nevis in Scotland, rivers - longest River Severn runs from Wales to England, coasts - Dorset includes Bournemouth, Swanage and Weymouth seaside resorts, Old Harry Rocks, Poole Harbour, coastal towns of Poole and Wareham as well as Isle of Portland.</p> <p><b>Place Knowledge</b> Ge2/1.2a <i>understand geographical similarities and differences through the study of human geography</i> (counties of Bristol, Cornwall, Dorset, Devon, Gloucestershire, Somerset, and Wiltshire, as well as the Isles of Scilly, Bournemouth University, Salisbury Cathedral, Longleat Safari Park, New Forest Wildlife Park, Farmer Palmers, Beaulieu Motor Museum) <i>and physical geography</i> (one of the warmest parts of UK because it is the furthest south and the first area to be warmed by the Gulf</p>		<p><b>Geography:</b></p> <p><b>Let's Get Physical!</b> UK and local land use.</p> <p><b>DQ: How can we as local residents improve our local area?</b></p> <p><b>NC 2014 Knowledge Coverage:</b> <b>Human and Physical Geography</b> Ge2/1.3b <i>describe and understand key aspects of human geography including: types of settlement</i> (village, town, city, capital plus different types of human dwelling) <i>and land use</i> (urban, rural, protected land, agriculture/farm land, forest, coastal, fresh water), <i>economic activity including trade links, and the distribution of natural resources including energy, food, minerals (coal) and water.</i></p> <p><b>Geographical Skills and Fieldwork</b> Ge2/1.4c <i>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>			<p><b>Geography</b> Desert Biome (low level of rain) linked to The Egyptians.</p> <p><b>Human and Physical Geography</b> Ge2/1.3a describe and understand key aspects of physical geography, including: biomes – Desert (low level of rain). <b>NC 2014 Knowledge Coverage:</b> <b>Human and Physical Geography</b> Ge2/1.3a <i>describe and understand key aspects of physical geography, including: biomes – Desert</i> (low level of rain - two main deserts in Egypt are: the Libyan Desert, a part of the Sahara desert and the Arabian Desert also called the Eastern Desert.)</p>

	<p>Stream - hence tourism and well suited to farming, The New Forest Jurassic coastline, coastal erosion - Durdle Door) <i>of a region</i> (South West England - the largest region in area) <i>of the United Kingdom</i>.</p> <p><b>Geographical Skills and Fieldwork</b> Ge2/1.4b <i>use the 8 points of a compass (N, NE, E, SE, S, SW, W, NW), symbols</i> (recap Year 2: parking, campsite, church, public telephone, cycle route, forest, lighthouse, castle, viewpoint, train station). <i>and key (including the use of Ordnance Survey maps: footpath, main road, motorway, foot bridge, bus station, school, cliff, youth hostel, information centre)</i> <i>to build their knowledge of the United Kingdom</i>.</p>						
		<p><b>History: (See Learning Journey Map)</b> <b>Hi2/1.1 Stone Age to Iron Age</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i> <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> <i>Iron Age hill forts: tribal kingdoms, farming, art and culture.</i></p>				<p><b>History: Ancient Egyptians</b> <b>History: (See Learning Journey Map)</b> <b>Hi2/2.3 Ancient Civilizations</b> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	
	<p><b>Science: (See Learning Journey Map)</b></p> <p><b>Plants and habitats</b></p> <ul style="list-style-type: none"> <li>Plants are producers, they make their own food.</li> <li>Their leaves absorb sunlight and carbon dioxide</li> <li>Plants have roots, which provide support and draw water from the soil</li> <li>Flowering plants have specific adaptations which help it to carry out pollination, fertilisation and seed production</li> <li>Seed dispersal improves a plants chances of successful reproduction</li> <li>Seeds/bulbs require the right conditions to germinate and grow.</li> </ul>	<p><b>Science</b></p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>There are different types of rock.</li> <li>There are different types of soil.</li> <li>Soils change over time.</li> <li>Different plants grow in different soils.</li> <li>Fossils tell us what has happened before.</li> <li>Fossils provide evidence.</li> <li>Paleontologists use Fossils to find out about the past.</li> </ul>	<p><b>Science: (See Learning Journey Map)</b></p> <p>Forces and magnets</p> <ul style="list-style-type: none"> <li>Magnets exert attractive and repulsive forces on each other.</li> <li>Magnets exert non-contact forces, which work through some materials.</li> <li>Magnets exert attractive forces on some materials.</li> <li>Magnet forces are affected by magnet strength, object mass, distance from object and object material.</li> </ul>	<p><b>Science:</b></p> <p>Light</p> <ul style="list-style-type: none"> <li>There must be light for us to see. Without light it is dark.</li> <li>We need light to see things, even shiny things.</li> <li>Transparent materials let light through them and opaque materials don't let light through.</li> <li>Beams of light bounce off some materials (reflection).</li> <li>Shiny materials reflect light beams better than non-shiny materials.</li> <li>Light comes from a source</li> </ul> <p><b>NC 2014 Knowledge Coverage:</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that</li> </ul>	<p><b>Science:</b></p> <p>Animals including humans</p> <ul style="list-style-type: none"> <li>Different animals are adapted to eat different foods.</li> <li>Many animals have skeletons to support their bodies and protect vital organs.</li> <li>Muscles are connected to bones and move them when they contract.</li> <li>Movable joints connect bones.</li> </ul> <p><b>NC 2014 Knowledge Coverage:</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>		

<p>• <b>Seeds contain enough food for the plant's initial growth</b></p> <p><b>NC 2014 Knowledge Coverage:</b>  - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  - investigate the way in which water is transported within plants  - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>• <b>Fossils provide evidence that living things have changed over time.</b></p> <p><b>NC 2014 Knowledge Coverage:</b>  - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  - describe in simple terms how fossils are formed when things that have lived are trapped within rock  - recognise that soils are made from rocks and organic matter.</p>	<p><b>NC 2014 Knowledge Coverage:</b>  - 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.</p>	<p>there are ways to protect their eyes  - recognise that shadows are formed when the light from a light source is blocked by an opaque object  - find patterns in the way that the size of shadows change.</p>		
<p><b>Art: Aboriginal painting</b>  <b>Technique Development: drawing</b>  <b>Artist Study:</b></p> <p>Pupils should be taught:  to use drawing to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. NC 2014</p> <p><b>Drawing</b>  Experiment with different grades of pencil and other implements.  Plan, refine and alter their drawings as necessary.  Use their sketchbook to collect and record visual information from different sources.  Draw for a sustained period of time at their own level.  Use different media to achieve variations in line, texture, tone, colour, shape and pattern.  Artist: Aboriginal art  <a href="https://www.bbc.co.uk/bitesize/clips/zhsb9j6">https://www.bbc.co.uk/bitesize/clips/zhsb9j6</a></p>		<p><b>Art: sculpture - The Iron Man</b>  <b>Technique Development: clay</b>  <b>Artist Study:</b></p> <p>Pupils should be taught:  to use a range of materials creatively to design and make products  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. NC 2014</p> <p><b>3D form</b></p>			<p><b>Art: Egyptian Printing</b>  <b>Technique Development: Printing</b>  <b>Artist Study:</b></p> <p>Pupils should be taught:  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. NC 2014</p> <p><b>Printing</b>  Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.</p>
<p><b>Computing:</b>  Coding: Year 3 Starter Unit  Learn how to combine start events and click events to make a simple game  - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Computing:</b>  E-safety: Online bullying unit</p>	<p><b>Computing:</b>  Coding: Year 3 Starter Unit  Learn how to combine start events and click events to make a simple game  - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Computing:</b>  E-safety: Health well-being and lifestyle</p>	<p><b>Computing:</b>  Coding: Unit 3A Sequence and Animation  Learn how to program a sequence of actions, making different pieces of code execute at different times  - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Computing:</b>  Digital literacy:  NC: 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 e.g  e.g. Using green screen technology/ iMovie/ Spark Video to create a presentation about a school topic</p>	<p><b>Computing:</b>  Coding: Conditional events  Learn how to use conditional 'if' statements to program a maze game  use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
<p><b>PSHE and SRE (British Values):</b>  <b>Being Me in My World</b></p>	<p><b>PSHE and SRE (British Values):</b>  <b>Celebrating Difference</b></p>	<p><b>PSHE and SRE (British Values):</b>  <b>Dreams and Goals.</b></p>	<p><b>PSHE and SRE (British Values):</b>  <b>Healthy Me</b></p>	<p><b>PSHE and SRE (British Values):</b>  <b>Relationships</b></p>	<p><b>PSHE and SRE (British Values):</b>  <b>Changing Me</b></p>

<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care about other people's feelings. I understand that my actions affect others and try to see things from their points of view.</p>	<p>I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new learning challenges and working out the best ways for me to achieve them. I am motivated and enthusiastic about achieving our new challenge. I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can evaluate my own learning process and identify how it can be better next time.</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put into my body will affect my health. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can identify when something feels safe or unsafe.</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. I know and can use some strategies for keeping myself safe online. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family.</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting and family roles. Identify what I am looking forward to when I move to my next class.</p>
<p><b>Music: Charanga</b> Unit: Let Your Spirit Fly</p> <p>Style: R&amp;B, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross curricular links: Historical context of musical styles.</p> <p>Children will have the opportunities to play in ensembles with use of voice and instruments and develop.</p> <p>To listen to different genres of music and discuss what they like using musical terminology.</p> <p>To listen to a range of music and appreciate the recordings from modern and traditional artists and performers.</p>	<p><b>Music: Charanga</b> Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p> <p>Christmas Songs- prepare show for carols by candle light</p>	<p><b>Music:</b> Unit: Three Little Birds</p> <p>Style: Reggae</p> <p>Topic and cross curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p>	<p><b>Music:</b> Unit: The Dragon Song</p> <p>Style: A little bit funky and music from around the world.</p> <p>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p><b>Music:</b> Unit: Bringing Us Together</p> <p>Style: Disco</p> <p>Topic and cross curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p>	<p><b>Music:</b> Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
	<p><b>DT/STEM:</b></p> <p>Structures Shell structure</p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> 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</p> <p><b>Evaluate</b> investigate and analyse a range of existing products evaluate their ideas and products against their</p>		<p><b>DT/STEM:</b></p> <p>Textiles 2D shape to 3D shape</p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> 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</p> <p><b>Evaluate</b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical Knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example,</p>	<p><b>DT/STEM:</b></p> <p>Food Healthy and varied diet As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	

		own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <u>Technical Knowledge</u> apply their understanding of how to strengthen, stiffen and reinforce more complex structures		series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.			
		<u>PE:</u> (See LTPE Planning) Dance Composition and Performance  Net and Wall Games - Tennis Hitting for accuracy	<u>PE:</u> (See LTPE Planning) Invasion Games - Basketball Bouncing, catching and dodging.  Gymnastics - Floor Floor shapes and rolls	<u>PE:</u> (See LTPE Planning) Invasion Games - Football Dribbling, striking  Dance Performance and Evaluation	<u>PE:</u> (See LTPE Planning) Net/Wall Games Catching (small ball)  Gymnastics - apparatus Jumps and sequences	<u>PE:</u> (See LTPE Planning) Striking and Fielding Games - Cricket 1 or 2 handed strike, underarm throwing.  Athletics - Running techniques, shot putt and long jump	<u>PE:</u> (See LTPE Planning) Striking and Fielding - Rounders Overarm throw, striking with 1 hand.  Athletics Sprinting, javelin and hurdles.
		<u>RE</u> Hinduism Diwali  Learning Objectives: We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus?	<u>RE</u> Christianity Christmas  Learning Objectives: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	<u>RE</u> Christianity Jesus' Miracles  Learning Objectives: We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	<u>RE</u> Christianity Easter-forgiveness  Learning Objectives: We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	<u>RE</u> Hinduism Hindu beliefs  Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects	<u>RE</u> Hinduism Pilgrimage to the River Ganges  Learning Objectives: We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.
		<u>Mfl</u> <u>La Jolie Ronde</u>	<u>Mfl</u> <u>La Jolie Ronde</u> Christmas Learning Objectives: To learn the key Christmas vocabulary and to use this to write a letter to Father Christmas and to learn a Christmas carol.				<u>Mfl</u> <u>La Jolie Ronde</u>  Learning Objectives: To revise numbers 1-10 To Learn simple greetings To understand and repeat classroom instructions To ask for and give name To ask for and state age To learn the colours To learn fruit names To learn the days of the week and the months of the year.