<table>
<tr><td></td><td colspan="2">YEAR 3
TERMS 1 & 2</td></tr>
<tr><td>Big Question</td><td colspan="2">How has electricity impacted our lives?</td></tr>
<tr><td>Why here, why now?</td><td colspan="2">Electricity plays a huge part in our lives – play, communication, work, social media and many more so the children need to understand how it works. Through the lens of technology, they build on prior learning in KS1 about the local area and their understanding of power with regards to significant individuals and how their actions/inventions impact other people's lives. This enquiry seeks to further develop children's natural curiosity of the world around them and the processes that make things work. This enquiry sets up children's understanding of key scientific phenomena (electricity, magnets and light) ready to be further developed in Y6.</td></tr>
<tr><td rowspan="4">Enquiry Questions</td><td colspan="2">How do we use electricity?</td></tr>
<tr><td colspan="2">How does electricity make things work?</td></tr>
<tr><td colspan="2">How was life different before electricity?</td></tr>
<tr><td colspan="2">How do we see?</td></tr>
<tr><td rowspan="3">Science</td><td>National Curriculum</td><td>TAPS</td></tr>
<tr><td>Light:
Recognise they need light in order to see things and that dark is 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 the light from a light source is blocked by an opaque object.
Find patterns in the way that the size of shadows change.</td><td>Term 1 – Electricity: Conductors (Y4)
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Identify differences, similarities or changes related to simple scientific ideas and processes.</td></tr>
<tr><td>Sound:
Identify how sounds are made.
Recognise that vibrations from sounds travel through a medium to the ear.
Find patterns between the pitch of sound and features of the object that produced it.
Find patterns between volume of sound and the strength of vibrations.
Recognise that sounds get fainter as the distance from the sound increases.</td><td rowspan="2">Term 2 – Light: Do all materials make shadows?
Gather, record, classify and present data in a variety of ways to help in answering questions.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</td></tr>
<tr><td>Electricity:
Identify common appliances that run on electricity.
Construct a simple series electrical circuit identifying and naming its basic parts.
Identify whether or not a lamp will light.
Recognise that a switch opens and closes a circuit.
Recognise common conductors and insulators and associate metals with being good conductors.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Working Scientifically:
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
• 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 diagrams, keys, bar charts, and tables.
• 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.</td></tr>
<tr><td></td><td colspan="2">Vocabulary</td></tr>
<tr><td></td><td>Revisited:
Light:
Light, sun, dark, eye.

Sound:
Sound, noise, loud, quiet.</td><td>New:
Light:
Source, natural, man-made, reflection, reflective, protection, shadow, opaque, transparent, translucent, pattern, change.

Sound:
Vibration, travel, pitch, high, low, volume, solid, liquid, gas, increase, decrease, faint, distance.

Electricity:
Appliance, electricity, battery, cell, bulb, bulb holder, wire, current, series circuit, circuit, flow, conductor, insulator, complete, incomplete, switch, motor.</td></tr>
<tr><td rowspan="4">Art and Design</td><td>National Curriculum</td><td>Skills Progression - Colour</td></tr>
<tr><td>• To use sketchbooks to collect, record and evaluate ideas.
• To improve mastery of techniques in drawing, painting, sculpture and other art, craft and design techniques using varied materials. (Step by step art painting session 1,2 and 3. Step by step art sculpture wire and mod roc structures Iron Man).
• To learn about a range of sculptures.</td><td>• Increase awareness and understanding of mixing and applying colours including the use of natural pigments.
• Use aspects of colour such as tints and shades for different purposes.
• Apply greater expression and creativity to own paintings.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:
Painting:
Colour, adding, mixing, pallets, brushes, same, similar, different, compare, paler, darker, primary colours, naming, shades, colour family, thick, thin, brush strokes, merge.</td><td>New:
Painting:
warm/cold colours, single primary system, dual primary system (i.e. bright blue/turquoise),vertical, horizontal, diagonal lines, still-life, mood, atmosphere, feeling words i.e anger, sadness, tone, texture, outline, overdrawing, monochrome, observation.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">Connections:
This learning theme is very science based and should be linked with an Art and DT project that links sound, light and electricity with pupils exploring, designing and making products like games and activities that make sounds and light up using electrical circuits. (BBC science clips - using circuits to make games and activities) The concept of progress can be explored – and invention – is the world better with or within invention? Is all invention and progress positive?</td></tr>
<tr><td>Computing</td><td>Kapow units:</td><td>Term 1 – Computing Systems and Networks 1</td><td>Term 2 – Data Handling: Comparison Cards Database</td></tr>
<tr><td rowspan="4">Design and Technology</td><td colspan="3">Outcome: Make Diwali light up decoration</td></tr>
<tr><td colspan="3">Technical knowledge:
• Understand and use electrical systems in their products (e.g. series circuits incorporation switches, bulbs, buzzers and motors)
• To design, make, evaluate, and improve.
• Design with purpose by identifying opportunities to design.
• Make products by working efficiently (such as by carefully selecting materials).
• Select from and use a wide range of materials and components.
• Cut materials accurately and safely by selecting appropriate tools.
• Select appropriate joining techniques.
• Choose suitable techniques to construct products.
• Evaluate: Refine work and techniques as work progresses, evaluating the end product</td></tr>
<tr><td colspan="3">Vocabulary</td></tr>
<tr><td colspan="2">Revisited:
Assemble, joining, materials, cutting, shaping, folding, finishing, design, construct, construction.</td><td>New:
See science words above.</td></tr>
<tr><td>Geography</td><td colspan="3"></td></tr>
<tr><td>History</td><td colspan="3"></td></tr>
<tr><td rowspan="2">Languages</td><td colspan="3">iLanguages Year 3 Scheme of Work</td></tr>
<tr><td colspan="3">• Listen attentively to spoken language and show understanding by joining in and responding.
• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
• Speak in sentences, using familiar vocabulary, phrases and basic language structures.
• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
• Present ideas and information orally to a range of audiences.
• Read carefully and show understanding of words, phrases and simple writing.
• Appreciate stories, songs, poems and rhymes in the language.
• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
• Write phrases from memory, and adapt these to create new sentences.
• Express ideas clearly.
• Describe people, places, things and actions orally* and in writing.
• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these.</td></tr>
<tr><td rowspan="2">Music</td><td colspan="2">Charanga: Term 1 - Let Your Spirit Fly</td><td>Term 2 – Glockenspiel Stage 1</td></tr>
<tr><td colspan="3">Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing accuracy:</td></tr>
</table>

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<tr><td></td><td colspan="3">

Listen & Appraise (descriptions for all strands as above)
Musical Activities - a new activity is added until Step 4:
Games
Singing
Playing
Improvisation - option after Step 3
Composition - option after Step 4
Perform and share

</td></tr>
<tr><td rowspan="4">PE</td><td>Real PE Theme</td><td colspan="2">Dance:

Improvise freely with a partner translating ideas from stimuli to movement.
Show an imaginative response to different stimuli through their use of language and choice of movement.
Incorporate different qualities and dynamics into their movements.
Explore and develop new actions while working with a partner or a small group.
Apply basic compositional ideas to create dance which convey feelings and emotions.
Link actions to make dance phrases, working with a partner and in a small group.
Perform short dances with expression, showing an awareness of others when moving.
Describe what makes a good dance phrase.
</td></tr>
<tr><td></td><td colspan="2">Gymnastics:

Perform a competent forward roll, pencil roll, shoulder roll.
Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.
Practise an action or short sequence of movements, and improve the quality of the actions and transitions.
Show control, accuracy and fluency of movement when performing actions on their own and with a partner.
Plan and perform a movement sequence showing contrasts in speed, level and direction.
Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.
Adapt a sequence to include different levels, speeds or directions.
Work well on their own and contribute to pair sequences.
</td></tr>
<tr><td></td><td colspan="2">Games:

Travel whilst bouncing a ball showing control.
Use a range of skills to help them keep possession and control of the ball.
Perform the basic skills needed for the games with control and consistency.
Use a range of skills with increasing control.
In pairs, make up a game and play a simple rallying game.
Use a range of skills to keep possession and make progress towards a goal, on their own and with others.
</td></tr>
<tr><td colspan="3">Vocabulary</td></tr>
<tr><td colspan="3">Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target.</td></tr>
<tr><td rowspan="2">RE</td><td>Faiths:</td><td>Hinduism</td><td>Christianity</td></tr>
<tr><td colspan="3">Divali
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

Understand belonging.
Discuss which groups I belong to and how it makes me feel.
</td></tr>
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<tr><td></td><td colspan="3">

- Introduction to Divali/Hinduism
- Recognise Divali and how Hindus celebrate Divali.
- Reflect on belonging and discuss how Hindus may feel belonging to their faith and celebrating Divali.
- Create rangoli patterns and sweets to gain an understanding of Hindu celebration of Divali.
- Watch video and discuss Hindu temples.
- Evaluate and reflect upon belonging and how Hindu children may feel belonging to the Hindu religion and celebrating Divali.
- Recognise facts about India (cross curricular lesson - Geography)

</td></tr>
<tr><td></td><td colspan="3">

Incarnation - Christmas

Has Christmas lost its true meaning?

- Reflect on and compare Christmas. What does Christmas mean to me? What does Christmas mean to us? Why is Christmas meaningful to me or not?
- Investigate: who is Jesus to Christians?
- Discuss and learn about ‘Storm on the Lake.’ (Jesus as a man)
- Understand the Christmas story: Incarnation (‘made man ‘: Jesus coming to Earth as man - God becoming man)
- Understand Christingle (symbols - ribbon - blood, orange, world, fruit - seasons, candle - Jesus light of world). Discuss symbols.
- Evaluate: How is Christmas meaningful to Christians? How is Christmas meaningful to people who are not Christians?

</td></tr>
<tr><td></td><td colspan="3">Vocabulary</td></tr>
<tr><td></td><td>Term 1:
Rama, Sita, Hinduism, Divali, celebrations, belonging, rangoli (patterns), Diva lamps, India, geography, geographical location, temple.</td><td colspan="2">Term 2:
Incarnation, Christmas, meaning, meaningful, investigate, sacrifice, conquered, eternal, Immanuel (God with us), foretold, scripture, Samaritan, sinners, religious, divine, symbols</td></tr>
<tr><td>PSHE</td><td>JIGSAW Units:</td><td>Being Me in My World</td><td>Celebrating Differences</td></tr>
</table>

	YEAR 3 **TERMS 3 & 4**	
Big Question	**How did people start to settle?**	
Why here, why now?	This enquiry builds children's understanding of chronology and their sense of place. It also helps children understand the local environment and the reasons settlements develop in areas and begins to develop understanding of how living in a settled society affects human beings.	
Enquiry Questions	How does the land around us affect where people live?	
	What is chronology?	
	How do we know about the past?	
	How did the need for food affect where people settled?	
	How do people stay healthy?	
	How did the use of bronze and iron change life?	
Science	**National Curriculum**	**TAPS**
	Animals, including humans: • Identify that animals, including humans need the right types and amounts of nutrition and that they can make their own food. • Identify that humans and some animals have skeletons and muscles for support, protection and movement.	**Term 4: Animals including humans:** Investigating skeletons ● Ask relevant questions and use different types of scientific enquiries to answer them.
	Working Scientifically: During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • 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 diagrams, keys, bar charts, and tables. • 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.	
	Vocabulary	
	Revisited: Vegetables, fruit, food	**New:** Nutrition, diet, food groups, carbohydrates, protein, fibre, fat, vitamins, minerals, energy, growth and repair, function, Skeleton, muscles, support, protection, movement
Art and Design	**National Curriculum**	**Skills Progression (Colour, paint and print)**
	Vocabulary:	
	Revisited:	**New:**
Computing	**Kapow unit:** **Term 3** - Launch of TTRS- Online safety	**Term 4** - Programming- Rapid Router
Design and	**Cooking and Nutrition:** Make a healthy pizza	

<table>
<tr><td rowspan="3">Technology</td><td colspan="2">• Understand and apply the principles of a healthy and varied diet.
• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:
Chop, stir, mix, healthy, unhealthy, diet, ingredients, healthy choices.</td><td>New:
Evaluate, refine, edit, Seasonality, grown, reared, caught, processed.</td></tr>
<tr><td rowspan="3">Geography</td><td colspan="2">• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Worle vs Skara Brae), ~~a region in a European country, and a region within North or South America.~~
• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – use Google Earth
• Use the eight points of a compass (link to maths), ~~four and six-figure grid references~~, symbols and key (including the use of Ordnance Survey maps) (link to Worle and Skara Brae) to build their knowledge of the United Kingdom and the wider world.
• 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.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:
Map, globe, atlas, Environment, land, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human features, city, town, village, factory, farm, house, office, port, harbour and shop, school, buildings, United Kingdom, England, Scotland, Wales, Northern Ireland, Compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right, above, below] routes, features, plan, perspectives, landmarks, symbols, key, aerial, photographs, plan view, bird's eye view, scale.</td><td>New:
Settlement, civilisation, natural resources, land, landscape, climate.</td></tr>
<tr><td rowspan="4">History</td><td colspan="2">• Changes in Britain from the Stone Age to the Iron Age:
This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:
Past, present, old and new, year, similarities or same, differences or different, history, historical, source, evidence, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient , modern, politics, ruling, ruler, thatch roof, century, artefact, Chronological order</td><td>New:
Stone Age, Bronze Age, Iron Age, Celts, hill fort, settlement, Neolithic Man, flint, round house, bronze, iron, metal, woad, torc, Druids, Gods and Goddesses, archaeologist, axe, sword, shield, warrior, bow and arrow, arrowhead, spear, wattle and daub.</td></tr>
<tr><td colspan="2">Connections:
This learning theme will focus on the early civilisation / settlement of the local area by linking history and Geography elements of the National Curriculum. The concept of civilisation and what it means to be civilised can be explored. Are we more civilised now? Maps of the UK and the locality will feature – Questions like why did early people settle here? Where were the early settlements? What were the physical features of the area? Study in depth a region of the UK – Cheddar Gorge / Skara Brae. How did it change over time? Visit Cheddar Gorge where there are a variety of Stone Age sites including the place where the earliest complete skeleton was found -'Cheddar man'. Contact: Weston museum – stone age artefacts. Science will link to the survival of early man – learning about the skeleton can link to remains found in archaeological sites</td></tr>
</table>

	and what nutrition do humans need links with learning about Hunter Gatherers.	
Languages	**iLanguages Year 3 Scheme of Work**	
	• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally* and in writing. • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these.	
Music	**Charanga: Term 1 –** Three Little Birds	**Term 2** – The Dragon Song
	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing accuracy: • Listen & Appraise (descriptions for all strands as above) • Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 • Perform and share	
PE	**Real PE Theme**	**Dance:** • Improvise freely with a partner translating ideas from stimuli to movement. • Show an imaginative response to different stimuli through their use of language and choice of movement. • Incorporate different qualities and dynamics into their movements. • Explore and develop new actions while working with a partner or a small group. • Apply basic compositional ideas to create dance which convey feelings and emotions. • Link actions to make dance phrases, working with a partner and in a small group. • Perform short dances with expression, showing an awareness of others when moving. • Describe what makes a good dance phrase.
		Gymnastics: • Perform a competent forward roll, pencil roll, shoulder roll. • Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel. • Practise an action or short sequence of movements and improve the quality of the actions and transitions. • Show control, accuracy and fluency of movement when performing actions on their own and with a partner. • Plan and perform a movement sequence showing contrasts in speed, level and direction.

		• Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Adapt a sequence to include different levels, speeds or directions. • Work well on their own and contribute to pair sequences.
		Games: • Travel whilst bouncing a ball showing control. • Use a range of skills to help them keep possession and control of the ball. • Perform the basic skills needed for the games with control and consistency. • Use a range of skills with increasing control. • In pairs, make up a game and play a simple rallying game. • Use a range of skills to keep possession and make progress towards a goal, on their own and with others.
		Swimming: • Swim 25m unaided. • Use a range of strokes. • Understand how to stay safe in and around water.
		Athletics: • Throw with accuracy and power, into a target, difference between sprinting and running. • Choose and use throw to reach target, choose which role to play within group situations
		OAA: • Use maps and diagrams to orientate themselves around a course. • Respond appropriately when task/environment changes, plan responses.
	Vocabulary	
	Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target, swim, front crawl, backstroke, breaststroke, butterfly, float, kick, stroke.	
RE	**Faiths:**	Christianity
	Jesus' miracles Could Jesus heal people? Were these miracles or is there some other explanation? • Discuss what a miracle is and incarnation. • If you were ill, what would you do? Write a list. • Look at John 1:9-7 The healing of the man blind from birth. Discuss why Christians believe Jesus did this. • Recognise miracles of Jesus: changing water in wine. • Recap incarnation and miracles. • Healing of the paralysed man. • How do I show my friends I care? Discuss faith and friendship. • Why is forgiveness important? • Feeding of the 5000. Cook bread. Jesus said 'I am the bread of life.' • Walking on water. Can people walk on water? Discuss whether Christians believe miracles still happen today. • Raising of Lazurus. Why did some of the people at the time find it difficult to believe who Jesus said he was and that he performed miracles? What would their explanation be? Explore.	
	Easter - Forgiveness What is 'good' about Good Friday? • Recognise story 'The Last Supper' and understand significance of bread and wine.	

	● Understand Jesus' trial. ● Understand Good Friday: Why is it called Good Friday and what is the good news about Good Friday? (He rose - conquered death.) ● Make an Easter card. ● Understand what the resurrection means for Christians. (Death is not the end of the story). Make an Easter garden.		
	Vocabulary		
	Term 3: Incarnation, miracles, forgiveness, healing, paralysed, friendship, faith.		**Term 4:** Forgiveness, trial, crime, arrested, conquered, good news, grace, resurrection, perspective, confess, sins, redeem, governor, authority. worshipped, disciples, nations, circulated, commanded, Galilee, priests, age (the age).
PSHE	**JIGSAW Units:**	Dreams and Goals	Healthy Me

<table>
<tr><td></td><td colspan="2">YEAR 3
TERMS 5 & 6</td></tr>
<tr><td>Big Question</td><td colspan="2">How did the Nile help Egyptians survive and thrive?</td></tr>
<tr><td>Why here, why now?</td><td colspan="2">This enquiry builds on the chronological understanding pupils have developed previously in terms 3&4 when they learnt about changes in Britain from the Stone Age to the Iron Age. It encourages them to make comparisons between the early settlements in Stone Age Britain and the more developed civilisations which were occurring simultaneously around the world. Through exploration of several early civilisations, they develop their curiosity about how people lived in the past making comparisons and contrasts where appropriate. Following on from their geographical studies in KS1 and the previous Y3 enquiry, they develop their geographical understanding of landscape through exploring the River Nile and its impact on the people and landscape. They learn how the Egyptians used the Nile River for farming and trade in order to build a civilisation which lasted for 3,000 years. This can then help the children to understand how rivers can be used as part of sustainable practices. This concept of civilisation is continued through the remainder of KS2 as they explore the Roman Empire’s impact on Britain (Y4) and the achievements of Ancient Greece (Y6).</td></tr>
<tr><td rowspan="6">Enquiry Questions</td><td colspan="2">Why is the Nile important?</td></tr>
<tr><td colspan="2">How does a plant grow?</td></tr>
<tr><td colspan="2">How do we know about Ancient Egypt?</td></tr>
<tr><td colspan="2">How did the farmers use the River Nile?</td></tr>
<tr><td colspan="2">How is a mummy made?</td></tr>
<tr><td colspan="2">How did people thrive?</td></tr>
<tr><td rowspan="3">Science</td><td>National Curriculum</td><td>TAPS</td></tr>
<tr><td>Plants:
Identify and describe the functions of different parts of a flowering plant, 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.</td><td>Term 5: Plants - Function of a stem
Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.
Use straightforward scientific evidence to answer questions or to support their findings.
Term 6: Plants - Do plants grow in different materials?
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</td></tr>
<tr><td colspan="2">Working Scientifically:
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
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 diagrams, keys, bar charts, and tables.
Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</td></tr>
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<table>
<tr><td></td><td colspan="2">• Using results to draw simple conclusions, make predictions for new values, suggest improvements.
• 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.</td></tr>
<tr><td></td><td colspan="2">Vocabulary</td></tr>
<tr><td></td><td>Revisited:
Plant, stem, leaf, petal, root, flower, water, sun, grow.</td><td>New:
Air, water, light, nutrients, growth, stamen, stigma, carpel, pollen, anther, filament, ovule, seed, seed dispersal, temperature, transportation, pollination, germination.</td></tr>
<tr><td rowspan="4">Art and Design</td><td>National Curriculum</td><td>Skills Progression (Colour, paint and print)</td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2">Vocabulary:</td></tr>
<tr><td>Revisited:</td><td>New:</td></tr>
<tr><td colspan="2">Connections:</td></tr>
<tr><td>Computing</td><td colspan="2">Kapow unit: Video Trailers</td></tr>
<tr><td rowspan="4">Design and Technology</td><td colspan="2">Sculpture: Make a piece of Egyptian jewellery</td></tr>
<tr><td colspan="2">• To design, make, evaluate and improve.
• Design with purpose by identifying opportunities to design.
• Make products by working efficiently (such as by carefully selecting materials)
• Select from and use a wide range of materials and components.
• Cut materials accurately and safely by selecting appropriate tools.
• Select appropriate joining techniques.
• Choose suitable techniques to construct products.
• Evaluate: Refine work and techniques as work progresses, evaluating the end product.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:</td><td>New:</td></tr>
<tr><td>Geography</td><td colspan="2">• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources (River Nile) including energy, food, minerals and water.</td></tr>
<tr><td rowspan="4">History</td><td colspan="2">• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: ~~Ancient Sumer; The Indus Valley;~~ Ancient Egypt; ~~The Shang Dynasty of Ancient China.~~</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:</td><td>New:
Egypt, Egyptian, society, thrive, survive</td></tr>
<tr><td colspan="2">Connections:
This learning theme will build on the earlier history-based learning theme which focused on early British civilisations and pupils can make the link between the two civilisations existing at the same time and compare the achievements – In Britain Stone Henge was built whilst in Egypt the pyramids were built – who was the most advanced civilisation? Explore the concept of Civilisation and progress. An in-depth study into the importance of the Nile will be linked to a science study of plants and the requirements of plants for life and growth. The importance of the river Nile in the development of early civilisations in Egypt and the development of farming and land use. Explore the concept of belief though the study of Egyptian Gods: How does that compare with our own belief system? Explore the thread of Death and the concept of afterlife.</td></tr>
<tr><td rowspan="2">Languages</td><td colspan="2">iLanguages Year 3 Scheme of Work</td></tr>
<tr><td colspan="2">• Listen attentively to spoken language and show understanding by joining in and responding.</td></tr>
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Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Present ideas and information orally to a range of audiences.
Read carefully and show understanding of words, phrases and simple writing.
Appreciate stories, songs, poems and rhymes in the language.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
Describe people, places, things and actions orally* and in writing.
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these.

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<tr><td rowspan="2">Music</td><td>Charanga: Term 5 – Bringing Us Together</td><td>Term 6 – Reflect, Rewind & Replay</td></tr>
<tr><td colspan="2">Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing accuracy:

Listen & Appraise (descriptions for all strands as above)
Musical Activities - a new activity is added until Step 4:
Games
Singing
Playing
Improvisation - option after Step 3
Composition - option after Step 4
Perform and share

</td></tr>
<tr><td rowspan="2">PE</td><td rowspan="2">Real PE Theme</td><td>Dance:

Improvise freely with a partner translating ideas from stimuli to movement.
Show an imaginative response to different stimuli through their use of language and choice of movement.
Incorporate different qualities and dynamics into their movements.
Explore and develop new actions while working with a partner or a small group.
Apply basic compositional ideas to create dance which convey feelings and emotions.
Link actions to make dance phrases, working with a partner and in a small group.
Perform short dances with expression, showing an awareness of others when moving.
Describe what makes a good dance phrase.

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<tr><td>Gymnastics:

Perform a competent forward roll, pencil roll, shoulder roll.
Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.
Practise an action or short sequence of movements and improve the quality of the actions and transitions.
Show control, accuracy and fluency of movement when performing actions on their own and with a partner.
Plan and perform a movement sequence showing contrasts in speed, level and direction.
Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.
Adapt a sequence to include different levels, speeds or directions.
Work well on their own and contribute to pair sequences.

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		Games: • Travel whilst bouncing a ball showing control. • Use a range of skills to help them keep possession and control of the ball. • Perform the basic skills needed for the games with control and consistency. • Use a range of skills with increasing control. • In pairs, make up a game and play a simple rallying game. • Use a range of skills to keep possession and make progress towards a goal, on their own and with others.
	Vocabulary	
	Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target, swim, front crawl, backstroke, breaststroke, butterfly, float, kick, stroke.	
RE	**Faiths:**	Sikhism
	Does joining the Khalsa make a person a better Sikh? • Understand belonging to community. • Recognise Sikhism. What is Sikhism? Where did it originate from. Look at Sikh. • Symbol and draw in books. What do Sikhs believe? • Recognise Amrit Sanskar. Discuss Amrit Sankar. Is it similar to any other ceremonies? What is the same? What is different? Make sugar water. • Understand the 5 Ks of Sikhism (Kes, Kirpan, Karha, Kangha, Kacchera) • Compare joining the Khalsa to a joining experience I have had. • Understand if joining the Khalsa makes a person a better Sikh. Try Indian food. • Who is Guru Nanak? (founder of Sikhism) What is Vaisaki? (Harvest festival for • Sikhs originating in Punjab, India and an important and colourful celebration	
	Vocabulary: Community, Sikhism, Amrit Sanskar, commitment, 5 Ks - Kes (hair), Kirpan (short sword or knife), Karha (steel wristband), Kangha (wooden comb worn in the hair knot), Kacchera (shorts, worn as an undergarment), Khalsa, Guru Nanak, Vaisaki.	
PSHE	**JIGSAW Units:**	Relationships / Changing Me