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| **Braywood CE First School**  **Curriculum map for Year 3 Introductory work in Term 1** | | |
| **INTENT - Celebrations ‘Where I fit into my World’** | | |
| **Be Safe**  **Wow Factor - Forest Experience**  Trip to Braywick Nature Reserve Including team building, cooking, pond dipping, and resilience.  **PSHE**  New Beginnings (SEAL)  **RSE**  Keeping staying safe – Road Safety  Keeping staying Healthy – Medicines  Computer Safety  **Wow** - Road Safety Talk from LEA and or Scoot-ability  **ICT**  SMART learners and safe learners using Thinkuknow SMART Learner  **Cookery**  Cooking in relation to various religions including Indian biscuits | **Enjoy and Achieve**  **Literacy**  Stories, S & L and poems  Recount of Forest School/ recount on visit to Gurdwara  Fact files and Fiction ‘Aliens are coming’  Newspaper article on RE beliefs  **Maths**  Calculations, Shape, Data & Time  **Science**  Animals including humans  Skeleton, muscles and nutrients  **Topic Assignment**  5  **Celebrations – where I fit into my World**  Work focused on comparing key religions including **Wow -** visit to 2/3 major places of worship and key speakers to compare these religions.  **Art and DT**  Religious Art  Pattern in different religions/cultures  **ICT**  SMART learners and safe learners  Publishing | **Be Healthy**  **Physical Education**  Invasion Games – Bench ball  Invasion Games – Netball  **Science**  Animals including humans  Healthy Eating linked to the Skeleton, muscles and nutrients  Make a healthy plate  Visit from a Health Visitor  **Additional Activities:** Orienteering/ Football/Rugby/Dance  Whole School PE tournament and Pupil Parliament Days |
| **Achieve Economic Well-being**  **Citizenship**  Induction Meeting for whole school  Mums and Dads into School Curriculum Day  Whole School lunch together  **Money Management**  Harvest Festival  My money – Looking at the ISA | **Make a Positive Contribution**  **Religious Education & CW talk**  Christianity, Judaism, Sikhism & Hinduism through Celebrations  Visit the Gurdwara and Synagogue to compare with Christianity.  What do Christians learn from the Eucharist?  **Music**  Learning to play a musical instrument  Composing, Sound, rhythm & descriptive sounds  Compare and Contrast Asian/Jewish/ Christian Music |

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| **Celebrations – Where I fit into my World** | | | **Year 3** |
|  | **Literacy, Mathematics and Languages** | **Science** | **ICT** |
| * Big Write - Alien Invasion using big write resources (no story though). Literacy recount of Forest School. Report/recount of visit to Gurdwara. * French – greetings, colours and numbers | * Animals including humans * Skeleton, muscles and nutrients | * Internet Safety and being a SMART learner – Photos, digital data |

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| **IMPLIMENTATION - Subject Objective** | **IMPACT - Assessment** | | |
| **RE** | **Beginning** | **Secure** | **Mastery** |
| * Explain the significance of religious leaders and describe a range of ways that believers express their core beliefs and make the links between belief and expression. Identify how core beliefs can guide lifestyle choices. Recognise how religious identity can be shaped by family, community and practices using Diwali, Amrit ceremony and the Khalsa. * Questions – How do religious leaders and sacred texts, music and the Arts express religious beliefs? How might beliefs / community shape a person’s identity? Would visiting the River Ganges feel special for a non-Hindu? What ways for Sikhs to show commitment to God? | Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. | Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression. | Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people’s lives. They suggest meanings for a range of forms of religious expression. |
| **Creativity (Art, Music and DT)** |
| * Year 3 Music – use their voices expressively and creatively by singing songs, play tuned and untuned instruments and listen with concentration to a wide range of high-quality music. Experiment with create, select and combine sounds using inter-related dimensions of music. * Learn a musical instrument. Use and understand musical notation and listen and recall sounds with increasing aural memory. Appreciate a wide range of music from different traditions and composers. * Compare & contrast Asian/Jewish and Christian Music | Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They recognise how musical elements can be used to create different moods and effects and communicate ideas. They improve their own work. | Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform simple melodic and rhythmic parts. They improvise repeated patterns and combine several layers of sound with an awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect. | Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from notations, they maintain awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others’ work, saying how intentions have been achieved. |

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| **Braywood CE First School**  **Curriculum map for Year 3 Term 2 & 3** | | |
| **INTENT – Raiders and Traders including Romans, Vikings – compare to British Empire** | | |
| **Be Safe**  **PSHE**  Bullying (SEAL)  Getting on and falling out (SEAL)  **RSE**  1D Relationships - Bullying  1D Feelings and Emotions – Body Language  **ICT and Internet Safety Day**  Using search technologies wisely (Term 3)  Board runner @ Thinkuknow.co.uk  Film and edit road safety video | **Enjoy and Achieve**  **Literacy**  Stories, S & L and poems  Information diary/booklet  Creative Writing on Romans, their lives, their achievements, buildings, food, shields etc.  Roman Legends    **Maths**  Calculations, Shape, Data & Time  **Science**  Light & Shadows  Forces & Magnets  **Wow -** Visit Legoland workshop on Forces  **Topic Assignment**    **Raiders and Traders - Romans**  Life as a Roman, making Roman bread  **Art / DT**  Famous Roman Architecture, Art and Inventions  Recreate a piece of Roman Art  Recreate Roman mosaic, shields  Making chariots, weapons and trebuchet (DT) | **Be Healthy**  **Physical Education**  Dance – WSP  Games – Hockey  Gymnastics  **Additional Activities:** Orienteering/ Football/Rugby/Dance  Whole School PE tournament and Pupil Parliament Days |
| **Achieve Economic Well-being**  **Citizenship and Sustainability**  Christmas Fair  Leadership opportunities  Global Citizenship  **Wow factor**  Visit to Legoland to explore forces and energy  Visit to Ufton Court to experience the life of a Roman  Parents Evening  My money – Can we afford it?  Can we afford to go on holiday? | **Make a Positive Contribution**  **Religious Education**  Christianity & Hinduism, Sikh  Is light a good symbol for celebration?  Do Sikhs think it is important to share?  How Romans worshiped their Gods and what was the link between Romans and Jesus Christ?  Links to Christmas  **Music**  Christmas Concert  Composing, Sound & Rhythmic patterns |

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| **Raiders and Traders - Romans - Veni Vidi Vici** | | | **Year 3** |
|  | **Literacy, Mathematics and Languages** | **Science** | **ICT** |
| * Big Write -Accounts from Roman times – The Aliens are coming * Mission 5 Big Write (Legends) + Ruth Miskin Grey story about Androcles. Legend of Romulus and Remus * Ufton Court – Report Writing. & Roman Numerals | * Light – that dark is the absence of light, shadows are formed by opaque objects, that light is reflected off some surfaces and that the light from the sun is dangerous * Forces and Magnets – compare forces and magnets, look at qualities of magnets and how Earth’s forces can make great changes. | * Use search technologies effectively, appreciate how results are selected and be discerning in evaluating content. |

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| **IMPLIMENTATION - Subject Objective** | **INTENT - Assessment** | | |
| **History** | **Beginning** | **Secure** | **Mastery** |
| * Use a range of sources to find out about a period. * Observe small details – artefacts or pictures (Ufton Court workshop) * Select and record information relevant to the study. * Use appropriate language and a timeline of events. * Begin to use the library and Internet for research and suggest sources to answer questions Ask questions such as ‘how did people?’ ‘What did people? * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. * Look at representations of the period – museums, ICT etc. * Look at similarities and differences between childhood today and in Roman Era (Big Write) * Locate and name countries in the Roman Empire | Pupils show their knowledge & understanding of the past by using words and phrases about the passing of time, placing events and objects in order. They recognise that their own lives are different from the lives of people in the past and can describing some event / people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and can identify some ways in which the past has been represented. They observe or handle sources to find answers to questions about the past. | Pupils show their increasing knowledge and understanding of the past by using dates and terms, describing some of the main events, people and periods they have studied and by placing them into different periods of time. They recognise some of the similarities and differences between these periods and can suggest causes and consequences of the main events and changes. They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past. | Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies; they identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms. |
| **Geography** |
| * Human geography including trade links in the pre-Roman and Roman era. * Locate and name the countries making up the British Isles, with their capital cities * Location of major Roman settlements in Europe and their names. Compare the countries then and now and note the difference in names. | Show an awareness of types of settlement and land use e.g. farming.  Using a template of a map of Europe children can colour in those countries occupied by the Romans. | Can identify types of settlement and land use economic activity including trade links.  Using a template of a map of Europe children and can identify modern European countries and label them. | Can identity settlement, land economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Pupils can identify modern European countries and label them. They can identify and label the name and boundary changes of countries in the Roman Era. |
| **Creativity (Art, Music and DT)** |
| * Discover more about great artists, architects and designers in history. * Revisit and develop techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. Roman statue using 3D materials including Modroc * Use their knowledge of forces to help them build workable models that were used in Roman times. They are able to evaluate the success of these models and how they would improve next time. * Sketching of Coliseum/ make a model of the Coliseum * Roman Song and dance including Roman Rap * Mosaic Art | Pupils respond to ideas and explore them in different ways using a variety of materials.  They investigate the nature and qualities of different materials and processes, exercising some control over those they use in their work. They describe some of the characteristics of different kinds of art, craft and design. They suggest ways to improve their own work. | They investigate and use the qualities of materials and processes to develop their own practical skills and communicate their ideas and meanings. They describe the work of others commenting on the ideas and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes. | Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes. |
| **Personal (RE and PSHE)** |
| * P4C Aspects of invasion and effects on Britain * PSHE – Relationship, feelings and emotions. * Religious art and beliefs of Romans * RE Questions – Is light a good symbol for celebration? To what extend does participating in worship and/or prayer generate a sense of belonging * Do Sikhs think it is important to share? Does rites of passage always help a believer to feel connected to God and/or a community? How might beliefs and community shape a person’s identity? | Pupils can talk and write about their opinions, and explain their views on issues that affect themselves and society  Pupils ask questions to find out about the communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people’s needs and wants | Pupils can recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.  Pupils begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They recognise that in a democracy people have a say in what happens locally and nationally | Pupils can see differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability  Pupils investigate issues affecting communities using a range of sources and different viewpoints. They make informed contributions to discussions and debates giving some reasons for their view. They begin to explain some of the different ways in which people can participate in democracy in the UK and how they can change things. They discuss what is fair and unfair and describe how justice is applied in some situations. |

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| **Braywood CE First School**  **Curriculum map for Year 3 in Term 4** | | |
| **INTENT - Local Study around our School ‘A World of Difference’** | | |
| **Be Safe**  **Changes to safety**  Victorian Day in school with strict behaviour code and clothes  Walks around the local environment with safety outlined.  1D Staying Safe – Computer Safety  1D Stealing | **Enjoy and Achieve**  **Literacy**  Stories, S & L and poems including Big Write  Focus on life at Braywood at key times e.g. WW1 & 2    **Maths**  Calculations, Shape, Data & Time  **Science**  Parts of Plants – identify, describe and uses of the parts of a plant. Planting in vegetable plot – link to war.  **Topic Assignment**    **A World of Difference – Local Study**  **Art / DT**  Life studies and sketches using a variety of medium  Photomontage of Braywood  Plant Still Life/ Mini greenhouse  **ICT**  Simple Algorithms and Digital Maps | **Be Healthy**  **Physical Education**  Gymnastics – Balance symmetrically and asymmetrically  Orienteering  **Additional Activities:** Orienteering/ Football/Rugby/Dance  Whole School PE tournament and Pupil Parliament Days |
| **Achieve Economic Well-being**  **Citizenship**  Visit to Kidzania – learning more about professions and careers Local speakers from parents  **Money Management**  My money – where does our money come from?  How are things different for different people?  **ICT**  Parent, child and teacher consultation  Learning presentations on Powerpoint  **Whole School Events**  Literacy Day  Maths Day and class stalls/budgets  Entrepreneurial Day & ICT Day | **Make a Positive Contribution**  **PSHE**  Going for Goals (SEAL)  It’s good to be me (SEAL)  **Religious Education & CW talk**  Do Sikhs think it is important to share?  Does Easter make sense without Passover?  Easter Performance  **Music**  Composing, Sound & Rhythm and exploring melodies and scales  Berkshire Maestros lessons |

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| **Local Study around Braywood** | | | **Year 3** |
|  | **Literacy, Mathematics and Languages** | **Science** | **ICT** |
| * Big Write – The Giants Birthday contents with focus on Matilda, then retell story with a change and write a character description of leading character. * Braywood in times of War, why it was built, Queen Victoria and life of a Victorian School child. * Write a newspaper report on World Book Day for publication * Orienteering and Math’s coordinates | * Parts of Plants – Identify and describe the functions of different parts of flowering plants, roots, stem etc. Explore plant life, their life cycle and how water is transported within plants. | * Use logical reasoning to explain simple algorithms and design, write and debug programmes * Digital maps e.g. Google Digital maps e.g. Google |

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| **IMPLIMENTATION - Subject Objective** | **IMPACT - Assessment** | | |
| **History** | **Beginning** | **Secure** | **Mastery** |
| * Use a range of sources to find out about a period. * Observe small details – artefacts or pictures * Begin to use the library and Internet for research and suggest sources to answer questions. Ask questions such as ‘how did people?’ ‘What did people? * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. * Look at representations of the period – museums, ICT etc. Ufton Court experience day. * Use timelines to place events in order * Use school website to research history of Braywood School. | Pupils show their knowledge & understanding of the past by using words and phrases about the passing of time, placing events and objects in order, by recognising that their own lives are different from the lives of people in the past. They describe some of the events/people they have studied & are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past has been represented. They observe or handle sources to find answers to questions about the past. | Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time. They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes. They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past. | Pupils show knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms. |
| Geography |
| * Learn the 8 points of a compass, 2-figure grid reference, some basic symbol and key (including the use of a simplified Ordinance Survey Map) to build their knowledge of UK and wider world. * Use fieldwork to observe and record human and physical features in the local area using a range of methods incl. sketch maps, plans, graphs, and digital technology. * Locate and name the countries making up the British Isles, with their capital cities * Produce a ground plan of Braywood School. Use Digimaps to note the changes from past to present. * Sustainability and how the world can be damaged and improved by humans. | Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions and begin to use appropriate vocabulary to communicate their findings. | Pupils show clear knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve/damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. They begin to suggest suitable geographical questions and use geographical skills to investigate places and environments. They use primary and secondary sources of evidence and communicate their findings using appropriate vocabulary. | Pupils can confidently describe physical and human features of places and recognise and make considered observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment and what can be done about it. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary. Pupils can show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. |
| **Creativity (Art, Music and DT)** |
| * To create sketch books to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil charcoal, black & white printing | Pupils explore ideas and make some choices about what they will do. They investigate the nature and qualities of different materials and can describe some of the characteristics of different kinds of art. They suggest ways to improve their own work. | Pupils explore ideas and make different choices about what they will do and how.  Learn different sketching techniques, experiment with a variety of mediums.  Pupils can describe some characteristics of different kinds of arts and crafts. | Pupils explore own ideas and gather own information and resources in order to make informed choices about their work.  Use their knowledge to adapt and improve aspects of their own work.  The finished effect is skilled and of a higher quality than most of their peers. |
| **Personal (RE and PSHE)** |
| * PSHE – living long and living strong and daring to be different Appreciation of life of child in times of war. Link to planting vegetables. * Religious aspects of C of E school * RE – Does Easter make sense without Passover? How do religious leaders and sacred texts contribute to believer’ understanding of their faith? To what extent does participating in worship and/or prayer generate a sense of belonging? * See RE assessment criteria | They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about issues that affect them and suggest how things might be improved in their community through the actions that they or others  take. | . They describe some of the rights and responsibilities people have towards each other and the environment. They describe some of the different features of their communities and how they are changing. They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts. | They consider situations where rights or responsibilities conflict. They begin to explore some of the diverse groups and communities in the UK and the wider world, identifying how these relate to their own identities and communities. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities. |

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| **Braywood CE First School**  **Curriculum map for Year 3 Term 5 & 6** | | |
| **INTENT – Up, up and away – Our Active Planet – Earthquakes and Volcanoes** | | |
| **Be Safe**  **RSE**  Hazard Watch including:  1D - Jealousy and Grief  1D Staying Safe - Leaning out of Windows  **Wow factor**  Bike-ability or Scoot-ability and picnic linked to Road Safety in Term 1  Earthquake and Volcano workshop – One day | **Enjoy and Achieve**  **Literacy**  Stories, Non-Fiction & S & L  Poetry on Volcanoes, Creative Writing including accounts and descriptions    **Maths**  Calculations, Shape, Data & Time    **Science**  Rocks and soils  Pompeii  **Topic Assignment**  [The active planet](http://www.internationalprimarycurriculum.com/view_pagecontent.php?resourceid=688)  **Our Active Planet**  **Art/DT**  Create an active volcano that erupts  Textile / Mosaic Volcano  Prop/scenery making for school production  **ICT**  Using Search engines  Word Processing topic questions and finding answers using search engine | **Be Healthy**  **Physical Education**  Net and Wall Games – Cricket focus  Athletics  Sports Day Leaders  **Additional Activities:** Orienteering/ Football/Rugby/Dance  Whole School PE tournament and Pupil Parliament Days |
| **Achieve Economic Well-being**  **Citizenship / RSE**  Money Matters - Class Budget  Charity  **Sustainability**  Energy and how it can be harnessed and used productively.  Impact on environment by man and by nature.  Link to the creation story in RE | **Make a Positive Contribution**  **PSHE**  Relationships (SEAL)  Changes (SEAL)  **Religious Education**  Christianity, Myth, Parable  What is the best way for Sikhs to show commitment to God?  Why do Christians’ learn from the Creation Story?  **Music**  Composition, melodies & exploring sounds and colour  Summer Concert on stage  Volcano Music to accompany volcano poems. |

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| **Earthquakes and Volcanoes** | | | **Year 3** |
|  | **Literacy, Mathematics and Languages** | **Science** | **ICT** |
| * Big Write - Accounts / descriptions Big Write Castle Adventure Mission focusing on play scripts. Produce/rewrite play script on Robin Hood. (Differentiated). * Poetry on Volcanoes using music- perform in assembly. * Newspaper report on Pompei based on volcano account on Hawaii in PM folder. * How to stay safe in an earthquake information text/radio broadcast. | * Rocks and Soils – compare and group different types of rocks on the basis of physical properties. Describe how fossils are formed and recognize soils are made from rocks and organic matter. Link to Pompeii. | * Research |

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| **IMPLIMENTATION - Subject Objective** | **IMPACT - Assessment** | | |
| **History** | **Beginning** | **Secure** | **Mastery** |
| * Uses evidence to reconstruct life in the time being studied. Identify key features and events of the time studied. Look at links and effects of the time studied * Offer a reasonable exploration of some events | to understand the aspects of when major events happened and why.  See above | In understanding of the time and location of a few major incidents  See above | In understanding of when, why and how and can compare their understanding. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary. See above |
| **Geography** |
| * Locate the main countries of Europe incl. Russia * Identify capital cities of Europe concentrating on physical and human characteristics. * Describe and understand key aspects of physical geography including rivers, volcanoes, earthquakes linking to rock types * Compare a region of the UK (Braywood) with a region of Europe (Volcanoes) or one under sea/ash (Pompeii) | Pupils show an emerging knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They begin to use appropriate vocabulary to communicate their find. | Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their views about these environments. They use skills and sources of evidence to respond to a range of geographical questions and begin to use appropriate vocabulary to communicate their find. | Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their views about environmental change and recognise that other people may hold different views. Drawing on knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places/environments. |
| **Creativity (Art, Music and DT)** |
| * DT - use research and develop design criteria and generate, develop and communicate ideas for their design including computer-generated design. Select from a range of tools and materials to build model. Evaluate and analyse a range of existing products in order to assess their own work. * Design active volcano. Apply scientific knowledge to this project e.g. how to stiffen, reinforce structures. | Pupils generate ideas based on their investigations of products. They use models, pictures and words to describe their designs. They plan what to do next based on their experience of working with materials and components. They select appropriate tools, techniques and materials, explaining their choices. They assemble, join and combine materials and components in a variety of ways to make functional products. They recognise what they have done well and suggest things they could do better in the future. | Pupils generate ideas and recognise that their designs have to meet a range of different needs and users. They clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. They think ahead about the order of their work and make realistic plans for achieving their aims. They choose appropriate tools, equipment, components and techniques to make their functional products. They apply their knowledge and understanding of the nature of materials to cut, shape and join them with some accuracy. After reflecting on the design and make process and their products, they identify some improvements. | Pupils generate ideas by collecting and using information. They take users’ views about aesthetic and technical issues into account as they respond to briefs. They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints. They use some ideas from others’ designing to inform their own work. They produce step-by-step plans and then select and work with a range of tools and equipment. They apply their knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function. They identify what is working well and what could be improved to overcome technical problems. They reflect on their designs as they develop, recognising the significance of knowledge and previous experience. |
| **Personal (RE and PSHE) and ICT** |
| * P4C - Feelings of victim of earthquake * PSHE – Asking for help and joining in joining up * RE – How can music and the Arts help express and communicate religious beliefs? What is the best way for a Sikh to show a commitment to God? H * What do Christians learn from the creation story? To what extent do religious leaders influence and encourage ‘good behaviour’? Does this help us look after our planet. | Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. | Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression. | Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people’s lives. They suggest meanings for a range of forms of religious expression. |
| * ICT for the whole year | Pupils find and use information to answer questions. They sort and organise information and present it in different forms. They use simple editing and formatting techniques to develop their work. They use ICT to communicate with others following instructions on safe use. They plan and give instructions to make things happen or to control devices and describe the effects. They make informed choices when using ICT to explore what happens in real and imaginary situations. They describe how they use ICT to develop their work. | Pupils search for and use information from a range of sources and make judgements about its usefulness when following straightforward lines of enquiry. They collect, record and organise data to answer questions and present findings. They use editing and formatting techniques to develop and refine their work to improve its quality and presentation. They use sequences of instructions to control devices and achieve specific outcomes. They answer questions when using ICT models and simulations. They use communication tools to share and exchange their ideas with others and follow strategies for staying safe. They describe their use of ICT inside and outside school. | Pupils refine searches to find, select and use information, questioning its reliability. Pupils understand the need for collecting information in a format that is suitable for processing. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They develop simple ICT-based models to explore patterns and relationships and make predictions about the consequences of their decisions. They plan, test and refine sequences of instructions. They capture data using sensors to support investigations. They create and combine different forms of information, refining and presenting it for a particular purpose, showing an awareness of audience and the need for quality. They communicate and exchange information and ideas with others, collaborating to develop and improve work. They understand the benefits of online communication and can manage some of the risks associated with the digital environment. They compare their use of ICT with other methods and with its use outside school. |