

	Term 1		Term 2		Term 3	
	1 st half	2nd half	1 st half	2nd half	1 st half	2nd half
Science	<i>How can Usain Bolt move so quickly?</i> Our body – skeleton, muscles, nutrition. RSE – Physical How do I look after myself? ways of growing healthily and keeping safe (food, staying active.) How I have changed.	<i>What do rocks tell us about the way the Earth was formed?</i> How rocks are formed, different kinds of rocks, Fossils	<i>Are you attractive enough?</i> How magnets attract some materials, magnetic poles and magnetic field. Some forces don't need to touch whilst others do.		<i>How did that blossom become an apple?</i> Function of different parts of plants. Life cycle of a plant.	<i>How far can you throw your shadow?</i> <i>Sources including the sun</i> <i>Shadows</i> <i>Mirror/reflections</i>
NC Aims	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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<ul style="list-style-type: none">What is rock?How can rocks be different?What are rocks used for?How can we test rocks/compare rocks?What if all rocks were the same?How do rocks change over time?What are fossils?How are fossils formed?What can fossils tell us about the past?What is soil made up of? How is soil formed?	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.		Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous Recognise that shadows are formed when the light from a light source is blocked by an opaque object	Identify and describe the functions of different parts of flowering plants: Explore the requirements of plants for life and growth and how they vary from plant to plant Investigate the way in which water is transported Explore the part that flowers play in the life cycle of flowering plants

History	<p><i>Who first lived in Britain?</i></p> <p>Stone Age to the Iron Age, including:</p> <p>The role of an archaeologist</p> <p>The three main periods of the Stone Age and dates</p> <ul style="list-style-type: none"> - Hunter gatherers - Greatest achievements <p>Homes</p> <p>Bronze Age</p> <ul style="list-style-type: none"> - Iron Age 	<p><i>Why has Greece always been in the news?</i></p> <p><i>A study of Greek life, their achievements and their influence on the western world.</i></p> <p><i>Where Greece is – focus on Europe and introduce the Mediterranean. Compare Greece with our country e.g. climate and other physical features. Look at human features and compare too.</i></p> <p><i>What can we learn from their achievements? Olympic games, architecture, clay pots, theatres, famous Greek philosophers.</i></p> <p><i>Research Greek Gods</i></p> <p>-</p>	<p><i>How did the Victorian period help to shape the St Helens we have today?</i></p> <p>Local History</p> <p>A study of Local History taking account of a period of history that shaped the locality.</p> <p>Coal mining in St Helens</p> <p>Glass making.</p> <p>Pilkington family</p> <p>Trip to The Dream</p> <p>Trip to the Smythy heritage centre.</p>
NC Aims	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>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>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>
Geography	<p><i>What makes the Earth angry?</i></p> <p>Climate, mountains, volcanoes, earthquakes</p> <p>What causes a volcano to erupt?</p> <p>How do they impact on the lives of people?</p> <p>What causes earthquakes</p> <p>Which countries in the Europe have experienced them?</p>	<p><i>Why do so many people choose to go to the Mediterranean for their holidays?</i></p> <p><i>Locate on a map countries of Europe including Russia and Greece. Look at flags, capital cities landmarks. Focus on Mediterranean countries specifically.</i></p> <p><i>Look at the climate of mediterranean countries. Look at Greece and Russia and how they differ in climate, culture etc.</i></p>	<p>HUMAN GEOGRAPHY</p> <p>Focus on a country within Europe (France.) Look at land use economic activity resources, food etc</p>

NC Aims	<ul style="list-style-type: none">physical geography, including: climate zones, rivers, mountains and volcanoes and earthquakes	<i>Location on maps, how they link/relate to each other</i> <i>Human and physical characteristics</i> <i>Flags, key significance a region in a European country describe and understand key aspects of:</i>		<i>Location on maps, how they link/relate to each other</i> <i>Human and physical characteristics</i> <i>Flags, key significance a region in a European country describe and understand key aspects of:</i> <ul style="list-style-type: none">		
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RE	Homes Promises RSE- Physical Who takes care of me? (home, school, parish.)	Promises Visitors Judaism	Journeys Listening and Sharing RSE – Spiritual Story of Zacchaeus How can I forgive and include others?	Listening and Sharing Giving all	Giving all Choices RSE - Emotional - How do you feel when friends are not there for you? How can I be a more supportive friend?	Choices Special places Islam
NC Aims	<ul style="list-style-type: none">Non statutory National Curriculum aims available	<ul style="list-style-type: none">Non statutory National Curriculum aims available	<ul style="list-style-type: none">Non statutory National Curriculum aims available	<ul style="list-style-type: none">Non statutory National Curriculum aims available	<ul style="list-style-type: none">Non statutory National Curriculum aims available	<ul style="list-style-type: none">Non statutory National Curriculum aims available
PE	Athletics	Gymnastics	Dance	Invasion Games	Net/Wall activities	Striking/Fielding
NC Aims	<ul style="list-style-type: none">compare their performances with previous ones and demonstrate improvement to achieve their personal best	<ul style="list-style-type: none">develop flexibility, strength, technique, control and balance	<ul style="list-style-type: none">perform dances using a range of movement patterns	<ul style="list-style-type: none">play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combination	<ul style="list-style-type: none">take part in outdoor and adventurous activity challenges both individually and within a team
Art	Artist Paul Klee with a focus on portrait work. Compare and contrast with Picasso. How were cave drawings produced? Make a cave drawing - use of charcoal, pastel - encourage shading and blending. Clay cave art Sketching - focus on shades, tones and texture.	Create a volcano picture in the style of Salvador Dali. Create form, tone and tecture using sketching pencils and charcoal to sketch rocks and stones and fossils - different shapes and sizes. Gustav Klimt study	Sketching expressions. Creating a background wash - types of paintbrush. Observational painting of Greek vase. Sketching Greek pots and Greek patterns. Printing Greek patterns onto fabric.	Landscape paintings - Mediterranean. Focus on Matisse 'Open Window' Use a viewfinder to represent parts of the picture. Picasso's mediterranean Create the same landscape in different media, pastel or collage.	Colour wheel primary and secondary and where they fit in the colour wheel. Create a background wash How can you capture the beauty of the blossom? Cherry blossom paintings. Barbara Hepworth focus	Cezanne still life paintings. Create own sculpture to represent still life. Look at Barbara Hepworth - mod roc, wire. Develop use of sketch books. Mining artefacts. Evaluate and add to their work in order to improve.

NC Aims						
DT		<p>Making a volcano. Design and make a Christmas gift? Candle holders Book folding</p>	<p>Can you design and make a Greek pot? Design and make a game involving magnets. Making a Greek Honey cake.</p>	<p>Can you make a Mediterranean pizza? Make a structure of a famous building from a country within the Mediterranean.</p>	<p>Make a structure of a famous building from a country within the Mediterranean.</p>	
NC Aims		<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p>	<p>critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose . select from and use a wider range of materials, including construction materials and textiles, according to their functional properties and aesthetic qualities</p>	
Music	Cheranga – Y3	Cheranga	cheranga	Cheranga	Cheranga	Cheranga
NC Aims	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>develop an understanding of the history of music.</p>
MFL	<p>Introductions- pass the parcel Bonjour Monsieur</p>	<p>Feelings- Mini dialogue Numbers 1-10</p>	<p>Instructions Opinions Numbers 11-20 Colours</p>	<p>Family Hobbies verbs</p>	<p>Months of the year</p>	<p>Presents</p>

<p>NC Aims</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<p>present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p>	<p>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, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p>Computing</p>	<p>Website basic training Safe and responsible use E safety Sharing date Online games Reporting issues</p>	<p>Algorithms – can they experiment with variables to control models?</p> <p>Beebot</p> <p>Turtle Art</p>	<p>Using the internet</p> <p>Search images and copy and paste into a document.</p> <p>Copy and paste text into a document.</p>	<p>Presentation.</p> <p>Manipulate text, change font and size. Save to folder.</p> <p>2publish</p> <p>Powerpoint photostory</p>	<p>Data retrieving and organising.</p> <p>Review images on camera and delete unwanted images.</p> <p>Download images.</p> <p>Edit images and save to file.</p>	<p>Databases</p> <p>Input data into a prepared database.</p> <p>2Investigate</p>
	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

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Main text	George's Marvellous Medicine	Hodgeheg RSE – Physical How do I look after myself? Road safety.	Charlotte's Web How do I help other and make and keep friends. RSE – Social How do I care for others? How do I feel when friends are not there for you. How can I be a more supportive friend? RSE Intellectual – the difference between being alone and lonely and the need for personal space.	The Great Kapok Tree	Into the Forest	
Sub text	<ul style="list-style-type: none"> Stone Age Boy Witches 	<ul style="list-style-type: none"> Jack and the Baked Beanstalk 	Greek myths and Legends.	<ul style="list-style-type: none"> Poetry 	<ul style="list-style-type: none"> Meercat Mail Non-fiction linked to coal mining and life of a miner. 	<ul style="list-style-type: none"> Non-fiction linked to coal mining and life of a miner.