


	AUTUMN		SPRING		SUMMER	
 CLASS 3 YR 2/3	<p>History-Topic Title: Roman Britain Knowledge / key concepts:</p> <ul style="list-style-type: none"> Examine how Roman control expanded across Europe. Examine why the Romans decided to invade Britain, first, unsuccessfully in 55/54 BCE and then successfully in 43 CE. Exploring aspects of 'Romanisation' and its impact here. Exploring what changed and what aspects of life stayed the same under the Romans and for a period after they left (change and continuity). Exploring what happened in Britain as the Empire started to collapse and the Roman legions left. Explore what happened to the Empire after the Romans left Britain. Understanding the long term impact of the Roman Empire and their significance. <p>Big Enquiry Question: What was the Roman Empire's most significant impact in Britain?</p>	<p>Geography Topic Title: Eco-heroes Knowledge / key concepts:</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water. To learn what improves and harms their local, natural and built environments and about some of the ways people look after them. To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Big Enquiry Question: Can we save the world?</p>	<p>History Topic Title: Entertainment Revolution Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand how cinema changed over the 20th century. To know how and why football changed over the 20th century. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the 1960s. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the British holiday industry boomed from the 1930s onwards. To learn how television became a popular leisure activity and how important television has been to British people. To see how changes in 20th century technology affects our lives today. <p>Big Enquiry Question- Does technology change our lives for the better?</p>	<p>Geography Topic Title: Rivers of the world Knowledge / key concepts:</p> <ul style="list-style-type: none"> Be able to use maps, atlases, and digital computer mapping to follow the journey of a river and record the place names it passes through. Understand the stages of a river's journey from source to the sea. Understand what happens to a river as it reaches the coast including the formation of deltas, mudflats and salt marshes. Begin to know the 7 continents of the world. Become familiar with at least 10 major world rivers and the continents through which they flow. Begin to research and learn facts about major rivers of the world. Recall geographical concepts and vocabulary previously learnt on the stages of a river. Explore the route of their local river downstream to the sea using knowledge and understanding of features, landmarks and river-related vocabulary. <p>Big Enquiry Question: What if all the rivers on Earth stopped flowing?</p>	<p>History Topic Title: Local historians Knowledge / key concepts:</p> <ul style="list-style-type: none"> Locate and name the continents, key countries of Europe and the UK. Identify where Hampshire and Alresford are on a map and explore & contrast the local topography. To be able to use a map and key To describe and understand the human & physical geography of Alresford. To undertake field work, recording human and physical geography To present fieldwork and evaluate our learning <p>Big Enquiry Question: Is change a good thing?</p>	<p>Geography Topic Title: Secrets of Maps Knowledge / key concepts:</p> <ul style="list-style-type: none"> Devise simple maps; and use and construct basic symbols in a key in the context of the school/local area. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment To use an atlas to find places in the UK. Name and locate the world's seven continents and five oceans in the context of the developing atlas skills. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Big Enquiry Question: How does where we live affect HOW we live?</p> <p>What can a map tell us?</p>
	<p>Science Topic Title: Light Knowledge / key concepts:</p> <ul style="list-style-type: none"> There must be light for us to see. Without light it is dark. Light comes from a source. We need light to see things, even shiny things. Transparent materials let light through them and opaque things don't let light through. Beams of light bounce off some materials. Shiny materials reflect light beams better than non-shiny materials. <p>Teach in a greater depth</p>	<p>Science Topic Title: Electrical circuits Knowledge / key concepts:</p> <ul style="list-style-type: none"> Electricity powers many common appliances. A source of electricity (mains or Battery) is needed for electrical devices to work. Electricity sources push electricity round a circuit. A complete circuit is needed for electricity to flow and devices to work. More batteries will push the electricity round the circuit faster. Devices work harder when more electricity goes through them. Some materials allow electricity to flow easily and these are called conductors. Materials that don't allow electricity to flow easily are called insulators. 	<p>Science Topic Title: Solids Liquids and Gases Knowledge / key concepts:</p> <ul style="list-style-type: none"> Materials can be divided into solids liquids and gases. Solids, liquids and gases are described by observable properties. Heating causes solids to melt into liquids and liquid to evaporate into gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. The temperature at which given substance change state are always the same. 	<p>Science Topic Title: Solutions: Mixtures and separating them Knowledge / key concepts:</p> <ul style="list-style-type: none"> Materials change state by heating and cooling. Some changes can be reversed and some can't When two or more substances are mixed and remain present the mixture can be separated. <p>Topic Title: Rocks and soils Knowledge / key concepts:</p> <ul style="list-style-type: none"> Comparing and grouping different rocks on the basis of their appearance and physical properties. Describe in simple terms how fossils are formed. To explore soils and how they are formed Recognise that soils are made from rocks and organic matter. 	<p>Science Topic Title: Habitats and how seasons affect them Knowledge / key concepts:</p> <ul style="list-style-type: none"> Some things are living, some things were once living but are now dead and some things have never lived. There is variation between all living things. Different animals and plants live in different places. Living things are adapted to survive in different habitats. Environmental change can affect the animals and plants that live there. 	<p>Science Topic Title: Animals: Skeletons and movement Knowledge / key concepts:</p> <ul style="list-style-type: none"> Many animals have skeletons to support their bodies and protect vital organs. Muscles are connected to bones and move them when they contract. Moveable joints connect bones.
	<p>Art Linked to Roman Britain</p> <p>Knowledge / key concepts: Drawing, painting, mosaics, printing</p> <ul style="list-style-type: none"> Understand the historical and cultural development of art forms (mosaics). Explore ideas to improve mastery of art and design techniques (printing). Begin to evaluate and analyse their work. Understand how knowledge of the past is constructed from a range of sources. Know the significance of mosaics in Roman art. Can generate a repeating mosaic style pattern of coloured squares on a grid. Understand how historians learn about Romans through studying mosaics. Print a neat repeating border design with good technique. 	<p>DT Topic Title: Electrical circuits</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Make simple series circuits using batteries, wires, bulbs, buzzers, motors and switches-door buzzers for a home, light for a vehicle, lighthouse, Christmas lights etc Evaluate products and ideas against design criteria. Investigate insulators and conductors comparing materials and common objects Design and make switches for a specific use using card, paper fasteners, wire, foil, drawing pins etc Construct circuits using using stranded wire and wire strippers to make semi - permanent connections Develop circuits containing 2 or more lamps or devices eg vehicles with 2 lights, designing and making road safety signs and make lamps or lanterns 	<p>DT Topic Title: Food technology</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Prepare raw materials, peel, cut, slice and grate (bridge, claw). Select appropriate skills and tools to prepare simple, balanced, healthy dishes safely & hygienically without a heat source & recognise the different food groups. Discuss where food comes from either grown, farmed or caught in Europe & the wider world. Develop measuring, marking out and cutting, shaping & joining skills (with some accuracy), with wooden spar, using templates, sketches, diagrams & simple computer programmes. Measuring and cutting, used to strengthen and reinforce, simple vehicle chassis, 'marble maze' games. 	<p>Art Linked to Rivers inspired by Claude Monet</p> <p>Knowledge / key concepts: Drawing, Painting, Sculpture</p> <ul style="list-style-type: none"> Look closely at some of the River Thames series of paintings by the French artist Claude Monet, thinking particularly about his use of light and colour to create an impression. Learn some facts about the life and work of Claude Monet. Mix and match colours from Monet's work and record this in sketchbooks. Use the 4 predominant colours to paint their own version of one of Monet's River Thames paintings. Discuss and evaluate their own work and that of others. Understand how the term "Impressionist" came about and what it means in art. 	<p>Art Linked to Local history Alresford inspired by local artist Louise Braithwaite. Inspired by artist Jeannie Baker for collage.</p> <p>Knowledge / key concepts: Drawing, Painting, Collage and Digital art</p> <ul style="list-style-type: none"> Select a range of ideas which show curiosity, imagination, and originality. Start to develop my own ideas to make a response to a stimulus. Develop and apply some care and control over a range of materials I use. Try out activities that use elements, of colour, pattern, texture, line, shape, form and space. Investigate and use relevant materials and skills to refine and experiment. Talk about the materials and techniques I have used, using appropriate vocabulary. 	<p>DT Topic Title: Textile Books</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Cut and join fabrics using staples, glue and stitching: simple pictures, card figures. Cut and stitch 2 pieces of felt type fabric using running stitch, Eg hand puppets. Use patterns or templates to mark out fabric products and recognise need for seam allowances Eg as in hand puppets. Simple embroidery using thick wools, range of fabrics, beads, buttons, sequins. Recognise basic properties of fabrics and the relationship with their application, Eg waterproof coats and shelters.

<ul style="list-style-type: none"> Make informed choices on colour and design based on prior knowledge and experience. Design and finish printing a large-scale mosaic style picture. Evaluate the finished work and plan how to exhibit it to a wider audience. 		<ul style="list-style-type: none"> Use wooden spar to make rectangular frames and simple constructions, picture frames, vehicle chassis. Strengthen frames using diagonal struts. Investigate & analyse existing products & consider a variety of factors. <p>Use ICT where appropriate.</p>	<ul style="list-style-type: none"> Use sketchbooks and acrylic paint to investigate the effect sunlight on water in the style of Monet. Paint a study of sunlight on water using a section of "water" by Monet as inspiration. Evaluate their work and that of others by considering how successfully the paintings have used light and colour to create an impression. 	<ul style="list-style-type: none"> Describe what I like and dislike about my work to improve it 	
<p>COMPUTING</p> <p>Unit 2.4 Questioning Program: 2question 2investigate</p> <p>Unit 2.2 Online Safety</p>	<p>COMPUTING</p> <p>Unit 3.1 Coding Program: 2Question 2investigate</p>	<p>COMPUTING</p> <p>Unit 2.7 Making Music Program: 2Sequence</p>	<p>COMPUTING</p> <p>Unit 2.3 Spreadsheets Program: 2Calculate</p>	<p>COMPUTING</p> <p>Unit 3.6 Branching Databases Program: 2Question</p> <p>Unit 3.7 Simulations Program: 2Simulate 2Publish</p>	<p>COMPUTING</p> <p>Unit 3.8</p> <ul style="list-style-type: none"> Graphing Program: 2Graph
<p>RE Topic Title Divali – Goddess Laxmii <i>Symbol of Light</i> Knowledge / key concepts:</p> <ul style="list-style-type: none"> Enquire – When do we use light as a symbol? Contextualise – How is light used in Divali? Evaluate – Why is Laxmi worshipped? Communicate – How could we celebrate with light? Apply – How is light important to another religion... Christianity? 	<p>RE Topic Title: Icons for Christmas Knowledge / key concepts: Imagery/Love</p> <ul style="list-style-type: none"> Enquire – What is an image Contextualise – Imagery in cards Evaluate – Importance to Christians of Christmas Communicate – Icons – transportable - qualities Apply – Individuals personal images <p>Christmas Service in St Mary's</p>	<p>RE Topic Title: Jesus 'Miracles through the concept of faith' Knowledge / key concepts:</p> <ul style="list-style-type: none"> Enquire – What is a miracle? Contextualise- Miracle stories Evaluate -Importance of these stories to Christians 	<p>RE Topic Title How the orthodox celebrate Easter through concept of symbol Knowledge / key concepts:</p> <ul style="list-style-type: none"> What is a symbol / ritual Orthodox symbols Orthodox symbols of Easter – Importance? Idea of a ritual or symbol to me Prayer writing – linking symbol <p>Easter service in St Mary's church</p>	<p>RE Topic Title Raksha Bandhan Knowledge / key concepts: Family</p> <ul style="list-style-type: none"> Communicate- What does family mean? Apply- What makes an individual in your family important? Enquire – What doe s the concept mean? Contextualise – Raksha Bandhan & Rhakis Evaluate –Important celebrations for families. 	<p>RE Topic Title: Initiation Ceremonies Knowledge / key concepts. Communicate – Why do we have initiation ceremonies. Apply – Initiation ceremonies that children have taken part in Enquire – What doe s the concept mean? Contextualise: Important initiation ceremonies for Christians and Hindus. Evaluate –Importance to children.</p>
<p>French</p> <ul style="list-style-type: none"> Answering the attendance register, lunch register and bus register in French French Activate-movement to song. Listening, engaging with, and appreciating stories. Engaging in conversation, developing appropriate pronunciation. Reading, using writing and recognising vocabulary relating to – Numbers to 10 and beyond Using French greetings and basic conversation to introduce oneself Using Je m'appelle and J'ai...ans to talk about oneself French colours Days of the Week and months of the year Intercultural understanding- French Christmas traditions – similarities and differences between our own traditions 		<p>French</p> <ul style="list-style-type: none"> French in everyday classroom situations French Activate-movement to song. Listening, engaging with and appreciating stories and rhymes. Engaging in conversation, developing appropriate pronunciation. Reading, using, writing and recognising vocabulary relating to – Being introduced to masculine and feminine and becoming more aware of the difference in word order to English Can use the verb est Can use the connective et to join simple sentences – building upon the autumn term and extending oral and written sentences Intercultural understanding- Mardi gras and French Easter traditions- similarities and differences between our own traditions 		<p>French</p> <ul style="list-style-type: none"> French in everyday classroom situations French Activate-movement to song. Listening, engaging with and appreciating stories and rhymes. Engaging in conversation, developing appropriate pronunciation. Reading,using, writing and recognising vocabulary relating to – Using weather vocabulary to talk and write about the weather Using vocabulary related to food and drink to engage in conversation and writing them down Intercultural understanding – recognising some French landmarks 	
<p>P.E</p> <p>Gym – Shapes, Travel, Balance</p> <ul style="list-style-type: none"> Acquiring & Developing: All main gymnastics shapes on different body parts/levels Selecting & Applying: 3 contrasting gymnastics actions, create and perform a basic sequence Knowledge & Understanding: demonstrate good posture when standing Evaluating & Improving: watch shapes and comment/improve on levels and quality <p>Fundamental skills / Games- Invasion style</p> <ul style="list-style-type: none"> send and receive different equipment with control and accuracy Knows and uses rules fairly to keep games going. Can keep possession with some success during a game 	<p>P.E</p> <p>Dance To improvise freely on their own translating a stimulus into movement</p> <ul style="list-style-type: none"> Incorporate different dynamics and qualities into their movement Link actions to make dance phrases To perform dances with an awareness of rhythmic, dynamic and expressive qualities Describe what makes a good dance phrase Explain why they need to warm up and cool down Describe some of the compositional features of dances performed with a partner and in groups. <p>Fundamental skills/ Games- Invasion style</p> <ul style="list-style-type: none"> send and receive different equipment with control and accuracy Knows and uses rules fairly to keep games going. Can keep possession with some success during a game 	<p>P.E</p> <p>Gym – Rolling, Jumping, Apparatus</p> <ul style="list-style-type: none"> Acquiring & Developing: travel movements, using different levels, directions on apparatus Selecting & Applying: 3 contrasting actions, create and perform a sequence using pathway/app Knowledge & Understanding: explain why their heart rate increases while exercising moderately Evaluating & Improving: watch travel and comment/improve on direction and quality <p>Fundamental skills / Games- net/wall</p> <ul style="list-style-type: none"> send and receive different equipment with control and accuracy Knows and uses rules fairly to keep games going. Can keep possession with some success during a game 	<p>P.E</p> <p>Dance Dance – Traditional dance Explore and learn new actions while working with a partner or in a group</p> <ul style="list-style-type: none"> To create and link dance actions and phrases using a simple dance structure or motif Learn dances from different cultures and times and places Keep up activity over a sustained period of time Describe and evaluate some of the compositional formations of dances performed with a partner and in a small group. Talk about how they might improve their dances. <p>Fundamental skills / Games- net/wall</p> <ul style="list-style-type: none"> send and receive different equipment with control and accuracy Knows and uses rules fairly to keep games going. Can keep possession with some success during a game 	<p>P.E</p> <p>Athletics - Introducing and developing basic techniques-</p> <ul style="list-style-type: none"> Can sprint over a short distance. Can run at a more steady pace over a longer distance Can take part in a relay activity, running as part of a team. Can develop the different throwing techniques for throwing a variety of objects- eg discuss, javelin, shot putt and hammer Can demonstrate different jumping techniques- those used for standing long jump, long jump and hurdling Can challenge themselves during athletic activities and improve through personal challenge <p>Fundamental Games Striking & fielding</p> <ul style="list-style-type: none"> send and receive different equipment with control and accuracy Knows and uses rules fairly to keep games going. Can keep possession with some success during a game 	
<p>Citizenship/ PSHE:</p> <ul style="list-style-type: none"> To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals To understand school rules about health and safety, basic emergency aid procedures, where and how to get help 		<p>Citizenship/ PSHE:</p> <ul style="list-style-type: none"> To learn what is meant by the term 'habit' and why habits can be hard to change For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these To be able to recognise and respond appropriately to a wider range of feelings in others 		<p>Citizenship/ PSHE:</p> <ul style="list-style-type: none"> To differentiate between the terms 'risk' 'danger' and hazard' To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. 	

<ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives, and families To work collaboratively towards shared goals To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing To consider the lives of people living in other places, and people with different values and customs. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment across the world. 	<ul style="list-style-type: none"> To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To resolve difference by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. To learn what is meant by enterprise and begin to develop enterprise skills 	<ul style="list-style-type: none"> To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water, and fire safety). To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. To learn to recognise and manage dares. To learn that their actions affect themselves and others To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) To appreciate the range of national, regional, religious, and ethnic identities in the United Kingdom. To explore and critique how the media present information To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. 			
<p><u>Music- Lean On Me</u></p> <ul style="list-style-type: none"> I can listen to and understand different pieces of high quality live and recorded music. I can find the pulse and internalise it in my head. I can listen with direction to a range of high-quality music. I can begin to listen to and recall sounds with increasing aural memory. 	<p><u>Music Christmas.</u></p> <ul style="list-style-type: none"> I can sing a song in two parts. I can practise, rehearse, and perform music to an audience with confidence I can sing songs with multiple parts with increasing confidence. 	<p><u>Music Glockenspiel I</u></p> <ul style="list-style-type: none"> I can improvise a simple rhythm using different instruments including my voice. I can understand that the words in a song can affect its melody I can understand that improvisation is when a composer makes up a tune within boundaries. I can understand that composition is when a composer writes down and records a musical idea. 	<p><u>Music The Dragon Song</u></p> <ul style="list-style-type: none"> I can understand that timbre describes the character or quality of a sound. I can understand that texture describes the layers within the music. I can understand that structure describes how different sections of music are ordered. I can find the pulse in songs/music with confidence. I can understand some formal, written notation which includes crotchets and rests. 	<p><u>Music RRR</u></p> <ul style="list-style-type: none"> I can describe a piece of music using musical language. I can use tuned and untuned classroom percussion to play accompaniments and tunes. I can use tuned and untuned classroom percussion to compose and improvise. I can confidently recognise a range of musical instruments. 	<p><u>Music Practise for a Performance</u></p> <ul style="list-style-type: none"> I can confidently perform rhymes, raps and songs. I can play instruments using the correct techniques with respect. I can experiment with, create, select and combine sounds using the inter-related dimensions of music. I can play and perform in solo or ensemble contexts with confidence.