

ART

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].
- To create sketch books to record their observations and use them to review and revisit ideas.
- To find out about great artists, architects and designers in history

PSHE

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

GEOGRAPHY

Locational Knowledge

- To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and Physical Geography

- To 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 including energy, food, minerals and water
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

TRIP

Roman Day

Touchstones

DESIGN TECHNOLOGY

Design

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- To understand how key events and individuals in design and technology have helped shape the world

Cooking and Nutrition

- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

PE – OAA and Tag Rugby

- To use running, jumping, throwing and catching in isolation and in combination
- To play competitive games, modified where appropriate for the age group.
- To take part in outdoor and adventurous activity challenges

HISTORY

- To learn about the Roman Empire and its impact on Britain



ENGLISH

Historical narrative

Diaries

Soliloquies

Instructions, invitations and menus

Play scripts



SCIENCE

To work scientifically

- ask relevant questions and using different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations, and where appropriate, take accurate measurements using standard units, using a range of equipment
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Identify differences, similarities or changes related to simple scientific ideas and processes
- use straight forward scientific evidence to answer questions or to support their findings

Forces and Magnets (Year 3)

- To compare how things move on different surfaces, notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- To observe how magnets attract or repel each other and attract some materials and not others
- To compare and group together a variety of everyday materials on the basis of whether they are magnet or not
- To describe magnets as having 2 poles and to predict whether 2 magnets will attract or repel each other

RELIGIOUS EDUCATION

- To recognise that expressing faith involves feelings and emotions.
- That in Christianity: music, drama, art, dance, architecture and expressive action are a form of expressing faith.
- That Christians use the arts to express something of the sacred and spiritual.
- That colour, shape and symbol can be used to express religious feelings and ideas.
- That Christians use the arts as a means of reinforcing important stories and