YEAR 3	AUTUMN		SPRING		SUMMER	
History	**Stone Age to Iron Age** Children will learn: 1. What was 'new' about the New Stone Age? 2. Which was better, bronze or iron? 3. If you were Julius Caesar, would you have invaded Britain in 55BC? 4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age? 5. to construct informed responses. 6. to develop the appropriate use of historical terms. 7. to regularly address and sometimes devise historically valid questions. 8. to select and organise relevant historical information. 9. to describe/make links between main events, situations and changes within and across different periods/societies. 10. to describe social diversity in Britain. 11. to identify historically significant people in situations.		**Ancient Egypt** Children will learn: 1. Where is ancient Egypt located in time and place? 2. What impact did the River Nile and the Egyptian landscape have on people's lives in Ancient Egypt? 3. Why was the discovery of Tutankhamen's tomb such a significant historical discovery? 4. What can artefacts teach us about the past? 5. What was everyday life like in ancient Egypt? 6. What can objects that have survived tell us what ancient Egyptians believed about life and death? 7. Why is studying past civilisations so important? 8. to construct informed responses. 9. understand how knowledge of the past can be constructed from a range of sources. 10. 11. to describe religious and ethnic diversity in the wider world. 12. to identify historically significant events in situations.		**Staying Healthy: A history of Medicine – Warts and All** Children will learn: 1. How do the medical practices of prehistoric civilisations and the Ancient Egyptians compare? 2. How was the Roman attitude towards health and medicine influenced by the Greeks? 3. How was Medieval medicine used to try and combat the events during the Black Plague? 4. How were the medical practices of the Tudor period different from previous times? 5. What were the medical advancements and significant people who contributed to them during the Victorian period? 6. What has made advancements in medicine in the 20th and 21st century possible? 7. to establish clear narratives within and across periods studied. 8. to note connections, contrasts and trends over time. 9. to continue developing a chronologically secure knowledge of history. 10. to describe/make links between main events, situations and changes within and across different periods/societies. 11. to identify and give reasons for and results of historical events, situations and changes. 12. to describe social diversity in Britain and the wider world. 13. to identify historically significant people and events in situations.	
Geography	**Spatial Sense** Children will learn:	**Investigating Our Local Area**	**United Kingdom - Earning a Living**	**Investigating Coasts** Children will learn:	**Our European Neighbours**	**Italy Today** Children will learn:

	1. that the globe is divided in to the northern and southern hemisphere. 2. that the two hemispheres are divided by the equator. 3. that lines of latitude are imaginary horizontal lines that divide the globe up. 4. that lines of longitude are imaginary vertical lines that divide the globe up. 5. about the eight compass points. 6. how ordinance survey maps cover the whole of the UK.	Children will learn: 1. to locate the UK on a world map and identify the different regions of the UK. 2. how on Ordnance Survey maps, the UK is split into a grid, identifying different towns and counties within each square. 3. how to use the eight compass points to navigate around a map and use a map of Birmingham and the local area to explore features. 4. a variety of human and physical features and the difference between rural and urban areas, identifying whether they live in a rural or urban area. 5. about Birmingham and the local area and identify areas that are residential, commercial,	Children will learn: 1. about the reasons people work and some of the different types of jobs people have, such as full-time or part-time work. 2. about a variety of different jobs and identify what each job entails. 3. about what a job sector is and the types of jobs that can be found across a wide range of job sectors before considering which sector they think they would like to work in when they are older. 4. that some jobs get paid more than others. 5. what terms such as 'business', 'industry' and 'economy' mean. 6. about some industries and notice that different countries have different industrial strengths, identifying some of the major	1. how coasts are formed, including the processes of erosion and deposition. 2. to locate coastal areas they have been to on a map and investigate different coastal areas around the country. 3. what coastal erosion is, how it affects coastlines and the features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability. 4. why coastal management strategies are necessary and about some specific systems such as groynes, gabions and revetments, identifying some of the advantages and disadvantages of using coastal	Children will learn: 1. to compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Use facts they have learnt to answer questions and annotate maps. 2. to locate Europe on a world map and to locate the UK within Europe. They will then go on to explore the names and locations of other European countries. They will annotate maps of Europe with the names of countries. 3. the names and locations of other European countries. Children can then identify a country from given clues, complete information in a table or match countries to their flags.	1. to locate Italy on a world map and about the location of its regions, the bordering countries, the seas and the islands that are part of Italy. Children record what they have learnt on their own maps. 2. what is meant by physical geography. 3. how to interpret a physical map by identifying Italy's two main mountain ranges about the highest peaks in each region, describing the mountain ranges using geographical vocabulary. 4. about the location of the longest river in Italy, the Po. 5. what volcanoes are, and why and how they erupt. 6. about the devastating eruption of Mount Vesuvius, which destroyed the Roman city of Pompeii in 79AD. to create

		agricultural or industrial, as well as human and physical features. 6. about services which are common to most towns and the variety of different services in Birmingham and the local area. 7. to design their own town and include the services they think are necessary. 8. how to gather data to find out ways in which adults in their local communities get to work, recording the evidence they have gathered and presenting it in an appropriate way. 9. how to use the data they have gathered to draw conclusions about what it tells them about their local area. 10. to describe the area they live in, giving details about its human	industries of the UK. 7. about some of the UK's largest industries and how a country's climate and resources affect its industry and economy. 8. about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade. 9. about some of the reasons adults don't work including retirement and unemployment and the help given to the unemployed in the UK, comparing this to other countries around the world. 10. about the effect unemployment on family and friends. 11. about the reasons why children in other parts of the world have to work instead of going to school and identify some examples of	management systems. 5. about the different types beaches in the UK based on their personal experiences, identifying the similarities and differences using geographical vocabulary. 6. about both the human and physical features of Britain's beaches. 7. about the role of travel agents as they plan and present different types of coastal holidays in the UK and abroad. They will consider what the client wants from a holiday and plan a trip accordingly, using their knowledge of coasts. 8. about the possible effects on the local area of building a new hotel on an unspoiled area of coast from different	4. about some human features of different European countries, including flags, currencies and governments 5. the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. 6. to use maps to locate capital cities and about features of some major cities. 7. to generate questions; how to compare the physical and human features of London and Paris, or choose two capital cities they would like to explore and compare for themselves. 8. to generate questions they can ask to help them find out information	advertisements for tourists visiting the ruins of Pompeii, 7. about the human geography of Italy, identifying some of the most famous landmarks of the country and find out where they are located. Children will continue to research some of Italy's cities 8. about the human geography of Italy in more depth by learning about different aspects of the country's culture. They will conduct their research independently.

		and physical features.	jobs children around the world do before thinking about the link between education and employment.	viewpoints. They will then debate the effect this would have on the local environment.	about both the human and physical geography of their chosen European country through research using a variety of sources of information and will present the information in a variety of ways.	
Science	**How Plants Grow** Children will learn: 1. the main features of flowering plants. 2. about how roots grow, and what their functions are. 3. to plan an experiment where they will grow beans, measuring root growth. 4. how water, absorbed by the roots, is distributed around the plant via the stem. 5. to conduct experiments where the capillary action in plant stems can be observed.	**Health and Movement** Children will learn: 1. about the need for a varied diet in order to get the right nutrition. 2. to sort food into groups, giving reasons or visit a supermarket to learn more about different food groups 3. about food pyramids and examples of healthy meals (and planning their own). 4. to consider ways in which people with dietary restrictions	**Forces and Magnetism** Children will learn: 1. to identify forces as a push or a pull that will create or stop a movement. 2. to identify forces in different situations noting that many need contact in order for the force to be applied. 3. to identify forces using an arrow or to discuss how forces can create movement in different situations. 4. how the texture of a surface affects how things move across them.	**Light and Shadow** Children will learn: 1. that darkness is the absence of light and that without light we cannot see. 2. to identify, describe and sort a variety of light sources. 3. about the benefits and dangers of being in the sun for too long. 4. how to protect skin and eyes from damaging UV light and conduct an experiment around the SPF or amount of sun cream.	**Rocks, Fossils and Soils** Children will learn: 1. where rocks come from. 2. the differences between naturally occurring rocks and man-made objects which are similar to rocks. 3. to identify, describe and/or sort rocks and man-made objects. 4. ways in which rocks can be sorted according to different criteria. Sort given rock samples, or study and sort pictures of rocks according to various criteria. 5. what erosion is. 6. how different rocks erode more quickly than others and why. 7. what 'permeable' means and to conduct practical erosion/permeability investigations. 8. about a rock's uses and to research the characteristics of rocks and their uses. 9. about soil: how it is formed and its uses, studying different types of soil. They will study and describe a variety of soil samples.	

	6. how plants make their own food using air and sunlight. 7. to describe parts of this process in their own words, or plan and conduct an experiment to show the importance of light for plant growth 8. to identify the parts of a flower and how pollination occurs. 9. to identify and label the parts of a flower by drawing diagrams or dissecting flowers 10. how the ovaries of flowering plants grow to form seeds and how they may be dispersed in a variety of ways. 11. to study in-depth some ways in which seeds are dispersed, or identify seeds found outside 12. about the structure of seeds and how plants grow from them.	can have a balanced diet. 5. about what some animals eat. 6. to use technical vocabulary to describe different types of animals and present their findings. 7. about what questions could be asked to learn more about what pets eat. Either plan and conduct an investigation, or study a given set of results. In either case, children will present data using pictograms or bar graphs 8. about bones in humans and other animals. 9. to label skeleton diagrams, or identify similarities between the skeletons of a variety of animals 10. about the functions of the skeleton in vertebrates. 11. how some invertebrates	5. how to use and read a force meter and conduct an experiment to measure the force it takes to move different objects. 6. about how magnets can exert a force on certain objects without touching them. 7. to explore the different forces a magnetic field can exert depending on which poles are facing each other. Show their understanding of this by using the correct scientific vocabulary 8. what other materials could be attracted to magnets. 9. to test a variety of materials, and to notice what the magnetic materials have in common 10. how magnets are used in everyday places as well as some more specific ways.	5. about some differences between night and day, including starting to understand how the Sun rises and sets. 6. how objects could be tested to determine whether or not they will make a shadow. 7. to test their ideas and explore the way shadows are created or go on a shadow hunt around the school. 8. how shadows are created. 9. to conduct practical shadow investigations where they will predict, test and draw/ write to show their findings 10. what will happen to a shadow cast by a stick in sunlight throughout the day. 11. to conduct a shadow investigation and	10. about how fossils are formed and describe this process in their own words or conduct a practical, 'fossil-making' activity 11. about fossilised remains and what can be learned about the animal from this. They will conduct research to find out about given images of fossils, or do a practical, 'fossil excavation' activity.

		move and are protected in different ways. 12. to research and describe various invertebrates 13. about how the body moves, focussing on the ways muscles work. 14. to study a variety of sources to find out more about muscles, noting their findings	11. about the strength of magnets and how this might affect the use of that magnet. 12. to conduct an investigation into the strength of magnets or, alternatively, they can make their own compasses using magnets.	present their findings using bar graphs. tThat some surfaces reflect more light than others. 12. to identify and describe a range of reflective surfaces, or conduct a reflection investigation using mirrors. 13. to explore how we use different reflective surfaces in our lives. 14. about how they can help us keep safe as well as be used for decorations.	
Art	**Georges Seurat and Pointillism** Children will learn: 1. the term 'Neo-impressionism' and identify that trends in art change over time. 2. how, when and why the Pointillist movement began and explore some Impressionist and Pointillist paintings to compare and contrast the different styles. 3. to explore a variety of Seurat's paintings, particularly 'A Sunday on the Grand Jatte'. 4. to consolidate what Pointillism is and look at some further examples of Pointillist art. 5. to explore some of the different methods they could use to create a Pointillist effect in		**Famous Buildings** Children will learn: 1. to be given a general overview the role of an architect. 2. to explore a range of famous buildings from around the world. 3. to discuss which building they think looks best and why, and think about why their opinions may differ. 4. who Sir Christopher Wren was and discover his role as an architect. 5. to look in detail at the architecture and design of St Paul's Cathedral.		**William Morris** Children will learn: 1. to find out who William Morris was and how he was important. 2. to find about the Arts and Crafts movement and Morris' involvement in it. 3. to look in detail William Morris' textile and wallpaper designs in order to analyse and compare each one. Use his art to create a design in a similar fashion. 4. to investigate the Arts and Crafts movement, and Morris' involvement in it, in more detail. 5. how the industrial revolution affected the way in which things were being produced

	their own artwork and consider which is most effective. 6. to explore Seurat's interest in colour and optical mixing. 7. to identify primary, secondary and tertiary colours in the colour wheel. 8. to identify pairs of complementary colours. 9. how to mix colours using Pointillism. 10. to take a closer look at some of Seurat's Pointillist paintings looking specifically at how he used Pointillism to create shading. 11. how to use dots to create areas of light and dark, as well as how to blend colours. They are challenged to practise their shading skills independently. 12. to understand that Pointillism was an art movement. 13. to identify other Pointillist artists besides Seurat and some of their pieces, discussing what they feel about them. 14. to research a particular artist or recreate a famous piece of Pointillist artwork for themselves. 15. to discuss what they have learnt about Pointillism and the Pointillist style of art. 16. to generate ideas for themes they could use before creating their own piece of Pointillism artwork. They will evaluate their finished pieces and say what they think and feel about them.	6. to examine four different shading techniques - hatching, crosshatching, scumbling and stippling. 7. to apply these techniques when shading in an outline of St Paul's Cathedral. 8. to explore the history, design and features of St Basil's Cathedral in Russia. 9. to study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork after learning about tints and shades. 10. to identify lines of symmetry in the Taj Mahal and explore some of its other design features, including its reflection. 11. to use the Taj Mahal as the basis for their own artwork, focusing on symmetry. 12. why so many architects make their creations symmetrical. 13. how and why trends in architectural styles change over time. 14. that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building. 15. to use the opera house as the inspiration for their own artwork, where they will create a collage of the building, or experiment with making a paper sculpture. 16. to draw on everything they have found out about architecture and a variety of building designs to design their own building for a particular purpose, focusing on the exterior aesthetics using their own criteria or those given to them by a 'client', thinking about colour, line, shape and features.	and how this affected the quality and quantity of what was produced. 6. to test the outcome of quality vs quantity as bear makers, comparing and analysing the resulting products. 7. to explore how Morris' designs having natural inspirations. 8. to use their observation skills to sketch a still life of a natural object inspired by nature and natural objects. 9. to learn about the process in which wallpaper is printed using wooden blocks. 10. to use inspiration from Morris' designs and their sketching from the previous lessons, to create a design for their own printing block and test it out in a repeating pattern. 11. to produce their own printing block out of cardboard to print a repeating pattern and as a challenge to create a rotating pattern or a print with a different layout.
Design Technology	**Functions of Fabric** Children will learn:	**Moving Monsters** Children will learn:	**Seasonal Food** Children will learn:

	1. what a fabric is. 2. about the differences in natural and synthetic fabrics. 3. about different materials and how sustainable they are. 4. about different types of stitch and fastenings to join fabrics and what stitch is the most secure. 5. what a design brief and design criteria are. 6. to construct and evaluate the bags they have designed.		1. about objects that use air to make them work. 2. about simple pneumatic systems. 3. about the use of pneumatic systems in a moving monster toy/model. 4. to develop their ideas about the use of pneumatic systems in a moving monster toy/model. 5. to create their moving monster toys/models. 6. to evaluate both their process and their finished product.		1. why certain British foods are seasonal and why foods from other parts of the world are available all year round. 2. how and when a variety of fruits are produced in Britain, including how farming methods are used to slow down or speed up the ripening process. 3. about a variety of vegetables grown in Britain, when they are in season, and why they are important in a healthy diet. 4. about the nutritional value of meat, eggs and dairy products. 5. why some meats are seasonal and some are available all year round. 6. how, where and when fish is farmed or caught in Britain and some issues associated with fishing. 7. about some unusual foods that are only in season for a brief period each year.	
PE	**Football** Children will learn: 1. to pass and receive the ball around the playing area showing some control. 2. to work collaboratively to keep possession by passing accurately. 3. to control the ball and pass unchallenged. 4. to move into space to receive the ball unchallenged. 5. to use passes to keep possession.	**Gymnastics Unit 2** Children will learn: 1. to recap front support and rolling from dish to arch. 2. to introduce leaning towards 'Japana'. 3. to link smoothly Japana-arch-front support-lower to ground. 4. to identify the primary muscles used for jumping. 5. to engage muscles to jump high, straight and far.	**Dance Unit 1** Children will learn: 1. Lto learn and perform a jazz square. 2. to select and apply actions to a dance phrase. 3. to discuss own and others' work with some awareness of dance choreography. 4. to use performance skills to communicate character. 5. to perform to the count of 8.	**Tennis** 1. to play in a game against an opponent. 2. to throw or hit a ball over a bench to score points. 3. to get in the ready position to catch or return a ball before it bounces twice. 4. to recognise the types of hitting needed for different areas of the court.	**Hockey** Children will learn: 1. to recognise key features of a hockey stick and how to hold it. 2. to play and control the ball using the flat part of the stick. 3. to attempt to dribble and score. 4. to control the ball and pass into space. 5. to work collaboratively to move the ball.	**Athletics** Children will learn: 1. to jump in a variety of ways. 2. to beat previous distances when jumping. 3. to run at different speeds. 4. to start-stop and change pace with control. 5. to demonstrate agility in running. 6. to combine running and jumping. 7. to jump over apparatus with

	6. to work as a team to move towards the goal. 7. to look to shoot, pass, dribble. 8. to recognise where the is space in a game. 9. to move into space to receive the ball. 10. to send the ball and move into a new space. 11. to control the ball at your feet and dribble unchallenged. 12. to receive the ball and dribble into space. 13. to use control of the ball to keep possession in a game. 14. to use short passes and dribbling to build an attack. 15. to determine when to run into space to receive the ball. 16. to suggest ways to improve the skills they have learnt. **Cricket** Children will learn: 1. to hit a stationary ball using the straight drive.	6. to bounce and broad jumping in sequence. 7. to mirror and match actions with a partner. 8. to move in unison with a partner. 9. to perform a leg raise dish and half leaver with a partner. 10. to introduce Japana and its progressions 11. to introduce box splits; full, right and left. 12. to introduce shoulder flexibility shape. 13. to perform some dynamic and static stretches to improve range of movement. 14. to combine all elements taught through a full body management routine. 15. to performing demonstrating flexibility and extension in actions. **Rounders** 1. to hit a stationary ball into space.	6. to develop movements using improvisation. 7. to use an arabesque balance. 8. to use props in a dance sequence. 9. to work with others to improve a four-action routine. 10. to link sections of dance together with flow. 11. to build a dance with multiple phrases. 12. to perform to an audience. 13. to describe and evaluate features in a dance. **KS2 Foundation Unit** 1. to perform a range of stability exercises. 2. to judge at what pace to move through each activity. 3. to identify what they found challenging and suggest how they could improve this. 4. to improve balance and control through accurate replication.	5. to throw/hit targets on the court. 6. to use long high throws/ hits for far targets. 7. to use short throws/ hits for closer targets. 8. to demonstrate an underarm serve over cones or benches. 9. to explain when a service is used. 10. to serve with some accuracy to targets. 11. to move towards a ball to return (hand or racquet) 12. to perform a forehand shot on a moving ball. 13. to perform in a rally with a partner. 14. to keep track of the score and aim to beat the previous score during a rally. 15. to describe the skills needed to keep a rally going. 16. to play in games against other children.	6. to play in a 2v3 game. 7. to use defensive body position in preparation for tackling. 8. to use a defensive position to force a mistake and knock balls away from the ball carrier. 9. to attempt defensive body positioning in a game to force a mistake. 10. to control the ball and pass unchallenged. 11. to move into space to receive the ball. 12. to use control to work together as a team to score points. 13. to practise agility skills. 14. to identify when you would need to use agility in hockey. 15. to use agility in a small-sided game. 16. to grasp and use some of the basics rules of the game. 17. to play avoiding the ball touch the feet.	control and balance. 8. to judge speed to jump safely. 9. to throw for accuracy. 10. to throw for distance. 11. to experiment with a variety of throws. 12. to practise a variety of skipping techniques. 13. to participate in skipping challenges against self and others. 14. to discover ways to skip with a partner. 15. to participate in running, throwing and jumping activities. 16. to work as a team to try and score points in running, throwing and jumping activities. 17. to identify ways to improve your own work and others' work. **Volleyball** 1. to send the ball over the net successfully. 2. to throw or hit a ball over a

	2. to retrieve and throw the ball as a fielder. 3. to bowl an underarm ball at a target. 4. to bowl with some consistency in a game situation. 5. to strike a bowled ball. 6. to apply simple tactics to choose where to hit the ball. 7. to recognise the rules of the modified game and use them fairly when officiating. 8. to throw over longer distances using an overarm throw.	2. to retrieve and throw a ball as a fielder. 3. to explain how fielders work together to restrict batters' runs. 4. to bowl and underarm ball at a target at an appropriate height. 5. to bowl with some consistency in a game situation. 6. to work collaboratively to send the ball back to the bowler. 7. to strike a bowled ball. 8. to apply simple tactics to choose where to hit the ball. 9. to count and remember runs scored. 10. to stop a moving ball with consistency. 11. to collect and return a moving ball. 12. to work as a team to stop and pass the ball in the field. 13. to throw over longer distances using overarm throw. 14. to throw to appropriate bases	5. to use both static and dynamic balance. 6. to perform a range of balance exercises. 7. to improve core stability. Through accurate replication. 8. to say one way that core stability helps us. 9. to identify a set of muscles that make up part of the core. 10. to improve upper stability through accurate replication. 11. to name some of the muscles in the upper body. 12. to challenge themselves to perform leapfrog at greater height. 13. to show stretches that will improve flexibility. 14. to describe flexibility using the phrases 'range of motion' 15. to demonstrate increasingly difficult throwing and catching skills	17. to use forehand hitting skills to score points. 18. to move towards the ball to return to the other side. **Swimming** 1. to move around the pool on feet in a variety of ways. 2. to begin to lift feet and make shapes independently. 3. to move forward consistently covering distance of 5-10 meters. 4. to attempt to take feet off the ground while propelling forward. 5. to float in a prone position. 6. to float in the supine position. 7. to swim short distance on back with float. 8. to push and glide on front with float. 9. to combine hands and feet to swim on back. to swim on front with doggy paddle. 9.	18. to implement some skills learned throughout the unit in the game. **OAA** 1. to show working as part of a team. 2. to communicate to solve problems. 3. to use strength and flexibility to complete a task. 4. to identify basic symbols on map. 5. to complete tasks using symbols and maps. 6. to work with others to complete simple map reading tasks. 7. to confidently read and follow a basic map. 8. to create a route on a map for others to use. 9. to work independently and as part of a team. 10. to respond to problems in a group situation. 11. to identify what worked well and what they need to improve when working as a group.	bench/net to score points. 3. to make decisions about where to send the ball. 4. to show the correct position to receive a high ball. 5. to receive and return a high ball. 6. to demonstrate an overarm serve to start a game. 7. to serve with accuracy to targets. 8. to move towards a ball to return. 9. to return a ball/ balloon that you have moved towards 10. to move in a sitting position during a game. 11. to participate in a team rally. 12. to describe the skills needed to keep a rally going. 13. to apply some basic game rules. 14. to make contacts on the ball before returning it over the net. 15. to remember and apply serve rotations.

		on the scenario of each game. 15. to strike a bowled ball to score runs for your team. 16. to suggest ways to improve your own and others' game.	16. to give an example of coordination in sport/physical activity.		12. to play competitively and fairly. 13. to lead and be led by others. 14. to take part in trust-based activities safely.	
Computing	**Organising, Creating and Presenting** Children will learn: 1. to use three types of multi-media: text, image and animation 2. to create, organise and present content effectively. 3. to consider layout choices and appropriate presentation styles depending on purpose.	**QR Codes** Children will learn: 1. to explore what QR codes are and how they are created to present information to a user. 2. to record sound files and create QR codes to allow others to access and listen to the sound file.	**Creating a Branching Database and Interrogating Simple Databases** Children will learn: 1. to understand what a database is and how frequently we use them in life. 2. to use JiT 'Branch' to create and use a branching database,. 3. to focus on questions to ask to uniquely identify objects/people. 4. to use j2 'Data' to interrogate a simple database. 5. to create a j2e5 file to evidence screen captures of the searches. 6. to reflect on their learning.		**Write a program - Part 1** Children will learn: 1. to use block-based sequences. 2. to debug sequences of code. 3. to use J2Code tool 'Visual' to create a scene with two characters having a conversation/telling a joke.	**Write a Program - Part 2** **drawing shapes** Children will learn: 1. to complete some 2. 'unplugged activities' to improve concepts of debugging and logical reasoning. 3. to use j2Code tool 'Visual'. 4. to create the code in Visual to draw simple shapes and patterns. 5. to repeat code.
Music	**Let Your Spirit Fly** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about the lyrics: what the song is about. 4. to think about what the words of a song mean.	**Glockenspiel 1** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about any musical dimensions featured in the songs and where they are used (texture, dynamics,	**Three Little Birds** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to name some of the instruments used in the songs. 4. to listen carefully and respectfully to other people's	**The Dragon Song** Children will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to sing in unison and in simple two-parts. 4. to demonstrate a good singing posture.	**Bringing Us Together** **C**hildren will learn: 1. a song from memory and who sang or wrote it. 2. the style of the song. 3. to talk about how the song makes them feel. 4. to have an awareness of the	**Reflect, Rewind and Replay** Children will learn: 1. how pulse, rhythm and pitch work together. 2. the difference between a musical question and an answer. 3. to think about what the words of a song mean.

	5. to confidently identify and move to the pulse. 6. what pulse is. 7. how to find and demonstrate the pulse. 8. that every piece of music has a pulse/steady beat. 9. that singing in a group can be called a choir. 10. that a person who the choir or group follow is the leader of the conductor. 11. about the instruments used in class (a glockenspiel, recorder). 12. to treat instruments with care and respect. 13. that improvisation Is making up your own tunes on the spot. 14. that a composition is music that is created by someone and kept in some way so that it can be played or performed again to an audience.	tempo, rhythm and pitch). 4. to identify the main sections of the song (intro, verse, chorus etc.). 5. the difference between pulse and rhythm. 6. that songs can make them feel different things eg happy, energetic or sad. 7. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before. 8. that a performance can be to one person or to each other and does not need to be to a huge audience. 9. to communicate the meaning of the words and clearly articulate them.	thoughts about the music. 5. that singing as part of an ensemble or large group is fun, but that they must listen to each other. 6. to play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. 7. that using one or two notes confidently is better than using five. 8. to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. 9. that you need to know and have planned everything that will be performed.	5. to follow a leader when singing. 6. to enjoy exploring solo singing. 7. to rehearse and perform their part within the context of the Unit song. 8. that if they are improvising using the notes they are given, they cannot make a mistake. 9. different ways of recording compositions (letters names, symbols, audio, etc). 10. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation). 11. to sing, rap or play with clarity and confidence. 12. to record a performance and say how they were feeling, what they were pleased with and what they	pulse internally when singing. 5. to listen to and follow musical instructions from a leader. 6. to plan and create a section of music that can be performed within the context of the Unit song. 7. to talk about how the composition was created. 8. that a performance can be for a special occasion and involve an audience including people they do not know.	4. to know why they must warm up their voice. 5. to sing with awareness of being in tune. 6. that a performance is planned and different for each occasion. 7. that a performance involves communicating ideas, thoughts and feelings about the song/music. 8. to talk about the best place to be when performing and how to stand or sit.

	15. to help create at least one simple melody using one, three or all five different notes. 16. that performing is sharing music with an audience. 17. to choose what to perform and create a programme.			would change and why.		
Spanish	**Greetings** Children will learn: 1. to say 'hello', 'goodbye', 'see you soon', 'my name is...', 'how are you' and give a simple reply back. 2. to have a short oral exchange in Spanish with a partner.	**Spanish Phonetics 1 and 2** Children will learn: 1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their Spanish studies. **I'm learning Spanish** Children will learn: 1. about Spain as a country and other Spanish speaking countries to increase the children's intercultural awareness. 2. how to ask and answer the questions 'how are you?', 'what is your name?' etc. 3. the numbers 1 to 10 along with ten colours.	**Animals** Children will learn: 1. ten nouns and articles for common animals. 2. to use the verb 'soy...' (I am...).	**Fruits** Children will learn: 1. 10 Spanish fruit nouns in their singular form (using the indefinite articles "una" and "un") as well as in the plural form using "las" and "los". 2. the language "Me gustan..." (I like...) and "No me gustan..." (I do not like...) to express their opinions.	**Little Red Riding Hood** Children will learn: 1. to develop their listening skills in Spanish. 2. to develop their understanding of the vocabulary presented in the story. 3. various parts of the body.	**I can …** Children will learn: 1. the Spanish verb 'poder' in the form of 'puedo' (I can). 2. ten everyday activities (talking, eating, dancing etc.). 3. the concept 'puedo...' + the infinitive version of the verb.

		3. to communicate some basic phrases describing facts relating to Spain and Spanish speaking countries.				