

Foundation Subjects

	Science	History and Geography	Art and DT	RE	PE	Computing
W1 (3 days)						
W2	<p><u>Light</u> LO: To recognise that they need light in order to see things and that dark is the absence of light. LO: To notice that light is reflected from surfaces.</p>	<p><u>Mountains, Rivers and Coasts – The Journey of a River, Rivers for People</u> LO: Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle.</p>	<p><u>DT - Lighting and Sound</u> LO: To investigate different light sources and to find out about the direction light travels in.</p>	<p><u>2.1 Why is Jesus important to Christians.</u> LO: To identify the qualities they admire in their heroes/role models, explain why they admire them and how this may influence their own lives. LO: To use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>3.1 We are Programmers</u> LO: To create an algorithm for an animated scene in the form of a storyboard. LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p>
W3	<p><u>Light</u> LO: To recognise that they need light in order to see things and that dark is the absence of light. LO: To notice that light is reflected from surfaces.</p>	<p>LO: Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. LO: Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.</p>	<p>LO: To investigate shadow formations using torches.</p>	<p>LO: To identify the qualities they admire in their heroes/role models, explain why they admire them and how this may influence their own lives. LO: To use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>LO: To create an algorithm for an animated scene in the form of a storyboard. LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p>
W4	<p>LO: To recognise that they need light in order to see things and that dark is the absence of light. LO: To notice that light is reflected from surfaces. LO: To recognise that light from the sun can be</p>	<p>LO: Use atlases, globes and digital/computer mapping to locate countries and describe features studied. LO: To extend knowledge to include the location and characteristics of a range of the world's most significant</p>	<p>LO: To investigate night and day and the difference between the two.</p>	<p>LO: To describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus.</p>	<p><u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>LO: To create an algorithm for an animated scene in the form of a storyboard. LO: To write a program in Scratch to create the animation correct mistakes in their animation programs.</p>

	dangerous and that there are ways to protect their eyes.	human and physical characteristics.				
W5	LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object. LO: To find patterns in the way that the sizes of shadows change.	LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. LO: To describe and understand key aspects of human geography including, settlement, land use and the distribution of water.	LO: To be able to test predictions about the position of shadows cast by the sun.	LO: To ask and respond to questions raised by the stories from the life of Jesus and contemporary followers LO: To use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life.	<u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Online Safety</u> <u>3.1 We are Year 3 rule writers - Reviewing and editing our online safety rules.</u> LO: To consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline. LO: To review and edit their online safety guidelines. LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.
W6	LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object. LO: To find patterns in the way that the sizes of shadows change.	LO: To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. LO: To describe and understand key aspects of human geography including, settlement, land use and the distribution of water.	LO: To be able to make observations and record results about the length of a shadow during the course of a day.	LO: To ask and respond to questions raised by the stories from the life of Jesus and contemporary followers LO: To use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life.	<u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	LO: To consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline. LO: To review and edit their online safety guidelines. LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.
W7		LO: To describe and understand key aspects of: physical geography including rivers and vegetation belts. LO: To describe and understand key aspects of human and physical geography including land use and rivers.		LO: To use religious vocabulary to show an understanding of what it means to some people to be a Christian. LO: To apply ideas from what they have learned to their own beliefs, comparing and contrasting them to those of believers.	<u>Gymnastics</u> LO: To develop flexibility, strength, technique, control and balance. LO: To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	LO: To consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their online safety rules. LO: To consider what new strategies they can apply to online safety scenarios, such as calling Childline.

						LO: To review and edit their online safety guidelines. LO: To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.
W1	<u>Animals, including humans</u> LO: To 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.	<u>The Ages – Stone Age, Bronze Age, Iron Age</u> LO: To develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.	<u>DT - Famous Buildings</u> LO: To explore and examine buildings in a range of architectural styles.	<u>2.2 Who should inspire us?</u> LO: To reflect on how having a code for living might help believers with difficult decisions.	<u>Dance</u> LO: To perform dances using a range of movement patterns.	<u>3.2 We are Bug Fixers</u> LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.
W2	LO: To 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.	LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.	LO: To explore the architecture of Sir Christopher Wren.	LO: To use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers. LO: To describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.	<u>Dance</u> LO: To perform dances using a range of movement patterns.	LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.
W3	LO: To 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	LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric)	LO: To explore colour and pattern in the design of St Basil's Cathedral.	LO: To describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak. LO: To identify personal, family, school values/codes for living which influence their own behaviour.	<u>Dance</u> LO: To perform dances using a range of movement patterns.	LO: To develop a number of strategies for finding errors in programs build up resilience and strategies for problem solving. LO: To increase their knowledge and understanding of Scratch recognise a number of common types of bug in software.

	<p>past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</p> <p>LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		<p>LO: To ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life.</p> <p>LO: To apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty.</p>			
W4	<p>LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>LO: To know about changes in Britain from the Stone Age to the Iron Age.</p> <p>LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</p> <p>LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>LO: To explore the design features of the Taj Mahal.</p>	<p>LO: To describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak.</p> <p>LO: To identify personal, family, school values/codes for living which influence their own behaviour.</p> <p>LO: To ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life.</p> <p>LO: To apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty.</p>	<p><u>Dance</u></p> <p>LO: To perform dances using a range of movement patterns.</p>	<p><u>Online Safety</u></p> <p><u>3.2 We are digital friends - Developing an awareness of online bullying.</u></p> <p>LO: To begin to understand that information shared online cannot always be controlled.</p> <p>LO: To develop a deeper understanding of the consequences of online bullying.</p> <p>LO: To understand the role of a bystander in online bullying.</p>
W5	<p>LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>LO: To know about changes in Britain from the Stone Age to the Iron Age.</p> <p>LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</p> <p>LO: To construct informed responses that involve</p>	<p>LO: To examine the architecture of the Sydney Opera House.</p>	<p>LO: To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives.</p> <p>LO: To ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers.</p>	<p><u>Dance</u></p> <p>LO: To perform dances using a range of movement patterns.</p>	<p>LO: To begin to understand that information shared online cannot always be controlled.</p> <p>LO: To develop a deeper understanding of the consequences of online bullying.</p> <p>LO: To understand the role of a bystander in online bullying.</p>

		thoughtful selection and organisation of relevant historical information.				
W6	LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement.	LO: To know about changes in Britain from the Stone Age to the Iron Age. LO: To note connections, contrasts and trends over time and develop the appropriate use of historical terms. LO: To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.	LO: To be able to design a building for a particular purpose.	LO: To identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives. LO: To ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers.	<u>Dance</u> LO: To perform dances using a range of movement patterns.	LO: To begin to understand that information shared online cannot always be controlled. LO: To develop a deeper understanding of the consequences of online bullying. LO: To understand the role of a bystander in online bullying.
W7		LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.			<u>Dance</u> LO: To perform dances using a range of movement patterns.	
W8 (3 days)						