






St Thomas Primary School
Long Term Curriculum Plan 2023-2024



YEAR 3

YEAR 3	AUTUMN TERM: PROJECT 1	SPRING TERM: PROJECT 2	SUMMER TERM: PROJECT 3
KNOWLEDGE RICH LEARNING PROJECT	 <p>THROUGH THE AGES- <i>Knowledge rich project</i> This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p>	 <p>ROCKS, RELICS AND RUMBLES- <i>Knowledge rich project</i> This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.</p>	 <p>EMPERORS AND EMPIRES- <i>Knowledge rich project</i> This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p>
ESSENTIAL QUESTION	What was this world like 5000 years ago? What would you have seen?	Which are worse – Volcanoes or Earthquakes? How have they changed our planet?	What did the Romans do for us? How do we know?
COMMUNITY DRIVER	What was our community like in a past era? - Focus on Historical sites Link to Castle Hill for Bronze and Iron Age.	How shifts in tectonic plates shaped our country? Look at hills, valleys- how they were formed- study of Huddersfield- see Huddersfield Geology society	What did the Romans do for our local area? (roads, Slack/Outlane Fort- can link to impact on wider life) Comparison between home life and community of the ancient Romans and present life
CITIZENSHIP DRIVER	Community and sense of belonging Changes in the school environment How can we make a positive contribution?	Geographical knowledge of the world and around the world (locations/maps)	Laws and customs in Ancient Britain Debates on slavery (Gladiators) and women's rights (Boudicca)
IMMERSIVE IDEAS	Prehistoric Research Station Vocabulary board – Stone Age display 3D models Stone Age patterns and carving. Stonehenge	I am a Geologist! 3D model volcanoes. Vocabulary board – natural disasters/earthquakes/volcanoes. Rock fact files – rock display – different types of rocks.	Visit from Roman Emperor Vocabulary board Maths links Life size Roman characters Mosaics Roman Tiles
EDUCATIONAL VISITS IDEAS	Poole's cavern Buxton	Magna. Visit from Huddersfield Geology society	Roman soldier visit to school
KRP OBJECTIVES	THROUGH THE AGES- HISTORY DRIVER Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth	ROCKS, RELICS AND RUMBLES – GEOGRAPHY DRIVER Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions;	EMPERORS AND EMPIRES- HISTORY DRIVER Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors;

	<p>and power; Invention and ingenuity; Evidence and enquiry</p> <p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p> <ul style="list-style-type: none"> Learn about changes in Britain from the Stone Age to the Iron Age. <p>Breath</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <p>Geography- Human features; Stone Age monuments</p> <p>Features</p> <ul style="list-style-type: none"> 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Earthquakes and tsunamis; Compass points; Maps</p> <p>13 Year 3 Features Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Location</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Place</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>Breath</p> <ul style="list-style-type: none"> Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. <p>Computing- Databases</p>	<p>Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p> <p>1 Year 3 Conduct a local history study.</p> <p>24 Year 3 Learn about the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Breadth</p> <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed <p>Geography-Maps</p> <p>Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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		<ul style="list-style-type: none"> • 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. • 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. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>History-<i>Significant people – Mary Anning; Pompeii</i></p> <p>Breadth</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <p>Music- <i>Graphic scores</i></p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Use and understand staff and other musical notations. <p>Science-<i>Rocks; Fossils; Soils</i></p> <p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and 	
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			organic matter.		
			Enquiry <ul style="list-style-type: none">Gather, record, classify and present data in a variety of ways to help in answering questions.Identify differences, similarities or changes related to simple scientific ideas and processes.Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.		
MINI PROJECTS	SCIENCE	Skeletal and Muscular Systems <i>This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.</i> Animals- <ul style="list-style-type: none">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. Enquiry- <ul style="list-style-type: none">Set up simple practical enquiries, comparative and fair tests.Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.Use straightforward scientific evidence to answer questions or to support their findings.Gather, record, classify and present data in a variety of ways to help in answering questions.Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Forces and Magnets Pushing and pulling forces; Contact forces; Friction; Force meters; Bar charts; Non-contact forces; Magnetism; Magnetic attraction and repulsion; Magnetic fields; Magnetic properties; Magnetic Earth; Uses of friction and magnetism; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research <i>This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials.</i> Forces- <ul style="list-style-type: none">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.Compare how things move on different surfaces.Describe magnets as having two poles.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.Predict whether two magnets will attract or repel each other, depending on which poles are facing. Enquiry <ul style="list-style-type: none">Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.Set up simple practical enquiries, comparative and fair tests.Use results to draw simple conclusions, make	Plant Nutrition and Reproduction <i>Plant parts; Root systems; Stems; Water transport; Investigating leaves; Life cycle of flowering plants; Flower parts; Researching pollination; Seed formation and dispersal; Variation in plant needs; Working scientifically – Identifying and classifying, Observing changes over time, Pattern seeking, Research, Comparative test</i> <i>This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.</i> Plants <ul style="list-style-type: none">Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed	Light and Shadows Light; Light sources and reflectors; Reflective and non-reflective materials; Sun safety and protection; Shadows; Opaque, transparent and translucent materials; Changes in shadows; Working scientifically – Identifying and classifying, Observing changes over time, Comparative tests, Pattern seeking, Research <i>This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.</i> Light <ul style="list-style-type: none">Find patterns in the way that the size of shadows change.Ask relevant questions and using different types of scientific enquiries to answer them.Light Notice that light is reflected



		<ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes. Ask relevant questions and using different types of scientific enquiries to answer them. 	<p>predictions for new values, suggest improvements and raise further questions.</p> <ul style="list-style-type: none"> Use straightforward scientific evidence to answer questions or to support their findings. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identify differences, similarities or changes related to simple scientific ideas and processes. Gather, record, classify and present data in a variety of ways to help in answering questions. Ask relevant questions and using different types of scientific enquiries to answer them. 	<p>dispersal.</p> <ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported within plants. <p>Enquiry</p> <ul style="list-style-type: none"> Ask relevant questions and using different types of scientific enquiries to answer them Gather, record, classify and present data in a variety of ways to help in answering questions Identify differences, similarities or changes related to simple scientific ideas and processes. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and 	<p>from surfaces.</p> <ul style="list-style-type: none"> Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Recognise that they need light in order to see things and that dark is the absence of light. <p>Enquiry</p> <ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Record findings using simple scientific language,
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				<div>data loggers.</div> <ul style="list-style-type: none">Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.Set up simple practical enquiries, comparative and fair tests.Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.Use straightforward scientific evidence to answer questions or to support their findings. <div>Breadth</div> <ul style="list-style-type: none">Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	<div>drawings, labelled diagrams, keys, bar charts, and tables.</div> <ul style="list-style-type: none">Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.Set up simple practical enquiries, comparative and fair tests.Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.Use straightforward scientific evidence to answer questions or to support their findings.
	<div>GEOGRAPHY/ HISTORY</div>	<div>One Planet, Our World- GEOGRAPHY</div> <div>Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry</div>	<div>Geography covered in main project</div> <div>Significant people – Mary Anning; Pompeii</div> <ul style="list-style-type: none">Know and understand the history of these islands as a coherent, chronological narrative, from the earliest	<div>Geography revision and retrieval practice</div> <div>Maps</div> <ul style="list-style-type: none">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	

		<p><i>This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.</i></p> <p>Location-</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, 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. <p>Features-</p> <ul style="list-style-type: none"> • 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Place-</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Fieldwork</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	
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		<p>studied.</p> <ul style="list-style-type: none">Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>Breath</p> <ul style="list-style-type: none">Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.			
	ART AND DESIGN	<p>Contrast and Complement</p> <p>Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours</p> <p><i>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</i></p> <ul style="list-style-type: none">Create sketchbooks to record their observations and use them to review and revisit ideas.Improve their mastery of art and design techniques, including drawing, painting and sculpture with a	<p>Prehistoric Pots</p> <p>Significant people – Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots.</p> <p><i>This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</i></p> <ul style="list-style-type: none">Create sketchbooks to record their observations and use them to review and revisit ideas.Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).Learn about great artists, architects and designers in history.	<p>Ammonite</p> <p>Sculpture</p> <p><i>This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</i></p> <ul style="list-style-type: none">Create sketchbooks to record their observations and use them to review and revisit ideas.Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). <p>Breadth</p> <ul style="list-style-type: none">Evaluate and analyse creative works using the language of art, craft and design.	<p>Beautiful Botanicals</p> <p>Weaving with natural materials; Botanical art and illustration; Observational drawing; Unit and lino printing; Botanical study.</p> <p><i>This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.</i></p> <p>Art and Design</p> <ul style="list-style-type: none">Create sketchbooks to record their observations and use them to review and revisit ideas.Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists,

		<p>range of materials (for example, pencil, charcoal, paint, clay).</p> <ul style="list-style-type: none">Learn about great artists, architects and designers in history. <p>Breadth</p> <ul style="list-style-type: none">Evaluate and analyse creative works using the language of art, craft and design.	<p>Breadth</p> <ul style="list-style-type: none">Evaluate and analyse creative works using the language of art, craft and design.		<p>architects and designers in history.</p> <p>Breadth</p> <ul style="list-style-type: none">Evaluate and analyse creative works using the language of art, craft and design. <p>DT</p> <p>Weaving on a loom</p> <p>Make</p> <ul style="list-style-type: none">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.Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.	<p>artists, architects and designers in history.</p> <p>Breadth</p> <ul style="list-style-type: none">Evaluate and analyse creative works using the language of art, craft and design.
	DT	<p>Cook Well, Eat Well</p> <p>Food groups; Eatwell guide; Methods of cooking; Cooking appliances; Hygiene rules; Making taco fillings</p> <p><i>This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.</i></p> <p>Food</p> <ul style="list-style-type: none">Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.Understand and apply the principles of a healthy	<p>Making it Move</p> <p>Cam mechanisms; Designing and making automaton toys; Cutting, joining, strengthening and finishing</p> <p><i>This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</i></p> <p>Technical</p> <ul style="list-style-type: none">Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). <p>Design</p> <ul style="list-style-type: none">Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<p>Greenhouse</p> <p>Features of greenhouses; Significant designers – Sir Joseph Paxton and Sir Nicholas Grimshaw; Strengthening techniques; Using tools and safety rules; Properties of materials; Constructing strong frameworks</p> <p><i>This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.</i></p> <p>Design</p> <ul style="list-style-type: none">Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design		

		<p>and varied diet.</p> <p>Design</p> <ul style="list-style-type: none">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.Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none">Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). <p>Evaluate</p> <ul style="list-style-type: none">Understand how key events and individuals in design and technology have helped shape the world.Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Breadth</p> <ul style="list-style-type: none">Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.		<ul style="list-style-type: none">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. <p>Make</p> <ul style="list-style-type: none">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.Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. <p>Evaluate</p> <ul style="list-style-type: none">Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.Evaluate Investigate and analyse a range of existing products.		<ul style="list-style-type: none">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. <p>Make</p> <ul style="list-style-type: none">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 <p>Make 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>Evaluate</p> <ul style="list-style-type: none">Evaluate Investigate and analyse a range of existing products.Understand how key events and individuals in design and technology have helped shape the world. <p>Breath</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>		
OWN SCHEME SUBJECTS	RE Kirklees agreed syllabus		3:1 How do Jews remember God’s covenant with Abraham & Moses?	Hanukkah LTC 	3:4 What do the creation stories tell us?	3:2 What is spirituality and how do people experience this? Easter	LENT LTC 	3:3 What do Christians believe about a good life?
	BIG QUESTION		What happens if we break the rules?	Can light be powerful?	Can kindness change the world?	What makes us human?	What can we live without?	What is the happiest day of the week?
	Faith week/day Theme	Year A	Holy Trinity	Christmas	Prayer and ritual: The Lord’s Prayer	Easter	Pentecost	St Thomas Day
		Year B	The uniqueness of Jesus	Christmas	Eucharist	Easter	Salvation/Forgiveness	St Thomas
	MUSIC Charanga		Let Your Spirit Fly.	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

	COMPUTING Teach Computing	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Branching databases Building and using branching databases to group objects using yes/no questions.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.
	PSHE/RSHE Based on PSHE association scheme	How can we be a good friend?	What are families like?	1. What keeps us safe?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	PE Please see Beyond Physical scheme	1. Look, Run, Avoid 2. Throw, Prepare, Catch	3. Inspire, create, perform 4. Duel, Win, Lose	1. Target, Control, Combine 2. Strike, React, Rally	1. React, Roll, Retrieve 2. Hands, Feet, equipment	1. Invade, Evade, Capture 2. Accuracy, Power, Distance	1. Run, Jump, Throw 2. Fair, Share, Dare
ORACY IDEAS							
MATHS – WHITEROSE		 AUTUMN TERM WHITE ROSE MATHS		SPRING TERM WHITE ROSE MATHS		SUMMER TERM WHITE ROSE MATHS	
ENGLISH TEXT SUGGESTIONS		Stig of the Dump		Firework Maker's Daughter			
SCHOOL VALUE WORD							
BRITISH VALUES		<p>Democracy- The promotion of democracy is extensive within the school. Pupils are vote in their classes for representatives for school council and collective worship council. Pupil voice is sought out regularly through school council, collective worhsip councils, prefects, house captains, playleaders and pupil questionnaires. Children are consulted and contribute to the development of school policies, for example our behaviour policy and subject monitoring. The principle of democracy is explored in many areas of our knowledge rich topics and through our PSHE/RSE curriculum.</p> <p>Individual Liberty - Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our 'Online safety' and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, choosing the level of challenge in some lessons and deciding what to present at class worship.</p> <p>The Rule of Law-The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship times. Pupils are taught the value and reasons behind laws, that they govern and protect us, the</p>					

	<p>responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.</p> <p>Mutual Respect & Tolerance- As a Church of England school, our ethos is based around core Christian values, including respect. Our aims are firmly based on the value of community and respect, which permeates all aspects of school life, including our school improvement plan and behaviour policy. This is supported by our values led worship time and display, with a different value each half-term. Tolerance is achieved through enhancing pupils understanding of their place in a culturally diverse school and society and by giving them opportunities to share their own faiths, beliefs and cultures. Worship times and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Children have a school visit to different places of worship during their time at school and we actively encourage children and staff to share their own experiences of faith and belief.</p>		
OTHER EVENTS	<ul style="list-style-type: none"> • Black History Month- October • Harvest Festival - October • Diwali-October • Bonfire Night – 5th November • Remembrance Day- 11th November • Anti-Bulling Week November • Hannukah- December • Christmas -Church and school events 	<ul style="list-style-type: none"> • Chinese New Year- Jan • Children’s Mental Health Week-Feb • Safer Internet Day- • Shrove Tuesday/Ash Wednesday- • Pride- May • World Book Day March • British Science Week- March • Holi- March • Mother’s Day • Ramandan -March/April • Easter- Church and Activities 	<ul style="list-style-type: none"> • Eid El-Fitr- April • Walk to School Week- May • Mental Health Awareness Week- May • Father’s Day- June • Eid-Al-Adha- June/July