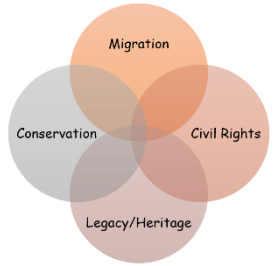
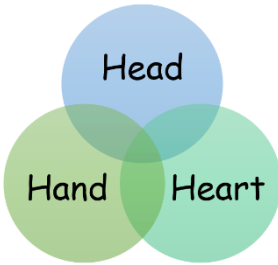
Riversdale Primary School
Medium Term Planning

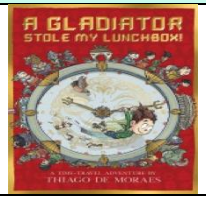




Year Group	**Year 3**
Term	**Spring 1**

Learning Overview

This half term, the pupils will begin an in-depth study of the Roman Empire and its impact on Britain. They will explore why Julius Caesar wanted Britain to be part of the empire and how Emperor Claudius' invasion was successful. Linked to this, in geography, the pupils will begin to study Rome, comparing it to London in terms of key physical features and human features. In science, the pupils will learn about the different parts of flowering plants and use their working scientifically skills to investigate how water is transported around the plant. They will explore the idea of asking scientific questions, using existing knowledge to develop theories, and expand on this to develop a clear hypothesis and prediction. In computing, the pupils will deepen their understanding of programming from Key Stage 1, experimenting with algorithms, loops and decomposition. In RE, the pupils will explore the idea of what is right and what is wrong from a range of religious and non-religious viewpoints.

Quality Stimulus Text(s)		**Quality Stimulus Video(s)**	
• A Gladiator Stole My Lunchbox		• The Blue Umbrella (Pixar, 2013)	

Significant People Past & Present

- General Julius Caesar (History)
- Emperor Claudius (History)
- Gaudi (Art & Spanish)
- Joseph, Son of Jacob (RE)

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 17: Access to Information
- Article 24: Health, Water, Food, Environment
- Article 27: Food, Clothing, A Safe Home
- Article 29: Aims of Education
- Article 38: Protection from War

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 2: • Explain the format and structure of a setting description. • Identify simple past tense in a piece of writing, including the related vocabulary. • Explain the purpose of an adjective and that these are used to build a clear picture and engage the reader. • Explain the meaning and purpose of an expanded noun phrase. • Recall that the purpose of a conjunction is to link sentences together. • Identify a range of suitable conjunctions including: for, and, nor, but, or, yet, so, because, within a given context. • Recognise the purpose of an adverb as adding detail as to how an action was undertaken. • Know that recounts include a brief introduction and conclusion. • Recognise why recounts are written in the past tense. • Identify that main ideas organised in groups according to chronology. • Know that conjunctions that signal time are used to link some sentences and/or paragraphs together. • References to likes and dislikes, liked to specific events are included in recounts. • Understand that simple adverbs and expanded noun phrases are used to add detail. • Define the writing techniques of Onomatopoeia, Alliteration, Repetition and Simile. Year 3: • Explain the format and structure of a diary entry, including the concept of an opening paragraph	<u>NARRATIVE POEM:</u> • Understand that a narrative poem tells a story with characters, events, and a sequence of actions. • Recognise that it has a clear beginning, middle, and end. • Understand that the poem might include dialogue, description, and action to move the story along. • Know what rhyme is: words that sound the same at the end (e.g., cat/hat, tree/bee). • Understand that rhyming words can help make the poem more musical and fun to read or listen to. • Be familiar with different rhyme patterns (e.g., AABB, ABAB). • Understand that rhythm is the pattern of beats or syllables in a poem. • Recognise that keeping a regular rhythm helps the poem flow smoothly. • Identify how vivid words are used to describe the setting, characters, and actions. • Know that figurative language (like similes, onomatopoeia and alliteration) can make the poem more interesting. • Understand that a poem is made up of stanzas (groups of lines), and each stanza might tell part of the story. • Begin to explain that pathetic fallacy can be used to create a mood within a narrative piece. <u>SETTING DESCRIPTION:</u> • Explain the format and structure of a setting description. • Recall that the purpose of a conjunction is to link sentences together.	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Entertain**: • A narrative poem (using rhyme) to recount the events in Pixar's: The Blue Umbrella (2013), to accompany the film. • A setting description based on an image of a busy Ancient Roman market place/forum, written as the opening to a "new" chapter for A Gladiator Stole my Lunchbox. Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Inform**: • A diary entry in role as Henry from A Gladiator Stole my Lunchbox recounting an aspect of his time in Ancient Rome. Handwriting: • Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting. Composition: • Plan writing by discussing and recording ideas within a given structure. • Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning. • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure.	• Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	to set the scene, followed by paragraphs shaped around specific key events. • Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. • Know that a diary entry, as a recount, should be written in time/chronological order, past tense and in first person	• Explain the difference between a coordinating and subordinating conjunction. • Identify a range of suitable subordinating conjunctions for a given context. • Explain that simple sentences with extra description through expanded noun phrases and adverbs are used. • Identify that commas are used between adjectives in a longer expanded noun phrase. • Know that adverbial phrases are used to add more detail. • Define the word class: preposition and explain its purpose within a text. <u>DIARY ENTRY:</u> • Explain the format and structure of a diary entry, including the concept of an opening paragraph to set the scene, followed by paragraphs shaped around specific key events. • Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. • Recognise the need for brief inclusions of thoughts and feelings in relation to events described. • Know that a diary entry, as a recount, should be written in time/chronological order, past tense and in first person. • Explain that simple sentences with extra description through expanded noun phrases and adverbs are used. • Identify that commas are used between adjectives in a longer expanded noun phrase. • Know that adverbial phrases are used to add more detail.		

		• Recognise how possessive apostrophes are used for plural nouns.		
Reading:	Year 3: • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g.	Ready, Steady Read Together Scheme: Fiction: • Charlotte's Web Non-Fiction: • An Anthology of Intriguing Animals Poetry: • Hot Like Fire, and Other Poems Comprehension: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action.	Reading Skills: • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Pupils will listen respectfully during reading discussions and show respect for different characters, cultures, and viewpoints encountered in a wide range of fiction, non-fiction, plays, and poetry. • Pupils will express their individual opinions about books, justify their preferences, and explore how characters in stories show unique thoughts, feelings, and motives. • Pupils will value a broad range of books and texts for different purposes, recognising the importance of reading for information, entertainment, and learning. • Pupils will take ownership of their reading by using strategies such as skimming, re-reading, and self-correcting to ensure understanding, and by selecting books suited to their level and interest. • Pupils will reflect on main ideas, characters' actions and motives, and their own understanding by summarising information and justifying their inferences with evidence from the text. • Pupils will share their thoughts and opinions during group discussions, read poems and play scripts aloud, and present information or ideas to the class with expression and confidence. • Pupils will take turns in reading and discussions, respect differing views, and contribute fairly when

	illustration, photographs, diagrams and charts. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence.	• Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. *Vocabulary:* *root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present*	Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts.	making decisions as a group about text choices or interpretations. • Pupils will aspire to read more fluently and with greater understanding, build their vocabulary, and engage with increasingly challenging texts across genres. • Pupils will develop a love of reading through exposure to engaging stories, poetry, and non-fiction, and will speak with enthusiasm about books they enjoy. • Pupils will develop empathy by exploring characters' feelings, thoughts, and motives, and by justifying these with evidence from the text, particularly when making inferences.

	• Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination.			
Mathematics:	Year 2: • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	• Know that length can be measured metres (m), centimetres (cm) or millimetres (mm). • Recognise that 1 km is equal to 1000 m. • Recognise that 1 m is equal to 100 cm. • Recognise that 1 m is equal to 1000 mm. • Know that the equipment used for measuring length might include a ruler, tape measure, metre stick etc. • Know that mass can be measured in kilograms (kg) and grams (g). • Recognise that 1 kg is equal to 1000 g. • Know that the equipment used for measuring mass might include a set of scales. • Define volume as the amount of space taken up within an object (e.g. a box, jug). • Define capacity as the total amount that an object (e.g. a box, jug) can hold. • Know that volume and capacity are measure in litres (l) or millilitres (ml). • Recognise that 1l is equal to 1000 ml. • Know that the equipment used to measure volume and capacity might include measuring spoons, cups or jugs. • Know the mathematical symbols for greater than (>), less than (<) and equal to (=).	Length: • Measure, compare, add and subtract lengths (m/cm/mm). Mass: • Measure, compare, add and subtract mass (kg/g). Volume: • Measure, compare, add and subtract volume/capacity (l/ml).	Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy • Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

		• Identify that different objects will be measured using different units, for example larger objects will use (m, kg or l) whilst smaller objects might use (cm/mm, g or ml). • Select the correct unit of measurement for a given context. • Know the mathematical symbols for addition (+) and subtraction (-). • Identify which operation (addition or subtraction) a problem requires.		
Science:	Year 2: • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Where appropriate, answer these questions. • Answer questions developed with the teacher through a scenario. • Be involved in planning how to use resources provided to answer questions. • Use different types of enquiries, to recognise that there are different ways in which questions can be answered. • Use experiences of the world around them to suggest appropriate answers to questions. Year 3: • Consider prior knowledge when asking questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Answer questions posed by the teacher. • Independently use a range of question stems. Where appropriate, they answer these questions.	Plants – Working Scientifically Focus Part 1: • The four key parts of a flowering plant are: flowers, leaves, stem and roots. • Each part of the plant has an important function, including reproduction, support and nutrition. • Flowers: help the plant to reproduce. • Stem: supports the plant, holding it up towards the light. • Leaves: where plants make their food. • Roots: help it stay in the ground and soak up water and nutrients from the soil. • To stay healthy, plants need nutrients and minerals. • Water is taken in by the roots and travels up to the stem. • The stem carries water and nutrients through the plant. *Vocabulary:* *function, reproduction, support, nutrition, photosynthesis, nutrient/mineral, absorb, fact, theory, evidence, hypothesis, prediction*	Ask Questions: • Consider prior knowledge when asking questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Answer questions posed by the teacher. • Independently use a range of question stems. Where appropriate, they answer these questions. • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. Conclusions: • Draw conclusions based on evidence and current subject knowledge.	Values: Respect, Empathy, Reflect, Aspire, Share • Learning about plant diversity fosters respect for nature, nurturing empathy and care for living organisms. • Understanding plant needs cultivates empathy for living things, fostering compassion and understanding. • Exploring plant processes encourages reflection on natural phenomena with the aim to enhancing observation and analysis skills. • Pupils should be encouraged to work as scientists in the development of their question, thinking carefully about how to achieve excellence. • Pupils should be encouraged to reflect on their current knowledge and use this as a basis for developing a sensible theory as to what will happen in their investigation. • Encouraging pupils to share their scientific knowledge and understanding, will help to enrich and develop quality hypothesis and predictions.

	• Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question.			
Art:	Year 1: • Create images from a variety of media e.g., magazines, fabric, crepe paper. • Arrange and glue materials to different backgrounds. • Sort and group materials by properties e.g., colour and textures. • Collect, sort, name, and match colours appropriate for an image. • Create and arrange shapes appropriately. • Select and use textured paper for an image. • Cut, fold, crumple, tear and overlap papers and other materials. Year 3: • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work.	Collage: • Mosaics were used to decorate various surfaces, adding beauty and colour. • Mosaics feature intricate patterns and designs. • Mosaics can be found in different cultures throughout history. • Gaudí's mosaics are irregular and colourful. • Collage can be used to mimic a mosaic. • Paper can be cut into small pieces and arranged to mimic the appearance of mosaic tiles. • Precise cutting is crucial for a successful mosaic. • Pieces should be glued on to the surface with small spaces in between to mimic grouting. • Mood is the emotions a piece of art can make you feel, like happiness or calm. • Different colours help to create different moods. • We can use curved shapes or patterns, to suggest action/movement. • Overlaying our mosaic onto a photographic background creates depth and interest. **Significant People** Antoni Gaudi: • Was a famous Spanish artist and architect. • Used colourful mosaics to decorate his buildings and designs. • One of his most famous works with mosaics is Park Güell in Barcelona.	Exploring & Developing Ideas: • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. Responding to Art: • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work. Collage: • Develop skills of overlapping and overlaying to place objects in front or behind in a collage. • Experiment with techniques to make mosaics. • Experiment with creating mood, feeling, movement and areas of interest using different media. • Use collage as a means of collecting ideas and information and building a visual vocabulary.	Values: Respect, Love, Empathy, Reflect, Share • Respect for Antoni Gaudi and the influence his work had in the art world. • Discuss the love for art and creativity, emphasising Gaudi's work. • Discuss how looking at Gaudi's mosaics can evoke emotions and empathy for the artist's vision. • Reflect on the skills that have been learnt so far and how they can be used to create an individual art piece. • Encourage pupils to respect the diverse ideas and designs presented by their peers during the planning phase. • Discuss the importance of sharing ideas and resources. • Encourage pupils to respect the diverse ideas and designs presented by their peers during the planning phase. • Discuss the importance of sharing ideas and resources. • Prompt pupils to reflect on the completed paper mosaics during the group sharing session. • Encourage pupils to articulate what they learned, what challenges they overcame, and what they enjoyed most about the process.

		Vocabulary: *pattern, texture, arrange, architect, mosaic, tiles, grouting, precision, overlay, overlapping.*		
Computing:	Year 2: • Recognising that buttons cause effects and that technology follows instructions. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. Incorporating loops within algorithms. • Using logical thinking to explore software, predicting, testing and explaining what it does. • Using an algorithm to write a basic computer program. • Using loop blocks when programming to repeat an instruction more than once. • Using software (and unplugged means) to create story animations.	Kapow Computing Scheme: Scratch Lessons 1 – 3: • Know that Scratch is a programming language and some of its basic functions. • Explain how to use loops to improve programming. • Know how decomposition is used in programming. • Understand that you can remix and adapt existing code. *Vocabulary:* *algorithm, animation, application, code, code block, debug, decompose, game, interface, loop, predict, program, remixing, code, repetition code, review, Scratch, sprite, tinker*	• Using decomposition to explore the code behind an animation. • Using repetition in programs. • Using logical reasoning to explain how simple algorithms work. • Explaining the purpose of an algorithm. • Forming algorithms independently. • Using logical thinking to explore more complex software; predicting, testing and explaining what it does. • Incorporating loops to make code more efficient.	Values: Share, Individuality, Respect • Encourage pupil to share their improvements and explain their thinking to peers. • Highlight that sharing ideas in programming builds a collaborative community and helps others learn. • Celebrate pupil's creativity when forming algorithms independently or creating unique animations. • Encourage pupils to personalise their projects to reflect their ideas, showing how individuality enhances programming. • Support pupils to use logical reasoning to explore, predict, and explain how code works while respecting the original creator's intent.
DT:	Year 2: • Continue to develop a sensory food vocabulary using taste, smell, texture and feel. • Begin to develop an understanding that some foods are reared or caught. • Continue to build on understanding of how food comes from the source to our plates, with a focus on meat. • Expand understanding of food groups, identifying the importance of carbohydrates, proteins and fats in a healthy and balanced diet. • Explore the eat well plate and how the different parts of a • meal fit into the section of the plate.	CONTEXT: *"Hi everyone! I'm Bradley. My auntie and cousin are coming to stay with me while they are on holiday soon. I would like to cook them a healthy meal when they arrive that uses ingredients grown, here in the UK. They are vegetarian and I only have an oven, so I am not sure what to make. Can you help me design and make something for them?"* Oven Roasted Vegetables Lessons 1 – 3: • In the UK, we grow (carrots & potatoes), rear (cows & chickens) and catch (fish) a wide variety of foods. • Eating different plant parts gives us different vitamins and minerals to keep us healthy.	Cooking & Nutrition • Begin to learn which foods are specifically grown, reared and caught in the UK. • Identify that different parts of a plant can be eaten, including the root, tuber, stem, leaf, fruit and flower. • Make healthy eating choices using the Eatwell plate when planning a dish. Evaluating • Discuss existing products: - how well products have been designed, - why materials have been chosen, - what methods of construction have been used,	Values: Respect, Individuality, Value, • Lesson 1 links to respect by emphasising the importance of valuing where food comes from and appreciating the environment and farming. • Lesson 2 links to individuality by exploring the unique roles of different parts of plants and how they contribute to a balanced diet • Lesson 3 links to value by teaching children to value their health and make thoughtful decisions about nutritious food.

	• Working safely and hygienically by washing hands before and after touching food. • Cut, peel, grate, slice and chop a range of ingredients. • Continue to develop safe cutting techniques using the bridge hold and claw grip. • Follow simple instructions/recipes. • Continue to measure and weigh food items, non-statutory measures e.g. spoons, cups. • Evaluating existing products.	• Using the Eat Well Plate helps us to plan a healthy combination of ingredients. • Roasting uses less oil compared to frying and preserves vitamins and minerals in vegetables. *Vocabulary:* *grow, rear, catch, plant, root, tuber, fruit, flower, vitamin, mineral, roast*	- how well products meet user needs and wants.	
Geography:	Year 2: • Name and locate the world's seven continents and five oceans. • To know they live in the continent of Europe. • Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. • Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop. Year 3: • Begin to use topographical maps to compare settlements and land uses in the UK. • Know and understand aspects of physical geography including: mountains, lakes and rivers. • Explain that topography refers to the shape, height and depth of a place. • Know and understand aspect of human geography including: settlements, land use and economic activity. • Identify human features of a location (e.g. rural vs urban setting). • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Ciao, Italia Lessons 1 – 3: • Rome is the capital city of Italy, located in central Italy along the River Tiber. • Italy is a peninsula in southern Europe surrounded by the Mediterranean Sea. • Rome has high mountains nearby, including the Apennines, while London is relatively flat. • Rome has a Mediterranean climate. • This means they have hot, dry summers and mild, wet winters. • London has a temperate climate with cold winters and warm summers. • Rome is known for ancient landmarks such as the Colosseum, the Roman Forum, and Vatican City. • London has landmarks like the Tower of London, Buckingham Palace, and the Houses of Parliament. • Both cities are major tourist destinations. *Vocabulary:* *capital city, river, peninsula, Mediterranean, landmark, climate, tourism, agriculture, industry, economic activity*	Locational Knowledge • Name and locate countries of Europe (Italy). Place Knowledge • Compare physical and human features in the UK with an area of a European country (Rome, Italy). Human & Physical Geography • Explain that topography refers to the shape, height and depth of a place. • Know and understand aspects of physical geography including: mountains and rivers. • Identify physical features of a location (UK vs. Italy). • Begin to recognise the difference between weather and climate. • Know and understand aspect of human geography including: settlements, land use and economic activity. • Identify human features of a location (e.g. rural vs urban setting). Mapwork • Using a range of maps, including digital maps, to locate a range of given countries. Fieldwork • Carry out research, such as a survey, to discover features of a location. Interpret a Range of Sources	Value: Respect, Reflect, Individuality • Discuss the importance of appreciating and understanding the geographical diversity of Europe and its cultural heritage. • Encourage pupils to think about how physical geography shapes the way people live in different regions. • Highlight how the unique historical and cultural features of each city contribute to their identities.

	• Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps.		• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	
History:	Year 2: • Recount main events from a significant event in history. • Recognise that some objects belong in the past. • Begin to sequence artefacts, photographs and events that are in time order. • Begin to understand where people and events fit on a timeline. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after. • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Find answers to simple questions about the past using sources. • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. • Know that some people and events are considered more 'special' or significant than others. • Know that 'historically significant' people or events changed many people's lives. Year 3: • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. • Recognise the difference between primary and secondary sources.	The Romans Lesson 1 – 3: • The Roman Empire began in 27 BCE. • It was successful because of its army, well-built roads for trade and transport, and a centralised government. • Caesar saw Britain as a land of valuable resources. • He wanted metals (tin and gold) and slaves, to strengthen Rome's economy. • Emperor Claudius sent an army of over 40,000 soldiers to invade. **Significant People:** Julius Caesar: • Was a Roman General. • Julius Caesar led two invasions of Britain in 55 and 54 BCE. • The invasions failed. Emperor Claudius: • Ordered the invasion of Britain in 43 CE. • The invasion succeeded. • Gained loyalty from tribes through treaties. *Vocabulary:* *empire, Emperor, General, revolt, conquer, invasion, source*	Chronology • Accurately sequence several events, artefacts, and/or historical figures on a timeline. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. Using Sources for Enquiry • Recognise the difference between primary and secondary sources. • Using a range of sources, to find out about a period. Historical Significance • Recognise significant people from historical sources/accounts. Cause and Consequence • Identify short- and long-term causes of major events in history. • Explain the impact of an event (including people's actions) on society within a time period. • Describe more than one consequence linked to a single cause.	Values: Aspire, Respect, Democracy • The Roman Empire achieved great things through ambition, hard work, and organisation. This lesson encourages pupils to aspire to understand how societies can succeed through vision and determination, just as the Romans did. • Caesar's interactions with the Britons, including his respect for their customs and cultures (though often seen through a Roman lens), can prompt a discussion about respecting different cultures and perspectives. • Claudius' rise to power, his handling of Roman governance, and his strategy for conquest can lead to discussions on leadership, power, and how democratic processes (or lack thereof) influence decisions.

	• Explain the impact of an event (including people's actions) on society within a time period.			
Music:	Year 3: • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances.	Kapow Music Scheme: Instrumental Lessons: Unit 1 – South Africa • To know the key features of South African Gumboot music. • To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. • To know the correct technique for playing tuned percussion instruments. *Vocabulary:* *time signature, bar line, dynamics, gumboot, harmony, improvise, metallophone, ostinato, rest, staff notation, "playing by ear"*	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, have different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary when discussing improvements to their own and others' work. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Lead, make decisions, and contribute to the musical process. • Engage in reflective practices after performances, analysing what went well and areas for improvement. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Set musical goals, whether related to technique, theory, or performance. • Aim for higher levels of musical proficiency and expression. • Develop a love for music through exposure to various genres and styles. • Nurture emotional connections to music and express and interpret emotions through performance. • Develop empathy by understanding the emotions conveyed in different pieces. • Listen to and understand each other in teamwork.

PE:	Year 2: • Show balance, control and coordination when travelling and when remaining still. • Choose and link actions. • Remember and repeat accurately and consistently. • Find and use space safely, with an awareness of others. • Use the four basic shapes in sports specific gymnastic moves. • Perform basic actions. • Use different parts of the body singly and in combination. • Show some sense of dynamic, expressive and rhythmic qualities in their own dance. • Choose appropriate movements for different dance ideas. • Remember and repeat short dance phrases and simple dances • Move with control. • Vary the way they use space.	• Describe how balance and coordination is involved in linking movement phrases. • Explain the importance of a clear start and finish. • Identify the importance of variety in movement. • Explain the meaning of a dance phrase. • Explain the meaning and importance of control. • Describe expressive and dynamic qualities of movement. • Identify contrasting actions. • Understand the importance of activity to their health and wellbeing. • Explain how their movements relate to a given stimulus. • Suggest improvements to dance sequences through self and peer assessment. *Key Vocabulary:* *formation, rhythm, movement, stretch, rebound, dynamic, expression, tempo, speed, control, pace, synchronise and unison.*	• Show balance, control and coordination when travelling and when remaining still. • Find and use space safely, with an awareness of others. • Use the four basic shapes in sports specific gymnastic moves. • Use different parts of the body singly and in combination. • Translate ideas from a stimulus into movement. • Choose and plan sequences of contrasting actions. • Create gymnastics and dance phrases that communicate ideas. • Share and create dance phrases collaboratively. • Repeat, remember and perform these phrases in a dance. • Use dynamic, rhythmic and expressive qualities clearly and with control. • Vary the way they use space. • Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences. • With help, recognize how performances could be improved.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy • Carry out activities to improve their work and understand why they are useful. • Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 3: • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences.	What is right and what is wrong? • People might behave for different reasons. • Examples might be: fear of consequences or wanting to follow rules. • Families, schools, and communities help teach people how to behave through shared values. • Many religious traditions have holy books that give guidance on right and wrong. • What we think is right and wrong might change depending on the time, place, or situation.	Learning About Religion & Belief: • Talk about some of the things that are the same for religious people. • Describe some religious sources and explain that these teachings affect religious groups. • Describe a few things that a believer might learn from a religious story. Learning From Religion & Belief: • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people.	Value: Respect, Reflect, Empathy, Individuality, Love, Aspire • Discuss how respecting others' feelings and needs helps guide behaviour and promotes harmony in communities. • Encourage pupils to reflect on personal and societal influences on their understanding of right and wrong. • Explore how listening to one's conscience often involves considering the feelings and needs of others. • Highlight Joseph's unique qualities and how they influenced his journey.

	• Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Ask questions about the meaning of life and about identity. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	• Many religious believers think that their conscience is a gift from God. • Doing the right thing can sometimes be hard. • Especially when it means standing up to others or making sacrifices. **Significant People:** Joseph, Son of Jacob: • Was given a special coat by his father, Jacob. • His brothers were jealous and angry, leading them to sell him into slavery. • Had dreams that he believed were messages from God. • Forgave his brothers because he believed their actions were part of God's plan. *Vocabulary:* *right, wrong, rules, punishment, revenge, conscience, forgiveness, behaviour, prison, famine*	• Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	• Discuss how Joseph's wisdom and perseverance helped him rise to a position of influence. • Emphasise how forgiveness is a profound act of love and reconciliation.
RHW:	Year 1: • About what keeping healthy means; different ways to keep healthy. • About foods that support good health and the risks of eating too much sugar. • About how physical activity helps us to stay healthy; and ways to be physically active every day. • About why sleep is important and different ways to rest and relax. • Simple hygiene routines that can stop germs from spreading. • About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • About different ways to learn and play; recognising the importance of knowing when to take a break from time online or tv.	My Happy Mind: Appreciate Lessons 1 – 4 To Learn: • That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. • That the more they show gratitude, the easier it is - they can use Neuroplasticity. • How to develop an Attitude of Gratitude. • What happens when we give gratitude and how the giver and receiver feel. • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. • How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine.	My Happy Mind: Appreciate • Noticing and appreciating the small things around them. • Practising gratitude regularly to strengthen positive thinking. • Understanding and managing emotions using calming techniques like Happy Breathing. • Recognising how their brain works and how gratitude affects their feelings. • Using gratitude to build stronger relationships with others. • Developing a positive self-image by appreciating their own strengths. • Using their character strengths to support and appreciate others. • Reflecting on how gratitude affects themselves and those around them.	My Happy Mind: Appreciate Values: Reflect, Value, Empathy, Aspire • Pupils will reflect on the people, experiences, and things they are grateful for. • Pupils will value themselves and others by noticing and appreciating character strengths. • Pupils will show empathy by thinking about how their words and actions make others feel. • Pupils will aspire to develop an Attitude of Gratitude by practising it regularly and strengthening their brains. My Happy Body: Healthy Lifestyles Values: Value, Reflect

	• About the people who help us to stay physically healthy. • About things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep). Year 2: • That being thankful or having gratitude are other words for appreciating. • What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: themselves, others, and experiences. • That when we show gratitude to someone, it makes them feel good. • When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. • That Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others. • How being grateful for ourselves can be hard and Happy Breathing can help us.	• How when they appreciate themselves and feel good about their strengths, they will use them even more. • They can use Character Strengths to appreciate others too. *Vocabulary:* *appreciate, grateful, thankful, wheel of gratitude, ourselves, others, experiences, team H-A-P, happy breathing, dopamine, attitude of gratitude, neuroplasticity* My Happy Body: Healthy Lifestyles Lessons 1 – 2 To Learn: • How to make informed decisions about health. • About the elements of a balanced, healthy lifestyle. • About choices that support a healthy lifestyle, and recognise what might influence these. • How to recognise that habits can have both positive and negative effects on a healthy lifestyle. • About what good physical health means; how to recognise early signs of physical illness. • About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • How regular (daily/weekly) exercise benefits mental and physical health (e.g. Walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. • About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the	• Building emotional resilience through positive habits and self-awareness. • Working cooperatively as part of a team, using shared appreciation and understanding. My Happy Body: Healthy Lifestyles • Make informed choices about their physical and mental health. • Plan healthy meals based on nutritional knowledge. • Evaluate personal habits and recognise their positive or negative impact on health. • Recognise early signs of physical illness and know when to seek help. • Establish healthy routines for sleep, diet, exercise, and mental wellbeing. • Choose activities that support positive mental health and emotional wellbeing. • Know how and when to seek support for health-related concerns.	• Pupils will value their physical and mental health and learn how to make choices that support long-term wellbeing. • Pupils will reflect on their own habits and routines and how these contribute to or detract from a healthy lifestyle.

		effects of lack of sleep on the body, feelings, behaviour and ability to learn. • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. • About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. *Vocabulary:* *balanced, healthy, unhealthy, lifestyle, diet, habits, choices, influence*		
Spanish:	Year 3: • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. • Asking and/or answering simple questions. • Practising speaking with a partner. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Experimenting with simple writing, copying with accuracy. • To know the key phonemes that are represented by the following letters: a, o, i. • To know some common verbs in the present tense. • To know that, in Spanish, an inverted question mark is added to the beginning or a question.	Kapow Spanish Scheme: Shapes and Colours in Spanish: Phonics • To know the key phonemes that are represented by letters: e and j. Grammar To know: • That most adjectives are positioned after the noun in Spanish e.g. un gato negro – a black cat. • That the word order is sometimes different in Spanish compared to English. • That we can use conjunctions such as y (and) and pero (but) to join clauses. Cultural Awareness • To know about the architecture of Barcelona and Granada. • To know the names of some of the cities in Spain. *Vocabulary:*	Language Comprehension • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Language Production • Practising speaking with a partner. • Using short phrases to give information. • Recognising that sounds and spelling patterns can be different from English. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Experimenting with simple writing, copying with accuracy.	Values: Respect, Individuality, Value, Reflect, Share, Aspire, Love, Empathy • To feel confident speaking Spanish and therefore other languages in the future. • Appreciate and respect the similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible. • Acknowledge that we are individuals, with varying identities which can be expressed in a range of languages. • Develop a love and interest of languages.

	• To know that, in Spanish, an inverted exclamation mark is added to the beginning or a question. • To know that in Spanish there are formal and informal greetings. • To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ. • To know that some letters carry accents. • To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the 'n' from a hard sound to a softer 'ny' sound (as in canyon). • To know some common verbs in the present tense. • To know that the word order is sometimes different in Spanish compared to English.	*¿Qué color es?, amarillo, azul, blanco, negro, rojo, verde, naranja, violeta, y.*	• Recognising and using adjectives of colour and size. Cultural Awareness • Showing awareness of the capital and identifying some key cultural landmarks.	

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage