



	Autumn Term
Religious Education	<p><u>The Christian Family</u></p> <ul style="list-style-type: none"> • Can I ask and answer questions about family life? • Can I recognise that we all belong in a family? • Can I answer the question ‘Why should we say thank you for our families?’ in the form of a prayer? • Can I demonstrate my understanding of Christian life in my area? Can I ask and respond to questions about Christian life? • Can I retell the story of Jesus’ baptism through descriptive role play? • Can I make links between our families as our gifts from God and what they provide to us? • Can I ask and answer questions about being a Godparent? • Can I describe some ways in which baptismal promises are lived on by our Godparents? <p><u>Mary, Mother of God</u></p> <ul style="list-style-type: none"> • Can I retell the story of the Annunciation that is accurate in its sequence and that corresponds to the scripture source used? • Can I express a preference about which visual source best represents the Annunciation? • Can I retell the Visitation story through role play, accurately identifying links to scripture? • Can I describe, with increasing detail, symbols of Advent and recognise their importance? • Can I retell the story of the Shepherds Visit including key information and sequencing in chronological order?
Collective Worship	Ten:Ten
English -Reading	<p>Guided Reading text – The Iron Man by Ted Hughes Class Reading book – Stone Age Boy by Satoshi Kitamura Focus: Can I develop positive attitudes to reading, and an understanding of what I read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, • reading books that are structured in different ways and reading for a range of purposes, • using dictionaries to check the meaning of words that I have read, • Identifying themes and conventions in a wide range of books.

	<p>Can I understand what I read, in books that I can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context, • asking questions to improve my understanding of a text, • Retrieve and record information from non-fiction texts.
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Character Descriptions, • Setting Descriptions, • Diary entries, • Letter writing, • Story writing, • Poetry
English-EPGS	<p>Autumn Focus:</p> <ul style="list-style-type: none"> • Adjectives • Noun Phrases • Commas • Prepositions • Fronted Adverbials • Coordinating and Subordinating Conjunctions
Maths	<p><u>Please see hyperlinks</u></p> <p>Number: Place Value - https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-1-Number-Place-Value.pdf</p> <p>Number: Addition and Subtraction - https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</p> <p>Number: Multiplication and Division - https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-3-Autumn-Block-3-Number-Multiplication-and-Division.pdf</p>
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> • Can I explain how living things obtain food? • Can I state why animals, including humans, need the right type of nutrients? • Can I identify that humans and some other animals have skeletons by investigating skeleton types? • Can I sort animals based on their skeletons? • Can I identify that humans and some other animals have skeletons by identifying parts of the skeleton? Can I identify and name bones? • Can I identify and explain the three main functions of a skeleton? • Can I explain why we need muscles to move?

	<ul style="list-style-type: none"> • Can I set up a simple practical enquiry in the context of investigating pairs of muscles? Can I record my findings? <p>Forces and Magnets</p> <ul style="list-style-type: none"> • Can I notice that some forces need contact between two objects? • Can I compare how things move on different surfaces? • Can I notice that magnetic forces can act a distance to attract some materials and not others? • Can I sort magnetic and non-magnetic materials? • Can I observe how magnets attract or repel each other and attract some materials? • Can I investigate the strength of magnets? • Can I observe how magnets attract some materials?
Art	<p>Stone Age Art</p> <ul style="list-style-type: none"> • Can I research and learn about the significance of Stone Age cave art? • Can I research and compare the media and materials used in comparison to what we use today? • Can I study a piece of Stone Age Cave art to uncover its meaning? • Can I create my own Stone Age Cave art using authentic Media? • Can I create my own Stone Age Cave art using modern Media? • Can I compare and evaluate which media worked in the best way?
Computing	<p>Coding</p> <ul style="list-style-type: none"> • Can I review coding vocabulary from KS1? • Can I design and write a programme that simulates a physical system? • Can I introduce selection in programming and combine a timer? • Can I understand what a variable is in programming and use this to create a timer? • Can I create a program with an object that repeats actions indefinitely and use a timer to repeat actions? • Can I understand what debugging means and why it must be done? • Can I debug simple programmes? <p>Online Safety</p> <ul style="list-style-type: none"> • Can I know what makes a safe password, how to keep a password safe and the consequences of giving your passwords away? • Can I understand how the internet can be used to help us to communicate effectively? • Can I understand how a blog can be used to help us communicate with a wider audience? • Can I consider if what I read on websites is always true and think about why 'spoof' sites might exist and how to check if they are accurate?

	<ul style="list-style-type: none"> • Can I learn about the meaning of age restriction symbols on digital media and devices and discuss why PEGI restrictions exist? • Can I understand where to turn for help if I see inappropriate content or have inappropriate contact from others?
Design and Technology	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> • Can I use research to develop a design for a model stone circle? Can I discuss and sketch my design? • Can I choose appropriate materials according to their functions to make my stone circle? • Can I evaluate my product and consider the views of others to improve my work? • Can I understand how key events and individuals in design and technology have helped shape the world?
Geography	N/A
History	<p><u>Changes in Britain from The Stone Age to The Iron Age</u></p> <ul style="list-style-type: none"> • Can I create a timeline of historical events including The Stone Age, The Bronze Age and The Iron Age? • Can I plot Stone Age sites in Britain on a UK map and understand their significance? (Ongoing – revisit for Bronze Age and Iron Age.) • Can I elaborate on my understanding of The Stone Age by describing the Palaeolithic era through word etymology? • Can I show an understanding of what ‘Doggerland’ was and why it was significant to this period of time? • Can I recognise the similarities and differences between each era of The Stone Age? • Can I refer to my knowledge of the Mesolithic cave paintings to create my own? Can I explain what the significance of each drawing would have been for this era? • Can I summarise the use of technology in the Neolithic era using key vocabulary and facts? • Can I ask perceptive questions about Neolithic life, as well as using prior knowledge to answer these? • Can I begin to acquire knowledge on the Bronze Age and compare this to the Stone Age, identifying similarities and differences? • Can I describe the importance of Stone Circles? Can I recognise the changes and continuity of them from the past to present day? • Can I acquire my own information of the Beaker people using computing resources and explain their importance to a friend? • Can I summarise the tools, beliefs and key aspects of the Bronze Age using evidence to support? • Can I identify key information about the Iron Age?

	<ul style="list-style-type: none"> • Can I use my knowledge of The Stone Age, The Iron Age and The Bronze Age to compare the way they lived?
<p>Languages (Spanish)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Can I say hello, goodbye and tell someone my name in Spanish? • Can I introduce myself in basic terms? • Can I ask someone their name and age? Can I say my age? • Can I say who someone is? • Can I recognise a question? <p>Autumn 2</p> <ul style="list-style-type: none"> • Can I issue basic commands? • Can I ask someone how they are and say how I am (feelings)? • Can I use low numbers? • Can I say where things are? • Can I name colours, ask the colour of something and say what colour something is? • Can I ask what something is and say what something is? • Can I count to ten and count objects?
<p>Music</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Can I use the correct posture, breathing and diction when singing? • Through singing, can I develop: - an accuracy of pitch - an awareness of shape of melody and phrasing - character and style - a knowledge of structure – verse and chorus, call and response • Can I sing a variety of styles of songs? • Can I sing in two parts – as a round or in a harmony? <p><u>Playing an instrument:</u></p> <ul style="list-style-type: none"> • Can I learn how to look after an instrument and maintain it to a good standard? • Can I learn good posture and basic playing technique? • Can I play a steady beat in a group or independently? • Can I play melodies using a small range of notes? • Can I copy a short melodic phrase by ear?

	<ul style="list-style-type: none"> • Can I maintain a rhythmic or melodic ostinato? • Can I follow symbols or notation for rhythm and pitch? • Can I learn to control the instrument to produce contrasting dynamics? • Create and develop musical ideas? • Can I explore different sounds the instrument can make? • Can I compose actions and/or words to songs? • Can I explore how different musical elements can tell a story, paint a picture or create a mood? • Can I play instruments and sing using ‘call and response’ and ‘question and answer’? • Can I develop improvising skills using rhythms and/or pitch? • Can I create and play an ostinato or simple rhythmic accompaniment and play with a melody? • Can I recognise patterns and repetition in pieces or songs?
P.E.	<p><u>Circuit Training:</u></p> <ul style="list-style-type: none"> • Can I travel in a variety of different ways? • Can I change the direction, level or speed of travel? • Can I use a range of ball control skills? • Can I control movement using balance and coordination? • Can I use a range of movement skills in a circuit of activities? • Can I compare performances with previous ones and demonstrate personal improvement?
Personal, Social and Health Education	<p>1 Decision</p> <ul style="list-style-type: none"> • Keeping/Staying Safe • Keeping/Staying Healthy • Growing and Changing

	Spring Term
Religious Education	<p><u>Called to Change</u></p> <ul style="list-style-type: none"> • Can I reflect on things in my life that bring me happiness and reflect on their positive impact? • Can I know how Jesus called people to change and turn away from sin? • Can I demonstrate my understanding of ‘reconciliation’?

- Can I know about the Sacrament of reconciliation as a celebration of God’s love and forgiveness?
- Can I demonstrate an understanding of what happens during the Sacrament of Reconciliation?
- Can I retell the **story of Zacchaeus**?
- Can I demonstrate my understanding of the parable of the Lost sheep?

Celebrating the Mass

The Last Supper

- Can I retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used? (Luke 22)
- Can I make links between beliefs and sources, giving reasons for beliefs?

Beginning of Mass

- Can I make links between beliefs and worship, giving reasons for actions and symbols?
- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

Readings at Mass

- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

The Offertory & Consecration

- Can I make links between beliefs and worship, giving reasons for actions and symbols?
- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

Holy Communion

- Can I make links between beliefs and worship, giving reasons for actions and symbols?
- Can I describe with increasing detail and accuracy the steps involved in religious worship including the celebration of the Eucharist?

Collective Worship

ten:ten resources
Lower KS2 child led collective worship.
Teacher led collective worship.

English -Reading

Guided Reading text – Charlie and the Chocolate Factory by Roald Dahl
Class Reading book – The Christmasaurus by Tom Fletcher

Focus:

Can I develop positive attitudes to reading, and an understanding of what I read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,
- reading books that are structured in different ways and reading for a range of purposes,
- using dictionaries to check the meaning of words that I have read,
- Identifying themes and conventions in a wide range of books.

	<p>Can I understand what I read, in books that I can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context, • asking questions to improve my understanding of a text, • Retrieve and record information from non-fiction texts.
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Character Descriptions, • Setting Descriptions, • Diary entries, • Letter writing, • Story writing, • Poetry, • Non-Chronological Reports, • Newspaper articles.
English-EPGS	<p>Spring Focus:</p> <ul style="list-style-type: none"> • Adjectives • Noun Phrases • Commas • Prepositions • Fronted Adverbials • Coordinating and Subordinating Conjunctions • Prefix and Suffix rules
Maths	<p><u>Please see hyperlinks</u> Number: Multiplication and Division – https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-1-Multiplcation-and-Division.pdf Measurement: Money – https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-2-Money.pdf Statistics – https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-3-Statistics.pdf Measurement: Length and Perimeter - https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-4-Length-and-Perimeter.pdf Number – Fractions - https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-3-Spring-block-5-Fractions.pdf</p>
Science	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Can I identify the functions of different parts of flowering plants and describe their functions? • Can I explore what plants need for life and growth by investigating what plants need to grow well?

	<ul style="list-style-type: none"> • Can I set up an investigation and record findings using simple scientific language, drawings and diagrams by observing and recording plant growth? • Can I investigate the way in which water is transported within plants? • Can I explore the part that flowers play in the life cycle of flowering plants, including and understanding pollination, seed formation and seed dispersal? • Can I explore the part that flowers play in the life cycle of flowering plants, ordering the stages of this? <p><u>Light</u></p> <ul style="list-style-type: none"> • Can I recognise that we need sources of light in order to see? • Can I recognise and investigate which surfaces reflect light? • Can I focus on how shadows are created by natural light and plan an investigation to show how they may change throughout the day? • Can I recognise that light from the sun can be dangerous and that there are ways to protect ourselves from it?
Art	<p><u>European Landscapes and Architecture</u></p> <ul style="list-style-type: none"> • Can I recap on my KS1 skills to successfully transition shades between light and dark, creating a variation in colour? Can I apply this to landscape drawings? • Can I use my knowledge of drawing techniques such as blending and shadow, to create an image of a landscape? • Can I use a range of Medias such as chalk, wax crayons and pencil to create architectural designs? • Can I research European architecture, showing an understanding as to why and how it was created and the impact that it has made on the world today?
Computing	<p><u>Typing</u></p> <ul style="list-style-type: none"> • To introduce typing terminology. • Understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practice and improve typing for home, bottom, and top rows. • To practice the keys typed with the left hand. • To practice the keys typed with the right hand. <p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • To create pie charts and bar charts • To use the 'more than', 'less than' and 'equals' tools • To introduce the Advanced mode of 2Calculate and use coordinates.
Design and Technology	<p><u>Making a Volcano</u></p> <ul style="list-style-type: none"> • Can I know how air pressure can be used to produce and control movement?

	<ul style="list-style-type: none"> • Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, and prototype? • Can I think about design and mechanism and change according to progress? • Can I select from and use a wider range of tools and equipment to perform practical tasks? • Can I understand how to incorporate a pneumatic system? • Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work?
Geography	<p><u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> • Can I correctly plot our focus Volcanoes onto a map of the world? • Can I investigate the meanings and definitions of key words in relation to volcanoes? • Can I create a timeline of geographical events showing the chronological order of when our focus volcanoes last erupted? • Can I describe and understand key aspects of physical geography in the context of what is under the Earth's surface? • Can I describe and understand key aspects of physical geography in the context of volcanoes? • Can I describe and understand key aspects of physical geography in the context of earthquakes? • Can I show an understanding of the key aspects of earthquakes, focusing on their tectonic plates and epicentre? • Can I create a board game to play showing my knowledge of earthquakes and volcanoes? <p><u>Europe and Russia</u></p> <ul style="list-style-type: none"> • Can I locate Europe and Russia on a world map, accurately? • Can I describe and understand key aspects of human geography the context of landmarks?. • Can I create a timeline of when these were built? • Can I use this prior knowledge to compare the human geography of these countries? • Can I focus on the distribution of natural resources such as food throughout the context of Europe and Russia?
History	<u>N.A this term.</u>
Languages (Spanish)	<ul style="list-style-type: none"> • <u>Alphabet</u> • <u>School day</u> • <u>Day out</u> • <u>Weather</u>
Music	<p><u>Styles of Music</u></p> <ul style="list-style-type: none"> • Development of instrumental and technical ability through learning pieces of greater difficulty. Greater

	<p>requirement of finger independence. Learn a piece in the style covered.</p> <ul style="list-style-type: none"> • Vocal development: Sing a Major and Minor arpeggio ascending and descending, with focus on tone and ear training. Learn to sing a song of the style covered. • Continuation of studying rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest. <p><u>History of Music</u></p> <ul style="list-style-type: none"> • Continued development of instrumental ability through learning new pieces and pieces covered in Term 2 Part 1. • History of music (focus on style covered in Term 2 Part 1) with brief overview of music history timeline. Covering related pioneering artists, life and times of particular era, effects and influences on current music/artists. • Vocal development: Sing a Major and Minor arpeggio ascending and descending in different keys, with focus on tone and ear training. Continue to develop song from term 2 part 1 and learn to sing modern day pop song. • Learn to play chords related to a piece already being covered. Variation on chord shapes used to accommodate the different abilities within the class. • Continuation of studying rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest.
P.E.	<p>3 point movements Hockey Fitness</p>
Personal, Social and Health Education	<p>One decision</p>

	<p>Summer Term</p>
Religious Education	<p><u>Celebrating Easter and Pentecost</u></p> <ul style="list-style-type: none"> • Can I explore how the church elaborates the Resurrection of Jesus? • Can I think about how we can celebrate Jesus' Resurrection? • Can I know that Jesus appeared to some of his disciples on the road to Emmaus. Can I think about what we can learn from this experience? • Can I know what Jesus said to Thomas when he did not believe Jesus had risen from the dead? Can I reflect on the meaning of these words for us? • Can I know that Jesus returned to Heaven and reflect on what this means for us?

	<ul style="list-style-type: none"> • Can I understand what happened at Pentecost and reflect on how it changed the apostles? • Can I know about the fruits of the Holy Spirit and reflect on times when we need the help of the Holy Spirit? <p><u>Being a Christian</u></p> <ul style="list-style-type: none"> • Can I begin to understand what being a Christian involves and reflect on what it means for us? • Can I know what Jesus teaches about helping others and reflect on how we can help others? • Can I know about how St. Paul had to learn to be a Christian and think about what we can learn from his experience? • Can I know that the sacraments are a meeting with Jesus and be aware that in the Sacraments we receive Jesus' great love? • Can I know about people who use their gifts to help others and think about what we can learn from them?
Collective Worship	<p>ten:ten and Picture News resources KS2 collective worship. Child led collective worship. Teacher led collective worship.</p>
English -Reading	<p>Guided Reading text – The Creakers By Tom Fletcher Class Reading book – Secrets of a sun king by Emma Carroll</p> <p>Focus: Can I develop positive attitudes to reading, and an understanding of what I read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, • reading books that are structured in different ways and reading for a range of purposes, • using dictionaries to check the meaning of words that I have read, • Identifying themes and conventions in a wide range of books. <p>Can I understand what I read, in books that I can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context, • asking questions to improve my understanding of a text, • Retrieve and record information from non-fiction texts.
English-Writing	<p>Genre Focus:</p> <ul style="list-style-type: none"> • Character Descriptions, • Setting Descriptions, • Diary entries, • Letter writing, • Story writing,

	<ul style="list-style-type: none"> • Poetry, • Non-Chronological Reports, • Newspaper articles, • Script writing and play studies/
English-EPGS	<p>Summer Focus:</p> <ul style="list-style-type: none"> • Adjectives • Noun Phrases • Commas • Exclamations • Direct Speech • Prepositions • Fronted Adverbials • Coordinating and Subordinating Conjunctions • Prefix and Suffix rules • Synonyms • Similes and hyperbole
Maths	<p><u>Please see hyperlinks</u> Number: Fractions – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer Term SOL/Year-3-2018-19-Summer-Block-1-Fractions.pdf Measurement: Time – https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer Term SOL/Year-3-2018-19-Summer-Block-2-Time.pdf Geometry: Properties of Shape - https://resources.whiterosemaths.com/resources/year-3/summer-block-3-properties-of-shape/ Measurement: Mass and Capacity - https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/06/Year-3-2018-19-Summer-Block-4-Mass-Capacity.pdf</p>
Science	<p><u>Rocks and Soils</u></p> <ul style="list-style-type: none"> • Can I compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks? • Can I make systematic and careful observations by examining different types of rocks? • Can I group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks? • Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to? • Can I identify changes related to simple scientific ideas in the context of theories about fossils? • Can I explain Mary Anning’s contribution to palaeontology? • Can I recognise that soils are made from rocks and organic matter by explaining how soil is formed?

	<ul style="list-style-type: none"> • Can I make systematic and careful observations in the context of investigating the permeability of different soils?
Art	<p>N/A</p> <p>However, there will be history links made through they study of Egyptian Hieroglyphics.</p>
Computing	<p><u>Emails</u></p> <ul style="list-style-type: none"> • Can I think about different methods of communication? • Can I open and respond to an email? Can I write an email to someone using an address book? • Can I learn how to use email safely? • Can I add an attachment to an email? • Can I explore a simulated email scenario? <p><u>Branching Databases</u></p> <ul style="list-style-type: none"> • Can I sort objects using just 'yes' or 'no' questions? • Can I complete a branching database using 2question? • Can I create a branching database of the pupils' choice? <p><u>Simulations</u></p> <ul style="list-style-type: none"> • Can I consider what simulations are? • Can I explore a simulation? • Can I analyse and evaluate a simulation? <p><u>Graphing</u></p> <ul style="list-style-type: none"> • Can I enter data into a graph and answer questions? • Can I solve an investigation and present the results in graphic form?
Design and Technology	<p><u>Creating and Egyptian Shaduf</u></p> <ul style="list-style-type: none"> • Can I research and show an understanding of what and Egyptian Shaduf is to inform my planning? • Can I know how different resources can be used to produce and control movement? • Can I generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, and prototype? • Can I think about design and mechanism and change according to progress? • Can I select from and use a wider range of tools and equipment to perform practical tasks? • Can I evaluate my ideas and products against my own design criteria and consider the views of others to improve my work?
Geography	<p><u>The River Nile</u></p> <ul style="list-style-type: none"> • Can I correctly plot the location of the River Nile onto a map of the world? • Can I investigate the meanings and definitions of key words in relation to this? • Can I create a timeline showing the chronological order of key events in relation to the River Nile? • Can I describe and understand key aspects of physical geography in the context of the River Nile?

	<ul style="list-style-type: none"> • Can I describe the impact that the River Nile has on the lives of those nearby and link this to our understanding of 'Ancient Egypt'. • Can I describe and understand key aspects of human geography in the context of the River Nile?
History	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> • Can I create a timeline of historical events including key events from Ancient Egypt? • Can I plot Egypt onto a world map, along with key landmarks onto an Egyptian map? • Can I elaborate on my understanding of Ancient Egypt by describing it through word etymology? • Can I show an understanding of key symbols/ religious ceremonies and beliefs and why they were significant to this period of time? • Can I refer to my knowledge of the hieroglyphics to create my own? Can I explain what the significance of each drawing would have been for this era? • Can I summarise the use of technology using key vocabulary and facts? • Can I ask perceptive questions about Egyptian life, as well as using prior knowledge to answer these? • Can I describe the importance of mummification to those in Ancient Egypt? Can I recognise the changes and continuity of this from the past to present day? • Can I acquire my own information of Tutankhamun using computing resources and explain his importance to a friend? • Can I summarise the significance of Tutankhamun using evidence to support? # • Can I recognise the similarities and differences between Ancient and Modern Day Egypt?
Languages (Spanish)	<ul style="list-style-type: none"> • Matching Pairs • Game Show • Passports • Shopping
Music	<p><u>Song Writing</u></p> <ul style="list-style-type: none"> • Development of instrumental and technical ability through learning pieces of greater difficulty and expanding on skills honed in terms 1 and 2. Greater development of finger independence and coordination. • Using a range of songs from contrasting styles, time periods and lyrical content students will use the examples to help write their own lyrics to use for their own song. Use of a basic song structure (verse and chorus) and collaborative effort. Pieces will be performed to the class. • Vocal Development: Sing major, minor arpeggio ascending and descending. Sing major scale ascending and descending. Learn to sing modern day pop songs from male and female artists. • Continue to learn chords and introduce a range of strumming patterns using rhythms learned over terms 1 and 2 (minim, crotchet and quaver)

	<ul style="list-style-type: none"> • Continuation of studying rhythm notation - Crotchet and Crotchet rest, Quaver and Quaver Rest tied in with chord strumming.(see above) <p><u>End of Year Performance</u></p> <ul style="list-style-type: none"> • Continue to develop instrumental ability through practicing pieces that will be performed at the end of year performance. Apply rehearsal skills learned in term 1/2. • Looking at other sources where music is used such as advertising, film/t.v, radio and video games. Listening to different examples of atmosphere/mood music students will be required to create an idea for a video game with appropriate music that would suite the mood/atmosphere of what would be happening during gameplay. Correct terminology must be used. • Vocal development: continue with arpeggio and scale practice but with focus on rehearsing songs for end of year performance. • Continue to develop strumming ability and chord changes for use in end of term concert.
P.E.	UDance Training
Personal, Social and Health Education	<p><u>One Decision</u></p> <ul style="list-style-type: none"> • Feelings and Emotions • Computer Safety • Money Matters • Hazard Watch • Fire Safety