**Autumn Term 1 – Two weeks**

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| **Science** | **History** | **Geography** | | | **Art** | | **DT** | **Music** | **Computing** | | **Writing outcomes** | **Links to Maths** |
| Light and Shadow |  |  | | |  | |  |  |  | | Lost happy endings text | counting in 8s and 50s,  Place value |
| **MFL** | | | | **PE** | | **PSHE** | | | | **RE** | | |
|  | | | |  | | **Family Links** | | | |  | | |
| **Outcome** | | |  | | | | | | | | | |
| **Notes** | | | Spag sessions to just be spag based. Reading individual to find level and work on fluency.  prepositions  present perfect tense  conjunctions and adverbs to express time and cause  paragraphing  Handwriting. | | | | | | | | | |

**Autumn Term 1 – Two weeks Droitwich**

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| **Science** | **History** | **Geography** | | | **Art** | | **DT** | **Music** | **Computing** | | **Writing outcomes** | **Links to Maths** |
| Salt investigation | Local History Study.  Celts. | Settlements  Location Knowledge | | | Drawing and Painting | |  |  | E –safety unit  Private and personal information  The Key to Key Words. | | Guide to Droitwich  War Cry. | Roman Numerals  Place value ( 2 week test)  Then Year 3 fractions. |
| **MFL (PPA)** | | | | **PE** | | **PSHE** | | | | **RE (PPA)** | | |
| Vegetable and Fruit names  Colours and numbers to 20. | | | |  | | Managing Feelings and Behaviour | | | | What can we learn from religions about deciding what is right and wrong? | | |
| **Outcome** | | | Children to create a displayed, mounted guide to Droitwich which includes a map to locate the areas of interest that have been written about, a piece of writing about some of the landmarks of Droitwich Town and some sketched and painted art work of the identified landmarks. | | | | | | | | | |

**Autumn Term 2 – All Roads Lead To Rome**

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| **Science** | **History** | **Geography** | | **Art** | **DT** | | **Music** | | **Computing** | | **Writing outcomes** | **Links to Maths** |
| Sound | Roman Empire and its effect on Britain. | Trade links.  Locate main counties. | |  | Pneumatic systems, leavers and linkages | |  | | Networks and Net searching. | | Explanation text  Narrative | Roman numerals |
| **MFL** | | | | | | **PE** | | **PSHE** | | **RE** | | |
| J’ai/tu as.. (revision of family members).  He/she is (revision of I am called – elle s’appelle/il s’appelle) – introduce yourself and your family | | | | | | Swimming | | Democracy and Rule of Law | | What festivals are important to religious communities?  (Christmas) | | |
| **Outcome** | | | Roman Market. Children to invite parents in to share the learning and Roman lifestyles that they have learned about. DT inventions for sale, slave auction, explanation texts for sale, Roman numeral posters for sale. | | | | | | | | | |

**Spring Term 1 – Secrets of the Forest**

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| **Science** | **History** | **Geography** | | **Art** | | **DT** | **Music** | | **Computing** | | **Writing outcomes** | **Links to Maths** |
| States of Matter |  | Similarities and differences UK and another region. | | Textiles – leaf art | |  |  | | E Safety- Rings of responsibility  The power of words. | | Setting description  Narrative | Reading scales  Negative numbers |
| **MFL** | | | | | **PE** | | | **PSHE** | | **RE** | | |
| Telling the time (il est x heures) – revision numbers to 12.  Body parts – introduce masculine and feminine  Body parts – singular and plural (revising numbers). | | | | |  | | | Keeping Safe | | Why is Jesus inspiring to some people? | | |
| **Outcome** | | | Collaborative art piece. Tree based with individually designed leaves on the trunk. To be displayed in the stairs of the KS2 area. | | | | | | | | | |

**Spring Term 2 – Welcome to the Jungle**

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| **Science** | **History** | **Geography** | | | **Art** | | **DT** | **Music** | **Computing** | | **Writing outcomes** | **Links to Maths** |
| Living things and the Environment  Plants (Y3) |  | Climate zones, biomes and vegetation belts.  Locate areas of similar regions, vegetation belts, desert, rainforest or temperate forest.  Identify longest rivers, largest desert, highest mountains. Compare with UK. | | | 3D Clay- Lizard Eye | |  | DSHS – Peripatetic teacher. Strings. | Computer Science – logical reasoning. | | Found Poems  Balanced Argument | Statistics |
| **MFL** | | | | **PE** | | **PSHE** | | | | **RE** | | |
| Paques Recap animals / pets  Describing animals | | | |  | | Self-Advocacy | | | | What festivals are important to religious communities? (Easter/Eid) | | |
| **Outcome** | | | Visit from Dave Shaw, Rainforest Roadshow.  Rainforest Cafe – use of Fair trade goods and share knowledge of topic and art work with parents. | | | | | | | | | |

**Summer Term 1 – We’ll Meet Again**

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| **Science** | **History** | **Geography** | | | **Art** | **DT** | | **Music** | **Computing** | | **Writing outcomes** | **Links to Maths** |
| Electricity | World War 2. | Fieldwork skills. | | |  | Structure using electrical devices. | |  | Select and use computer software and devices. | | Information text.  Narrative  Poetry. | Measure  Money |
| **MFL** | | | | **PE** | | | **PSHE** | | | **RE** | | |
| Months of the year. My birthday.  Je voudrais , je veux. Revise singular and plural.  Revision alphabet – spell out name | | | |  | | | Keeping Healthy | | | What does it mean to be a Hindu living in Britain today? | | |
| **Outcome** | | | Children to design and create a shelter with specific criteria. Parents to be invited in to support the children in sharing their skills that they have acquired through classroom focussed practical tasks. Application of DT skills ( joining, measuring, frame making, hinge creating)  Application of science work ( creating a circuit and switch) | | | | | | | | | |

**Summer Term 2 –**

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| **Science** | **History** | **Geography** | | **Art** | | **DT** | | **Music** | **Computing** | | **Writing outcomes** | **Links to Maths** |
| Animals including other humans  Skeletons and Muscles ( Year 3) |  |  | |  | | Cooking and Nutrition – Rationing. | |  | E safety- Who is it anyway? | | Application of all areas for MS books. | Application of all areas for MS books. |
| **MFL** | | | | | **PE** | | **PSHE** | | | **RE** | | |
| Facial features.  Describing me e.g. blue eyes, brown hair.  Written assessment about themselves | | | | |  | | Diversity, Tolerance and Mutual Respect | | | Why do some people think life is like a journey and what significant experiences mark this? | | |
| **Outcome** | | | End of Term production. | | | | | | | | | |