



AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
<b>ENGLISH</b>					
<p><b><u>The Day the Crayons Quit</u></b> Focusing on letter writing and persuasive writing.</p> <p><b><u>Fractured Fairytales</u></b> Studying and writing our own stories based on fairy tales. Looking at the key texts, The True Story of the Three Little Pigs by Jon Scieszka and After the Fall by Dan Santat.</p>	<p><b><u>Meerkat Mail</u></b> Responding to the text through a range of text types followed by writing non-chronological reports.</p> <p><b><u>Winter Poetry</u></b> Reading and writing poems about winter using a range of poetic techniques.</p>	<p><b><u>Flat Stanley</u></b> Responding to the text through a range of text types followed by journalistic writing.</p> <p><b><u>Journey</u></b> Developing descriptive writing through a range of techniques including figurative language.</p>	<p><b><u>The BFG</u></b> Responding to the text through a range of text types including writing instructions and reading and writing playscripts.</p>	<p><b><u>The Rainforest Grew All Around</u></b> Returning to our work on descriptive writing with a focus on recalling figurative language techniques and developing vocabulary.</p> <p><b><u>The Iron Man</u></b> Responding to the text by writing recounts from different perspectives.</p>	<p><b><u>The Iron Man</u></b> Responding to the text by revisiting our use of journalistic writing. Writing stories of our own about 'giant' characters.</p>
<b>Spelling</b>					
<p>1) Words with the long /ai/ sound spelt with ei 2) Words with the long /ai/ sound spelt with ey 3) Words with the long /ai/ sound spelt with ai 4) Words with the /ur/ sound spelt with ear 5) Homophones and near homophones 6) Homophones and near homophones</p>	<p>1) Creating adverbs using the suffix –ly 2) Creating adverbs using the suffix –ly (root word ends in y with more than on syllable) 3) Creating adverbs using the suffix –ly (root word ends 'ic' or 'al') 4) Creating adverbs using the suffix –ly (exceptions) 5) Statutory spelling challenge words</p>	<p>1) Words with the short /i/ sound spelt with 'y' 2) Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – DO NOT double the final consonant) 3) Adding suffixes beginning with a vowel with more than one syllable – double the consonant. 4) Creating negative meanings using the prefix mis-</p>	<p>1) Homophones and near homophones 2) Homophones and near homophones 3) Adding the prefix bi- (meaning 'two' or 'twice') and re- (meaning 'again' or 'back') 4) Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' 5) Words with a /sh/ sound spelt with 'ch' 6) Statutory spellings challenge words</p>	<p>1) Words ending in –ary 2) Words with a short /u/ sound spelt with 'o' 3) Words with a short /u/ sound spelt 'ou' 4) Word families based on common words, showing how words are related in form and meaning. 5) Word families as above 6) Word families as above</p>	<p>1) Words ending in the suffix –ai 2) Words ending with a /zher/ sound spelt with 'sure' 3) Words ending with a /cher/ sound spelt with 'ture' 4) Words ending with a /cher/ sound spelt with 'ture' 5) Silent letters 6) Revision</p>



		5) Creating negative meanings using the prefix dis-			
		6) Words with a /k/ spelt 'ch'			
<b>MATHS</b>					
<u>Place Value</u> (Number) 3 weeks  <u>Addition and subtraction</u> (Number) 4 weeks	<u>Addition and subtraction</u> (Number) 1 week  <u>Multiplication and division</u> (Number) 3 weeks	<u>Multiplication and division</u> (Number) 3 weeks  <u>Money</u> (Measures) 1 week  <u>Statistics</u> (Measures) 2 weeks	<u>Length and perimeter</u> (Measures) 3 weeks  <u>Fractions</u> (Number) 2 weeks	<u>Fractions</u> (Number) 3 weeks  <u>Time</u> (Measures) 3 weeks	<u>Properties of shape</u> (Geometry) 2 weeks  <u>Mass and capacity</u> (Measures) 3 weeks



**RE**

A – Belonging (R)  
B – Reconciliation  
(G)

G – Prayer (R)  
C – Advent (G)

D – Christmas (R)  
G – Prayer (R)  
E – Listening to  
God's Word at Mass  
(G)

F – Lent (G)  
H – Holy Week (R)

I – Easter (G)

K – Pentecost (R)

**Teaching Sequence**



Year 3 Long Term Plan/ Curriculum Map 2021/2022: St Joseph's Catholic Academy



<p><b><u>Unit A</u></b></p> <ol style="list-style-type: none"> <li>1) Groups that people belong to</li> <li>2) The Call of the Disciples</li> <li>3) Baptism- belonging to God's family: signs and symbols</li> <li>4) Baptism- sequencing the ceremony</li> <li>5) The Seven Sacraments</li> <li>6)The Mass- Introductory Rites/ Gathering</li> </ol> <p><b><u>Unit B</u></b></p> <ol style="list-style-type: none"> <li>1)Creation story – God given gifts.</li> <li>2)The gift of choice</li> <li>3) Choosing the disciples</li> <li>4) Parable of the Prodigal Son</li> <li>5) The story of Zacchaeus</li> <li>6) Forgiveness</li> <li>7)Anointing Jesus' feet</li> <li>8 and 9) Sacrament of Reconciliation</li> </ol>	<p><b><u>Unit G</u></b></p> <ol style="list-style-type: none"> <li>1)Jesus going to the hills to pray – talking to God</li> <li>2) Places for prayer (Church visit)</li> <li>3) Actions and gestures of worship</li> <li>4) Rosary Beads</li> <li>5) The words of Our Father and Hail mary</li> <li>6) Jewish tradition – Sukkot</li> </ol> <p><b><u>Unit C</u></b></p> <ol style="list-style-type: none"> <li>1) Season of preparation</li> <li>2) The annunciation</li> <li>3) The visitation</li> <li>4) The Jesse Tree</li> <li>5) The presence of Jesus in our lives today.</li> </ol>	<p><b><u>Unit D</u></b></p> <ol style="list-style-type: none"> <li>1)Story of the shepherds going to Bethlehem</li> <li>2) Reactions of the shepherds.</li> <li>3) Titles given to Jesus by the angels.</li> <li>4) St Francis of assissi – the crib</li> </ol> <p><b><u>Unit E</u></b></p> <ol style="list-style-type: none"> <li>1) The importance of listening</li> <li>2) The Call of Samuel</li> <li>3) Favourite Bible Stories</li> <li>4) The Liturgy of the Word-reading and responses</li> <li>5) Writings in the Gospels</li> <li>6) The Baptism of Jesus/ the Trinity</li> </ol>	<p><b><u>Unit F</u></b></p> <ol style="list-style-type: none"> <li>1)How we change - needing help.</li> <li>2) The widow at Nain</li> <li>3) The Healing of the Palyzed man</li> <li>4) Ash Wednesday – symbol of the ashes.</li> <li>5) Change during Lent</li> <li>6) Almsgiving</li> <li>7) Lenten Prayers</li> </ol> <p><b><u>Unit H</u></b></p> <ol style="list-style-type: none"> <li>1)Liturgical seasons and symbols</li> <li>2) Palm Sunday</li> <li>3)The Last Supper – connection to Mass</li> <li>4) Jewish Tradition - Passover</li> </ol>	<p><b><u>Unit I</u></b></p> <ol style="list-style-type: none"> <li>1)Symbols of Easter – paschal Candle</li> <li>2) The Road to Emmaus</li> <li>3) The breakfast on the shore</li> <li>4) Recognising the presence of Jesus</li> <li>5) Sharing food with Jesus – Links to Holy Communion</li> <li>6) The Eucharistic Prayer</li> <li>7) Easter Prayers</li> </ol>	<p><b><u>Unit K</u></b></p> <ol style="list-style-type: none"> <li>1)The story of Pentecost – disciple reactions</li> <li>2) The gift of the Holy Spirit</li> <li>3) The Damascus road</li> <li>4)Working for peace – link to celebration of Mass.</li> </ol>
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**SCIENCE**

**Threshold Concepts**  
**Work scientifically**  
 This concept involves learning the methodologies of the discipline of science.

**Understand plants**  
 This concept involves becoming familiar with different types of plants, their structure and reproduction.

**Understand animals and humans**  
 This concept involves becoming familiar with different types of animals, humans and the life processes they share.

**Investigate living things**  
 This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.



**Understand evolution and inheritance**

This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.

**Investigate materials**

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

**Understand movement, forces and magnets**

This concept involves understanding what causes motion.

**Understand the Earth's movement in space**

This concept involves understanding what causes seasonal changes, day and night.

**Investigate light and seeing**

This concept involves understanding how light and reflection affect sight.

**Investigate sound and hearing**

This concept involves understanding how sound is produced, how it travels and how it is heard.

**Understand electrical circuits**

This concept involves understanding circuits and their role in electrical applications.

**Teaching Sequence**

<u>Forces and Magnets</u>	<u>Light</u>	<u>Rocks</u>	<u>Plants</u>	<u>Plants</u>	<u>Animals Including Humans</u>
1)Pushing and pulling 2)Friction (car ramp investigation.) 3)Magnetic Materials (What do we mean by magnetic? Investigation) 4) Magnet strength investigation. 5) Magnetic poles	1) Light and Dark 2) Reflective surfaces/mirrors 3) Shadows 4) Shadow investigation 5) Sun safety	1)Sorting rocks based on properties. 2) Types of Rocks (3) 3) Fossils 4) Mary Anning 5) Soil Formation 6) Testing soil permeability	1)What do plants need to grow? 2)Designing an investigation 3)Setting up an investigation 4)Plant dissection/ Parts of a flowering plant	5) Parts of a flowering plant. Revisiting in more detail. 6) Moving water 7) Investigation results/conclusions 8) Life cycle of a plant	1) Types of nutrition (food groups) 2) Nutrition 3) Animal diets 4) Types of skeleton 5) Skeletons and joints 6) Muscles

**HISTORY**

**Threshold Concepts**

**Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

**Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

**Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

**Communicate historically**



This concept involves using historical vocabulary and techniques to convey information about the past

<p><b><u>Romans</u></b>  <b>Investigate and Interpret the Past</b>          Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul> <p><b>Understand Chronology</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>Communicate Historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b><u>Ancient Greeks</u></b>  <b>Investigate and Interpret the Past</b>          • Use evidence to ask questions and find answers to questions about the past.          • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.          • Suggest causes and consequences of some of the main events and changes in history</p> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand Chronology</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>Communicate Historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b><u>Tudors</u></b>  <b>Investigate and Interpret the Past</b>          • Use evidence to ask questions and find answers to questions about the past.          • Suggest suitable sources of evidence for historical enquiries.          • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.          • Suggest causes and consequences of some of the main events and changes in history</p> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand Chronology</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>Communicate Historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>
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**Teaching Sequence**

<p><b>Roman Britain</b>          1) Context- Locate Roman era within history- Who were the Romans? The creation of the Roman Empire.          2) Strength of the Roman army – invasions of Britain</p>	<p><b>Ancient Greece</b>          1) Context – Locate Greeks within History (timeline) – Who were the Greeks?          2) The Greek Empire and its impact on the wider world.</p>	<p><b>Tudor England</b>          1)Context – Locate The Tudors within History (timeline)          Focus on the War of the Roses          2) Henry VIII and his 6 wives</p>
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<p>3) British resistance- Boudicca's rebellion                  4) Roman roads                  Hadrian's Wall                  the Romans bring to Britain? Impact of technology, culture and beliefs - scavenger hunt</p>	<p>3) Greek Gods – What did they believe?                  4) Ancient Greek myths                  4) Ancient Greek writing                  5) The Olympics – including comparisons and links to the modern day                  6) Greek culture (including temples, pottery, theatre)                  7) What have the Greeks given us?</p>	<p>3) Tudor beliefs - Christianity in Tudor Times                  4) Elizabeth I – suitors                  5) Elizabeth I – The Spanish Armada                  6) Tudor explorers and their discoveries making connections with the modern day                  7) Tudor culture – jousting, hunting etc.</p>
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**GEOGRAPHY**

**Threshold Concepts**  
**Investigate places**  
 This concept involves understanding the geographical location of places and their physical and human features.  
**Investigate patterns**  
 This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.  
**Communicate geographically**  
 This concept involves understanding geographical representations, vocabulary and techniques

**Study of Europe: Geographical similarities and differences between countries (Italy, Greece focus)**  
**Investigate Places**  

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

**Investigate Patterns**  

- Describe geographical similarities and differences between countries.

**Extreme Earth – volcanoes, earthquakes, weather**  
**Investigate Places**  

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.

**Investigate Patterns**  

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these areas.

**Communicate Geographically**  
 Describe key aspects of:

**The UK - Countries, counties, cities, rivers, seas, land use**  
**Investigate Places**  

- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

**Investigate Patterns**  

- Describe geographical similarities and differences between countries.

**Communicate Geographically**  
 Describe key aspects of:  

- **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- **human geography**, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references,





<p><b>Communicate Geographically</b> Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use</li> </ul>	<ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</li> </ul>	<p>symbols and key to communicate knowledge of the United Kingdom and the wider world</p>
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**Teaching Sequence**

<p><b>Study of Italy and Greece</b> 1) Europe –Continents and countries – locating Italy and Greece using atlases. 2) European physical geography - Italy and Greece comparison. Mountains, rivers, coastline etc. 3) European climate – Italy and Greece comparison 4) European culture – Italian and Greek food tasting 5) European culture – key landmarks in Italy and Greece 6) Would you rather live in Italy or Greece? Final comparison lesson.</p>	<p><b>Extreme Earth – volcanoes, earthquakes, extreme weather</b> 1) Understanding what’s underground – looking at what is under the Earth’s surface 2) How volcanoes are formed 3) How volcanoes affect people’s lives 4) What causes earthquakes and how we measure them 5) Tsunamis and how they affect people’s lives 6) Tornadoes and how they affect people’s lives</p>	<p><b>The UK</b> 1) Countries and cities in the UK - mapwork 2) Seas and significant rivers – including a focus on the Trent River 3) Looking in more depth at the counties of the UK – similarities and differences 4) Hills and Mountains 5) Comparing cities – London and Stoke-on-Trent 6) Changes to the UK over time – look at the importance of immigration</p>
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**DESIGN AND TECHNOLOGY**

<p><b><u>Threshold Concepts</u></b>  <b>Master practical skills</b>          This concept involves developing the skills needed to make high quality products.  <b>Design, make, evaluate and improve</b>          This concept involves developing the process of design thinking and seeing design as a process.  <b>Take inspiration from design throughout history</b>          This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>		
<p><b><u>Food – Pizza Making</u></b>  <b>Master Practical Skills</b>  <ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <b>Design, Make, Evaluate and Improve</b></p>	<p><b><u>Textiles - Design and Make Spring/Easter Hanging decorations</u></b>  <b>Master Practical Skills</b>  <ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul> <b>Textiles - Design and create Spring Hanging Decorations</b>  <ul style="list-style-type: none"> <li>• Join textiles with appropriate stitching.</li> </ul> </p>	<p><b><u>Materials – Mini Greenhouses</u></b>  <b>Master Practical Skills</b>  <b>Materials – Mini Greenhouses</b>  <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> </ul> </p>





<ul style="list-style-type: none"> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul> <p><b>Design, Make, Evaluate and Improve</b></p> <ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate joining techniques.</li> </ul> <p><b>Design, Make, Evaluate and Improve</b></p> <ul style="list-style-type: none"> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> </ul>
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**Teaching Sequence**

<p><b>Levers and Linkages (Autumn 2)</b>  <b>Moving Christmas/Winter pictures</b></p> <ol style="list-style-type: none"> <li>1) Look at existing products</li> <li>2) Focused Practical task 1 – make simple 2-armed lever</li> <li>3) Focused Practical task 2 – make 3 armed lever</li> <li>4) Design own moving picture</li> <li>5) Weeks 5 and 6 – making and evaluating</li> </ol>	<p><b>Mini Greenhouses (Spring 2)</b></p> <ol style="list-style-type: none"> <li>1) Product research – exploring existing greenhouses (visit allotments)</li> <li>2) Considering stability – how we can improve stability</li> <li>3) Selecting the most appropriate materials</li> <li>4) Designing our mini greenhouses</li> <li>5) Constructing our mini greenhouses</li> <li>6) Evaluating our mini greenhouses</li> </ol>	<p><b>Great British Picnic - Afternoon Tea</b></p> <ol style="list-style-type: none"> <li>1) Investigate typical ingredients of an afternoon tea</li> <li>2) Taste and sample savoury and sweet scones</li> <li>3) Plan recipe for own savoury scone</li> <li>4) Make savoury scones</li> <li>5) Evaluate scones</li> </ol>
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**ART**



<p><b><u>Threshold Concepts</u></b>  <b>Develop ideas</b>                  This concept involves understanding how ideas develop through an artistic process.  <b>Master techniques</b>                  This concept involves developing a skill set so that ideas may be communicated.  <b>Take inspiration from the greats</b>                  This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		
<p><b><u>Seurat and Pointillism</u></b>  <b>Develop Ideas</b>  <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <b>Master Techniques</b>  <b>Painting –</b>  <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Experiment with creating mood with colour.</li> </ul> <b>Take inspiration from the greats – Surreal and Pointillism</b>  <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others</li> </ul> </p>	<p><b><u>Develop Ideas</u></b>  <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <b>Master Techniques</b>  <b>Print – Repeating patterns</b>  <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• explore and make printing blocks using different techniques.</li> <li>• Make precise repeating patterns.</li> </ul> </p>	<p><b><u>Rousseau</u></b>  <b>Develop Ideas</b>  <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> <b>Master Techniques</b>  <b>Drawing - Sketchbook work beginning all projects.</b>  <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <b>Take inspiration from the greats - Rousseau</b>  <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others</li> </ul> </p>
<p><b><u>Teaching Sequence</u></b></p>		
<p><b>Seurat and Pointillism (Autumn 1)</b>                  1) Introducing Seurat                  2) Colour wheel – primary and secondary colours                  3) Optical Colour Mixing                  4) Experimenting with pointillism techniques on a small picture                  5) Working towards creating our final piece of work</p>	<p><b>Printing Techniques and Repeating Patterns                  William Morris/Orla Kierly (Spring 1)</b></p>	<p><b>Rousseau (Summer 1)</b>                  Links to The Rainforest Grew All Around in literacy.                  1) Rousseau: His Life and Work                  2) Sketching leaves                  3) Colour mixing – shades of green                  4) Small painted study – using viewfinders</p>



6) Completion and evaluation of own pointillist painting		5) Creating a final piece
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## PE

**Threshold Concepts**  
**Develop practical skills in order to participate, compete and lead a healthy lifestyle.**  
 This concept involves learning a range of physical movements and sporting techniques.

Striking and fielding (Cricket) Net/Wall games (tennis)	Invasion games (Football/Handball )	Mindfully Me Yoga Gymnastics	Climbing Multi-skills HRE Dance	Health Related Exercise Athletics	Invasion Games (Netball) Striking and Fielding Games (Rounders)
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## COMPUTING

**Threshold Concepts**  
**Code**  
 This concept involves developing an understanding of instructions, logic and sequences.  
**Connect**  
 This concept involves developing an understanding of how to safely connect with others.  
**Communicate**  
 This concept involves using apps to communicate one's ideas.  
**Collect**  
 This concept involves developing an understanding of databases and their uses.

### Teaching Sequence



<p><b><u>E-Safety</u></b></p> <ol style="list-style-type: none"> <li>1) What is internet safety? –existing knowledge</li> <li>2) Keeping Personal information safe what/what not to share online</li> <li>3)Being friends online - who to talk to</li> <li>4) Cyber bullying</li> <li>5) Online consent</li> <li>6) Reliability of information found online.</li> </ol>	<p><b><u>Internet research and presentation skills</u></b></p> <ol style="list-style-type: none"> <li>1) Recap internet safety and reliability of information</li> <li>2) Locating and retrieving images from the internet</li> <li>3) Creating a presentation – adding pages, inserting text</li> <li>4)Inserting and manipulating images in a presentation – rotate, resize</li> <li>5) Editing slide backgrounds</li> <li>6) Animations and Transitions</li> </ol>	<p><b><u>Surveys – Analysing Data and Data Logging</u></b></p> <ol style="list-style-type: none"> <li>1) Answering questions</li> <li>2) Data collection</li> <li>3) Logging</li> <li>4) Analysing data</li> <li>5) Planning data gathering to answer a question</li> <li>6) Using data gathered to answer a pre-determined question</li> </ol>	<p><b><u>Coding</u></b></p> <p>Espresso Unit 3A (Sequence and animation)</p> <p>Espresso Unit 3B (Conditional events)</p>
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**FRENCH**

**Threshold Concepts**

**Read fluently**  
This concept involves recognising key vocabulary and phrases.

**Write imaginatively**  
This concept involves using key vocabulary and phrases to write ideas.

**Speak confidently**  
This concept involves using key vocabulary and phrases to verbally communicate ideas.

**Understand the culture of the countries in which the language is spoken**  
This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

<b>Getting to Know You</b>	<b>All About Me</b>	<b>Food</b>	<b>Family and Friends</b>	<b>Our School</b>	<b>Time</b>
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**MUSIC**

**Threshold Concepts**



<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>					
<p><b>Autumn 1</b> Rhythmic patterns Romans</p>	<p><b>Autumn 2</b> Instruments of the orchestra Christmas</p>	<p><b>Spring 1</b> Pentatonic music</p>	<p><b>Spring 2</b> Sound colours</p>	<p><b>Summer 1</b> Tudor music Recorders</p>	<p><b>Summer 2</b> Tudor music Recorders Baroque Composers Summer concert</p>
<p><b>PERFORM</b></p>	<p><b>COMPOSE</b></p>		<p><b>TRANSCRIBE</b></p>		<p><b>DESCRIBE</b></p>
<p>Rhythmic patterns Local history Instruments of the orchestra Christmas Pentatonic music Sound colours Tudor music Recorders Baroque Composers Summer concert</p>	<p>Rhythmic patterns Pentatonic music Tudor music Recorders Baroque Composers</p>		<p>Rhythmic patterns Pentatonic music Sound colours Tudor music Recorders Baroque Composers</p>		<p>Rhythmic patterns Local history Instruments of the orchestra Pentatonic music Sound colours Tudor music Recorders Baroque Composers Christmas Summer Concert</p>
<p><b>PSHE</b></p>					
<p><b><u>Threshold Concepts</u></b></p> <p><b>Try new things</b> This concept involves appreciating the range of life opportunities</p> <p><b>Work hard</b> This concept involves understanding the importance of effort.</p> <p><b>Concentrate</b> This concept involves understanding how to become focused.</p> <p><b>Push oneself</b> This concept involves understanding how to overcome doubts and insecurities.</p> <p><b>Imagine</b></p>					



This concept involves understanding how to apply knowledge inventively.

**Improve**

This concept involves an appreciation that small improvements make big differences.

**Understand others**

This concept involves an appreciation of others.

**Not give up**

This concept involves the understanding of the importance of persistence.

Teaching Sequence

**Friendships**

- 1) Being a Good Friend  
Ten:Ten Lesson: The Sacraments
- 2) What's On Your Mind?  
Ten:Ten Lesson: Jesus, my friend (story session)
- 3) Working Together  
Ten:Ten Lesson: Friends, family and others
- 4) Social Problem Solving  
Ten:Ten Lesson: When things feel bad
- 5) Making Things Right  
Ten:Ten Lesson: Sharing online
- 6) Reflective Lesson  
Ten:Ten Lesson: Chatting online

**Belonging**

- 1) Ideal School  
Ten:Ten Lesson: Safe in my body
- 2) Celebrating Difference
- 3) Special People  
Ten:Ten Lesson: Drugs, alcohol and tobacco
- 4) My Safe Space
- 5) Helping Others to Belong
- 6) Reflective Lesson  
Ten:Ten Lesson: First Aid heroes

**My Wider World**

- 1) My Community  
Ten: Ten Lesson: A community of love
- 2) Me in My World
- 3) Connectedness
- 4) What is a Community Superhero?  
Ten:Ten Lesson: What is the Church?
- 5) Community Project
- 6) Rights and Responsibilities  
Ten:Ten Lesson: How do I love others?