



Segments to be taught and what children will know by the end of each of them.

Approx time taught per week		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passport challenges	I can walk to the top of a hill. I can play Pooh sticks. I can hunt for fossils.	I can learn to play a tuned musical instrument. I can light a fire and roast marshmallows on it.		I can tell my class about my favourite character from a book.	I can tie my own shoe laces. I can learn how to play a card game.	I can pick fresh fruit or vegetables. I can eat something I have grown.
		I can show an adult a piece of work that I am proud of. I can tell the time.					
	Educational visits	Dovedale, Derbyshire - Geography Fieldwork.	Stone Age Forest school session.		Gurdwara visit		King Richard III visitors centre

2 hrs	P.E.	Outdoor adventure activities (OAA) Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.  Year 3 OAA o... Dodgeball In this unit, pupils will practise key skills like throwing, dodging, and catching. They will also learn simple tactics to trick their opponents. The aim of the game is to hit others with the ball while staying safe from being hit. Pupils will get the chance to play games on their	Gymnastics Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. Ball skills In this unit, pupils will have the opportunity to develop a wide range of ball-handling and	Dance Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. Tennis In this unit, pupils will develop their understanding of the key principles of net and wall games, learning how to use skills, strategies, and tactics to outwit an opponent. Pupils will focus on essential techniques such as racket control, striking the ball with accuracy, and understanding how to score points. They will also practise serving, rallying, and	Hockey Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. Netball In this unit, pupils will develop their understanding of the attacking and defending principles	Athletics Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. Fitness In this unit, pupils will explore and develop different aspects of their health, fitness, and wellbeing. They will learn that being physically fit means having a strong, healthy body with the stamina and	Rounders Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Football In this unit,
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		own and in teams, while learning how to be fair, honest, and follow the rules.	movement skills. They will practise tracking a ball while dribbling with both hands and feet, as well as improving their throwing, catching, and kicking techniques. Pupils will be encouraged to select the most effective skill for each situation, developing decision-making as well as technical ability. These skills will then be applied in small group games, where children can practise using them in realistic and competitive scenarios.	returning shots, gradually building rallies and learning how to adapt their play in different situations	of invasion games, learning how to use skills, strategies, and tactics to outwit the opposition. In netball, this is achieved by maintaining possession, moving the ball effectively, and creating opportunities to score by shooting into the goal. Pupils will also explore how to work as a team, applying simple strategies to attack and defend successfully	energy needed for everyday activities. Pupils will take part in a variety of exercises and challenges designed to improve their strength, endurance, speed, and flexibility. They will also begin to understand how regular physical activity supports not only their physical development but also their concentration and emotional wellbeing.	pupils will develop their understanding of the attacking and defending principles that are central to invasion games. They will learn how to use a range of skills, strategies, and tactics to maintain possession, create scoring opportunities, and defend effectively. Pupils will focus on both individual techniques and teamwork, applying these within small-sided and larger game situations
1 hr 30	Science	Light and shadow By the end of this segment children will know how shadows are created, why they can appear larger or smaller and how they move throughout the day. Knowledge organiser	Rocks and fossils By the end of this segment children will know about the three main rock types and how they are formed. They will know how and why fossils are formed. Knowledge organiser		Humans including animals - skeletons & nutrition By the end of this segment children will know the role of our skeleton and muscles, they will know which animals are vertebrates and invertebrates. They	Plants By the end of this segment children will know the main parts of a plant, what plants need to survive. They will carry out experiments about germination and will know about pollination and	Simple forces, including magnetism By the end of this segment children will learn about forces including magnetism. Knowledge organiser

		P knowledge or...	P Rocks and fo...		will know how nutrition and diet are important for maintaining health. Knowledge organiser P Humans and ...	fertilisation. Knowledge Organiser P Yr 3 Science...	P Science F...
1 hr	History		Stone Age to Iron Age By the end of this segment children will know and understand the changes in Britain from the Stone Age through to the Iron Age. Children will understand how to look for evidence in the past and the importance of historical landmarks in the UK relating to the time period. Knowledge organiser P Knowledge or...	What is the Roman Empire & how did it affect Britain? By the end of this segment, children will know how, where and when the Roman empire began and its impact on Britain. They will look at why the Roman army was so powerful and will look at British resistance to Roman invasion e.g. Boudicca. Knowledge organiser P Knowledge org...			Undertake a local history study - Richard the 3rd, Battle of Bosworth By the end of this segment, children will know how important King Richard III is to Leicester's history. They will conduct a local history research project on Richard III. Knowledge organisers P Richard III ...

40 mins

Geography

Derbyshire: A neighbouring county.

By the end of this segment children will Know that the UK is split into counties and name some of the counties in our region. Know that different counties have different physical and human features and begin to identify these features in Derbyshire. Know and identify the symbols on a map of Ilam Derbyshire Know the 8 points on a compass. Know how to use 4 figure grid reference to find a specific location on a map. Know some features of a river.

[Knowledge organiser](#)

 [Knowl organi...](#)

Volcanoes & Earthquakes

By the end of this segment the children will know the different parts of a volcano and be able to explain how a volcano is formed. The children will be able to explain what causes earthquakes and how they are measured.

[Knowledge organiser:](#)

 [Knowledge org...](#)

Europe: Poland

By the end of this segment, the children will know some of the similarities and differences between the UK and Poland.

[Knowledge organiser:](#)

 [Knowledge ...](#)

30 mins	Art and Design	<u>Cave Art</u>	Cave Art - Not an art unit 1 lesson as part of Stone Age History By the end of this segment children will explore the history of art by the use of charcoal, mud, pastels.	Sketching skills - Roman Architecture. By the end of this segment children will know how to create light, dark and texture in their sketches. They will have explored shading techniques and pencil tone.  Art knowledge ...	Sikh art in the style of Amrita Sher-Gil By the end of this segment children will improve mastery of techniques : acrylic painting and how to mix colours. They will learn about Amrita - Sher - Gil.  Amrita Sher-...		
		Year 3 Sketch Book areas of focus Stonehenge, Cave Art, Fossils, Shading Techniques, Roman Architecture, Rocks, plants, Richard III.					
30 mins	Computing	Introduction to Google Classroom & Google Documents. By the end of this segment, children will know how to log on and access work on Google classroom. The children will be introduced to Google documents and will learn to add text, pictures.	Computer systems and networks By the end of this segment, children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices and be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access	Programming A-sequence in music By the end of this segment children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner.		Creating media- animation By the end of this segment children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.  Knowledge organiser for Compu...	

			points and switches. Finally, learners will discover the benefits of connecting devices in a network.	Learners also apply stages of program design through this unit.			
30 mins	Design and Technology	Designing & making Sandwiches By the end of this segment children will know how to choose ingredients to create a balanced meal, to cut, chop, spread and grate ingredients, to evaluate their taste experience.	Levers and linkages By the end of this segment, children will know how to make and evaluate simple moving animals with linkages and understand movement including pivots. P Knowledge or...			Moving Dragons By the end of this segment children will know about simple pneumatic systems. They will plan and make a moving Dragon toy with a simple pneumatic system. P Moving Drag...	
30 mins	French	Introductions and learning animals By the end of this segment children will remember and pronounce accurately 16 French phonics sounds. Say and write a sentence starting with 'voici' and including two nouns joined with a conjunction. Understand that noun words are grouped into masculine and feminine and the	Numbers and Colours By the end of this segment children will remember and pronounce accurately 23 French phonics sounds. Recognise and say numbers 0-12. Read, write (with mainly accurate spelling) and say 12 colours. Culture: Recognise key dates in relation to Christmas in France.	Days of the Week By the end of this segment children will remember and pronounce accurately 26 French phonics sounds. Recognise, say, read and write (with mainly accurate spelling) the days of the week. Recognise and say numbers 13 – 20. Culture: Learn about La Fête des Rois. Knowledge organiser	Conversations and Months By the end of this segment children will hold a conversation with a partner with increasing confidence. Start to make grapheme/ phoneme links. Recognise, say, read and write (with mainly accurate spelling) the months of the year. Recognise and say numbers 21 - 31.	Ours Brun and the position of adjectives By the end of this segment children will understand, say, read and spell eight new masculine nouns and one feminine noun, based on the animals. Revise the grammatical terms 'noun', 'adjective', 'determiner' and 'conjunction'. Understand that, in French, the	Vive l'Heure du Goûter and opinions By the end of this segment children will understand the French tradition of Le Goûter. They will know the names of various snacks. Using the verb forms 'j'aime' and 'je n'aime pas', they will be able to express their opinions.

		determiners for each group are different Knowledge organiser  French Autu...		French Knowledge organiser Spring.pptx	Culture: Recognise Le poisson d'avril and compare with April Fool's Day	adjectives (mostly) come after the noun. French Knowledge Organiser Summer	Culture: Understand the French tradition of 'Le Goûter' (a 4 pm snack for French school children).
30 mins	Latin			Etymology By the end of this segment children will understand the links between etymology and root words in English.  Knowledge org...	Verbs By the end of this segment children will start to understand verb endings in Latin.  Unit 2 Knowle...	Verbs and adverbs By the end of this segment children will continue to develop an understanding of verbs and start to understand adverbs in Latin.  Unit 2 Knowl...	Subject and object nouns By the end of this segment children will understand feminine and masculine nouns.
30 mins	Music	Ocarinas By the end of this segment children will have learnt to read notation for B, and D and how to play this as a class ensemble. They will develop tonguing technique and start to experiment with dynamics. They will also perform a piece of music.  Knowledge o...	Bob Marley - Reggae Composing segment By the end of this segment children will be able to: Improvise short 'on the spot' responses using their voices and tuned percussion with the notes G, C and B. Performing and Musicianship segment By the end of this segment children will be able to: To sing 3 Little	Ocarinas By the end of this segment children will have learnt to read notation for high D, G and B and how to play as a duet. They will continue to develop tonguing technique and experiment further with dynamics.  Knowledge org...		Ocarinas By the end of this segment children will have learnt to read notation for C and A and how to play as a class ensemble. They will compose a short piece.	

			Birds from a score which includes the following notes: C, D, E, G, A and B, Identify the strong beat of each bar				
Whole School Weekly Active Listening Programme							
30 mins	Religious Education	Key Question: How and why do people try to make the world a better place?	Key question: Why are festivals important to religious communities? By the end of this segment children will know similarities and difference between religious festivals and why they are so important to religious communities. Festival Celebrations: Hinduism through Diwali*, Christianity through Advent/Christmas*, Hanukkah*		Key question: What do different people believe about god? Why do people pray? By the end of this segment children will know what it means to have faith and understand peoples different beliefs about God. Sikhism By the end of this segment children will know how Sikhism began, what is the Sikh place of worship, what are key Sikh symbols and why they are important.  Knowledge or... Key Question: – What is ‘good’	Key question: Why is Jesus inspiring to some people? By the end of this segment the children will know why Jesus is inspiring to some people and why he is important to Christians. Festivals: Islam through Eid	Key question: Why is the Bible so important for Christians today? By the end of this segment the children will know that the Bible is made up of different books and is used publicly and privately for Christians.

					about Good Friday? By the end of this segment the children will know why Good Friday is good and the importance of this day to Christians. Festival Celebrations: Christianity through Lent/Easter*, Sikhism through Vaisakhi*, Buddhism through Wesak (Wellbeing link)		
		RE follow up activities					
		Harvest - Harvest festival paragraph about why it is important to Christians and what it involves.	Diwali -Why are festivals important to religious communities? - Linked to Diwali - Reflect and give reasons Advent -Advent paragraph Christmas - Hanukkah - What is Hanukkah poster		Lent/Easter - Acts of kindness for Lent Vaisakhi - - Assembly to the school & Sikhism topic Wesak?	Eid - ?	
30 mins	PSHE/ RSE	Me, Myself & I - beginning & belonging. By the end of this segment children will know how people may feel when Starting	Me, Myself & I - Friends & family By the end of this segment children will know how to be a good friend and listen to & support	Citizenship - Working together By the end of this segment children will know their strengths and what skills they need	Relationships - Healthy & safer lifestyles. By the end of this segment children will know what their body can do and	First aid- Bites & Stings. By the end of this segment children will ensure the safety of themselves and	Myself and My Relationships - Managing Change By the end of this segment children will

		something new. They will know how they can make other people feel welcome. Citizenship - Rights, Rules & responsibilities By the end of this segment the children will know the importance of rules and why we have them. They will know how to manage their feelings and calm down including who they can talk to when they need help.	others. They will know how to cope with changes in relationships. They can describe good qualities of friends and recognise similarities and differences in friendships. They can describe how to resolve a conflict and how to rebuild friendships. They can identify people who are special to us and to recognise how they affect each other. Anti bullying They understand that difficulties that some friends have may or may not be bullying. They understand how bullying can occur when people do not respect and empathise with their diverse peers.	to develop. They will know how to listen to others. And share their own views and opinions. They will know about perseverance & overcoming obstacles and about giving & receiving constructive feedback.	why it is special. They will know how to keep clean And how different illnesses and diseases spread and what can I do to prevent this? Sex & relationships education By the end of this segment children will explain which parts are male and which are female. They can describe familiar hygiene routines and understand the reasons for doing these things. They can explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.	others. They can seek medical help if required.	know about changes.& Separation and how people feel when things change or people or pets die? They will know how people might behave when feeling these emotions and how to make the best of new situations? Personal safety By the end of this segment children will recognise their own feelings and talk about them to others. They can name the adults in their Network of Support and know how and when to ask these trusted adults for help.
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