

# Year 3 Curriculum Topic Map

September 2020



The Parkgate Academy

***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in core subjects;*  
*all teachers are committed to personal improvement and fulfil their responsibilities;*  
*all children receive a broad and balanced curriculum;*  
*all academies strive to be outstanding.*

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<b>Visit to Creswell Crags</b>  <b>Cultural Diversity:</b> looking at the movement of people; where did the Neolithic people come from originally and where did the celts come from. Britain as an island with a long and diverse history. <b>Aspirations:</b> Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.							<b>Visit to St Paulinus Church</b> during Advent/ Christmas Tree Festival.  <b>Cultural Diversity:</b> Learning about holy buildings in different faith traditions. Discussing different beliefs in the community (wider Nottinghamshire). Revisit themes of how people get on with differing beliefs. <b>Aspirations:</b> Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.						
<b>PE</b>	<b>Throwing and catching</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination;</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best;</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> </ul>			<b>Attacking and defending</b> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination;</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>				<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			<b>Dance</b> <ul style="list-style-type: none"> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best;</li> <li>Perform dances using a range of movement patterns</li> </ul>			
<b>Science</b>	<b><u>Rocks and Soil</u></b>  <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>Sort rocks according to observations</li> <li>Identify sedimentary, igneous and metamorphic rocks</li> <li>Describe how fossils are formed</li> <li>Investigate permeability</li> <li>Carry out a fair test, gather data and draw conclusions</li> <li>Describe the characteristics of different types of soil</li> <li>Investigate soil types in the local environment</li> </ol>							<b><u>Light</u></b>  <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>Identify different light sources</li> <li>Investigate how different materials respond to light</li> <li>Demonstrate that light travels in straight lines</li> <li>Investigate how mirrors reflect light</li> <li>Plan an investigation into shadows</li> <li>Carry out a fair test, gather data, draw conclusions</li> <li>Know that darkness is the absence of light</li> </ol>						

	<b>Autumn 1</b>							<b>Autumn 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Art &amp; Design</b>								<p><b>Cave Art</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>						
								<p><b>Positive and Negative Cave Art Images:</b> explore related techniques used by Andy Warhol</p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</li> <li>About great artists, architects and designers in history.</li> </ul>						
<b>DT</b>	<p><b>DT: Design and make a frame to hold a fossil for display</b> (Four week block: teach the children to make a basic frame using sawing techniques with card and glue to join. Children evaluate and then design and make an improved version.)</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>							<p><b>Using Textiles to make a Christmas Decoration (running stitch to join etc)</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>						

	<b>Autumn 1</b>							<b>Autumn 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>History</b>	<p><b><u>From Stone Age to Iron Age</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Sequence the stone age, bronze age and iron age and explain how we know about them</li> <li>2. Describe changes to how people lived in the Stone Age</li> <li>3. Investigate the diet of stone age farmers and compare it with the things we eat today</li> <li>4. Describe what the evidence of settlement at Creswell Crags shows (choose the "On the hunt " tour on the visit)</li> <li>5. Explain why the development of bronze was so important</li> <li>6. Explain why Stonehenge was such a huge achievement for Prehistoric people</li> <li>7. Explain why many iron age people lived in hill forts in Britain</li> </ol>													
<b>RE</b>												<p><b><u>Worship and sacred places:</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Identify important Christian symbols and say what they represent</li> <li>2. Investigate symbols that are used in Christian worship</li> <li>3. Identify important parts of worship in Islam</li> </ol>		
<b>Geography</b>								<p><b><u>Settlements</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Investigate the settlement of Creswell</li> <li>2. Use Ordnance Survey Maps to identify physical and human features</li> <li>3. Explain the features of different types of settlement</li> <li>4. Identify some of the ways human activity has changed the natural environment</li> </ol>						

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Computing</b>														
<b>Music</b>	<p><b>External Provider Musical Instrument Tuition</b></p> <ul style="list-style-type: none"> <li>▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>▪ Listen with attention to detail and recall sounds with increasing aural memory;</li> <li>▪ Use and understand staff and other musical notations;</li> <li>▪ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>▪ Develop an understanding of the history of music.</li> </ul>							<p><b>External Provider Musical Instrument Tuition</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music;</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory;</li> <li>• Use and understand staff and other musical notations;</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</li> <li>• develop an understanding of the history of music.</li> </ul>						
<b>MFL</b>														

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Curriculum Drivers/ Enrichment</b>	<p><b>Visit to Conkers or suitable science park with a focus on forces.</b></p> <p><b>Aspiration:</b> visitor with a focus on a career in stem subject. What do they do? How did they qualify? The story of Isaac Newton (perseverance, work ethic etc. with local link.</p> <p><b>Cultural Diversity:</b> Profiles of other influential scientists: Einstein and Marie Curie. The achievements of non- European cultures. Explore the achievements of the Egyptians and the influence they had on later civilisations.</p>						<p><b>Visit to a local river</b> (stimulus for observational art work using learned techniques and to reinforce work on the water cycle/ rain/ tributaries etc.</p> <p><b>Aspiration:</b></p> <ul style="list-style-type: none"> <li>The achievements of the great artists: how they persevered often through many years of being unsuccessful before being recognised;</li> <li>Visitor local artist to talk to the group about what they do and why they do it? What inspired them to paint, draw sculpt etc.</li> </ul> <p><b>Cultural Diversity:</b></p> <ul style="list-style-type: none"> <li>Understanding what it is like to be a Christian in modern Britain and how this affects the way you behave and the choices you make;</li> <li>Exploration of the importance of rivers to many cultures. How we all depend on water to live and for our crops to grow in the same way as the Egyptians needed the Nile to flood;</li> <li>The role of organisations such as Water Aid in places where water is scarce and the concept of gratitude for things we take for granted.</li> </ul>					
<b>PE</b>	<p><b>Team Games</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination;</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal.</li> </ul>						<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team;</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres;</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>					
<b>Science</b>	<p><b><u>Forces and Magnets</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>Explore how toy cars move across different surfaces</li> <li>Plan a fair test to investigate how a toy car moves across different surfaces</li> <li>Carry out a fair test, gather data and draw conclusions</li> <li>Observe how magnets attract and repel</li> <li>Group materials according to whether they are attracted to a magnet or not</li> <li>Explore which materials magnets can work through (making predictions and exploring)</li> <li>Design a test to investigate magnets</li> <li>Carry out a fair test, gather data, draw conclusions</li> <li>Observe patterns created by a magnetic field</li> <li>Observe patterns created by a magnetic field when magnets repel each other</li> </ol>										<p><b><u>Plants</u></b></p> <p><b>See Summer 1 for Learning Journey</b></p>	

	<b>Spring 1</b>						<b>Spring 2</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Art</b>							<p><b>Impressions of Rivers:</b> explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection.</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design;</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• About great artists, architects and designers in history.</li> </ul>					
<b>DT</b>	<p><b>The Pharos Gold</b> (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure.</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities;</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>											
<b>History</b>	<p><b>Ancient Egypt</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Place early civilisations on a timeline</li> <li>2. Name and describe important gods and goddesses and explain how we know about them today</li> <li>3. Explain why the Pyramids were built and what they were used for</li> <li>4. Explain why the Nile was essential for the Egyptian civilisation</li> <li>5. Describe the different levels of society in Ancient Egypt</li> </ol>											
<b>Geography</b>							<p><b>Water Cycle and the River Nile</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Locate Egypt on a globe and describe the climate</li> <li>2. Locate Cairo on a map of Egypt and explain how the people there get water</li> <li>3. Describe why there is rainfall in the North of Egypt</li> <li>4. Describe some of the different ways people in Egypt trade</li> </ol>					

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>RE</b>										<b><u>Beliefs and questions:</u></b>  <b><u>Learning Journey</u></b>  1. Describe how Christians celebrate Easter 2. Investigate different views of "Creation" 3. Explain what it means to be a Christian		
<b>Computing</b>										<b>3.1 Coding</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output;</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>		
<b>MFL</b>							<b>Core Units 1,2,3: Common Words and Phrases</b> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> </ul>					



	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<p><b>Islamic Visitor:</b>  <b>Cultural Diversity:</b> Visitor from the Islamic Tradition to share stories from the Quran and to explore Islam as meaning peace. Quotes from the Quran relating to this.  <b>Aspiration:</b> How did the visitor learn about the tradition?- His or her experience as a child.</p> <ul style="list-style-type: none"> <li>Visit to a Bakery or arranged visit e.g. Warburtons to demonstrate bread-making</li> </ul> <p><b>Cultural Diversity:</b> different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan.  <b>Aspiration:</b> Baker to discuss role and training undertaken.</p>					<p><b>Visit to Matlock or suitable contrasting locality in the Peak District.</b>  <b>Cultural Diversity:</b> consider how varied the British Isles are. Our areas are very different. What values unite us?</p> <p><b>Visiting Artist: To be arranged by year group.</b>  <b>Aspiration:</b> Artist to discuss inspiration and how they learned their skills. The importance of looking after tools and caring about what you do. The rewards and challenges of producing a piece of art.  <b>Cultural Diversity:</b> John Constable to Hannah Woodman: discuss how in the past it was harder for women to be seen as artists. Remind pupils of the challenges faced by Florence Nightingale. Consider writing to an artist to ask about the challenges she has faced. Consider and examine landscapes from a range of cultural traditions. How do they differ from the work we have studied? How might the impressionists have influenced Hannah's work and where do they sit on the timeline between Constable and Woodman.</p>						
<b>PE</b>	<p><b>Netball/ Tennis</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres;</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>					<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination;</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres;</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>						
<b>Science</b>	<p><b>Plants (continued)</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Describe how plants are adapted to their habitats</li> <li>Describe the function of different parts of a plant</li> <li>Explore the part that flowers play in the life-cycle of flowering plants</li> <li>Identify flowers that are pollinated by insects and by the wind</li> <li>Describe how water is transported in plants</li> <li>Plan a fair test to prove that plants need light</li> <li>Draw conclusions about what our investigation has shown</li> </ol>					<p><b>Animals including Humans</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Illustrate a simple food plan</li> <li>Know that humans are consumers and need to get all nutrition from the food they eat</li> <li>Know that a range of fruit and vegetables are essential for a balanced diet</li> <li>Design a menu to meet the nutritional needs of children</li> <li>Label the human skeleton</li> <li>Identify animals with exo and endoskeletons</li> <li>Describe how muscles work in pairs</li> </ol>						
<b>Art</b>						<p><b>Exploring the UK: John Constable to Hannah Woodman (using the works of Constable and Woodman as a basis for exploring and developing techniques. Drawing through to painting and final products exploring modern British landscapes.</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</li> <li>About great artists, architects and designers in history.</li> </ul>						

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>DT</b>	<p><b>Breads around the world</b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>											
<b>History</b>												
<b>RE</b>	<p><b><u>Inspirational People from the Past</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>Describe the role of Moses in freeing the slaves from Egypt and explain how Jewish people remember this today</li> <li>Explain what Jesus expected from his followers</li> <li>Investigate stories told by the Prophet Muhammed PBUH</li> <li>Describe why Harriet Tubman is remembered today and why she inspires people</li> <li>Describe how people of different beliefs are inspired to help others today</li> </ol>										<p><b><u>An enquiry into Christian and Islamic prayer:</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>Describe how Christians pray and explain ideas about what the Lord's Prayer means</li> <li>Describe how Muslims pray and prepare for prayer</li> </ol>	

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Geography</b>						<p><u>Let's Explore the UK</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> <li>1. Investigate the settlement of Matlock</li> <li>2. Describe the topography of Matlock and the surrounding area</li> <li>3. Investigate land use for the high street and countryside surrounding Matlock (Visit)</li> <li>4. Investigate the different types of business in the Matlock area</li> <li>5. Describe how water travels from the hills to the sea</li> </ol>						
<b>Computing</b>	<p><b>3.4 Touch Typing</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>		<p><b>3.5 Email</b></p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact;</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> </ul>									
<b>MFL</b>						<p><b>At School</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>• Read carefully and show understanding of words, phrases and simple writing;</li> <li>• Appreciate stories, songs, poems and rhymes in the language;</li> <li>• Write phrases from memory.</li> </ul>				<p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding;</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures;</li> <li>• Read carefully and show understanding of words, phrases and simple writing;</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Write Phrases from memory.</li> </ul>		

