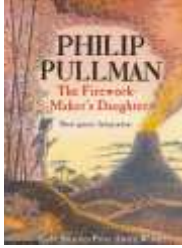
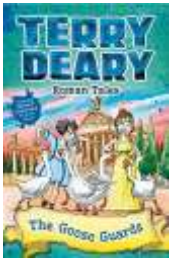
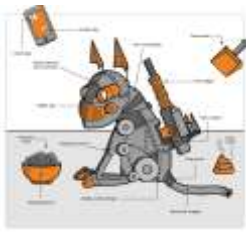
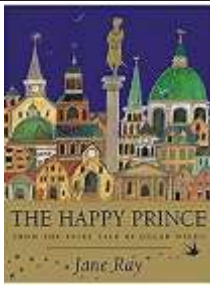
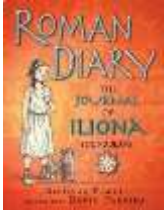
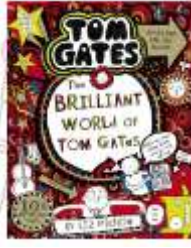
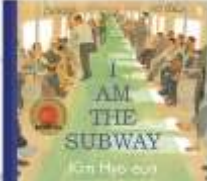
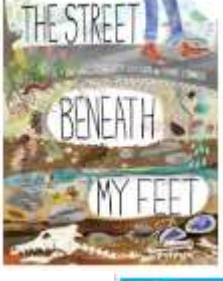
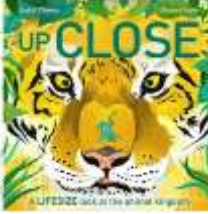
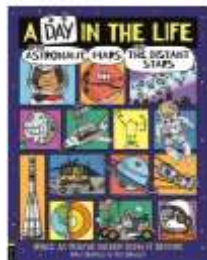
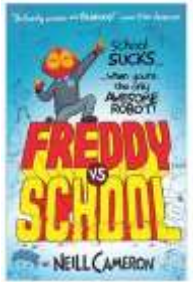
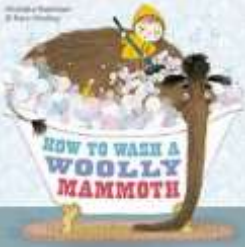
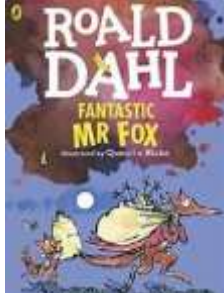
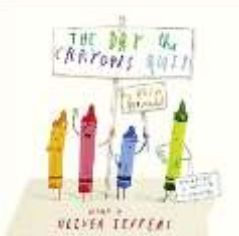
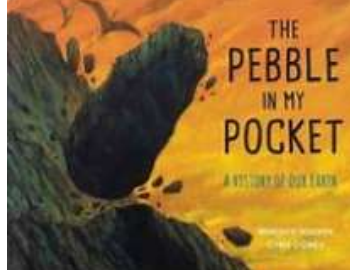
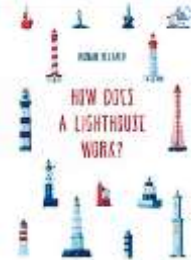
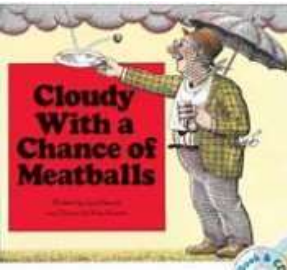
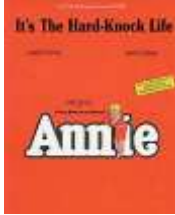
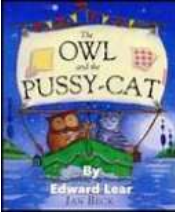


		Autumn Theme - History	Spring Theme – Geography	Summer Theme - History
Year 3	Diver Project	 Through the Ages In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to time and sequence dates to make a timeline. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.	 Rocks, Relics and Rumbles In the Rocks, Relics and Rumbles project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.  MARY ANNING	 Emperors and Empires In the Emperors and Empires project, your child will learn about the growth and decline of the Roman Republic and the Roman Empire. They will discover the absolute power of the Roman emperors and study the hierarchies of Roman society and the Roman army. They will study the first invasions of Britain in 55 and 54 BC and the Roman conquest of Britain in AD 43. They will learn about Boudicca's rebellion, Hadrian's Wall and the Romanisation of Britain, including how Christianity came to Britain and investigate the legacy of Roman Britain in their local area.
	Innovate	You are part of a team of archaeologists who have uncovered an ancient burial site containing a number of human remains. Use the sources of evidence provided to write a report on the burial site for the journal Archaeology Today. Let's get started! Use your findings to write a short report about the ancient burial site for the journal Archaeology Today. I can describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. I can describe the everyday lives of people from past historical periods I can describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. I can make deductions and draw conclusions about the reliability of a historical source or artefact. I can sequence dates and information from several historical periods on a timeline. I can explain the similarities and differences between two periods of history. I can summarise how an aspect of British or world history has changed over time.	You are part of a team of scientists, geologists and volcanologists sent to investigate the potential dangers of tectonic activity in Quito, Ecuador's capital city. You should use the information you gather to write a factual report and present your findings to the city council. Let's get started! Write a short report that sets out your findings and present it to the city council I can locate significant places using latitude and longitude. I can name and locate significant volcanoes and plate boundaries and explain why they are important. I can explain the physical processes that cause earthquakes and volcanic eruptions. I can describe how a significant geographical activity has changed a landscape in the short or long term. I can describe the parts of a volcano or earthquake. I can name and describe the types, appearance and properties of rocks.	Before the Romans came to Britain, very few people could read or write. The Romans kept written records, which is how we know so much about them and their life in Britannia. Your task is to analyse the original written accounts in this journal and use them as evidence to compose a historical report, about life in Roman Britannia. Let's get started! Write a short historical report, based on the information and evidence in the journal, to describe what life was like in Roman Britannia I can make deductions and draw conclusions about the reliability of a historical source or artefact. I can describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. I can describe the significance and impact of power struggles on Britain. I can describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. I can explain the cause and effect of a significant historical event. I can make choices about the best ways to present historical accounts and information.
	Memorable Experiences (Trips and Visits) Engage	Thorndon Country Park Caveman day	Barleylands Farm (Rocks and Soils)	Local Mosque Visit Local land use enquiry Layer Marney Tower Roman experience

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	Linked Book Study	 <i>Stig of the Dump</i> by Clive King Barney is bored at Grandmother's house and decides to visit the local chalk pit. When the ground at the edge of the pit gives way, Barney plunges into the hole and meets Stig, a boy from the Stone Age. Although they cannot use speech to communicate, they become friends and have lots of fun improving Stig's den, collecting firewood and hunting. Nobody believes that Stig is real until he has to defend Barney.			 <i>The Firework-Maker's Daughter</i> by Philip Pullman Lila longs to become a Firework-Maker like her father. Against his wishes, she runs away to the volcano, Mount Merapi, to find Royal Sulphur, a task all Firework-Makers must complete. Lila meets many challenges during her journey up the mountain. Her encounter with the Fire-Fiend determines once and for all whether she will become a Firework-Maker.			 <i>Roman Tales: The Goose Guards</i> by Terry Deary When Fabia embarrasses Brutus in a lesson, he's determined to have revenge on her. He's distracted from his plans when the Gauls attack Rome. Many Romans are killed but others are safe in the temples, with a sheer cliff on one side and Roman soldiers defending them on the other. Brennus, the king of the Gauls, plans to attack the remaining Romans, while Brutus comes up with a plan to upset Fabia.		
	Writing	 Stone Age Boy Satoshi Kitamura 15	 Autumn is here	 How a Robot Dog works 17	 Flood Alvaro F. Villa 18	 Skara Brae Dawn Finch 16	 My Strong Mind by Niels Van Hove 17	 The Happy Prince Jane Ray 19	 The Journal of Llionna - A young slave. Richard Platt 16	 Skeletoons and Muscles by Ben Hoare 18
	Text type	Narrative	Poetry	Non fiction	Narrative	Non-Fiction	Non-fiction	Narrative	Non-Fiction	Non-Fiction
	Genre	Story	Poetry	Explanation	Tragedy	Holiday-Brochure	Instruction	Traditional tale	Diary	Non-chronological report
	Topic	Step back in time/stone age	Seasons/Harvest	Robots	Water, water everywhere!	Stone-age step back in time	Being Healthy	Trading places/ kindness	Rome wasn't built in a day	Skeletons and muscles/Animals
	Cross Curricular	History	Science	Science/DT	Geography/PSHE	History	Science/PSHE	Drama	History	Science

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	CLASSIC STORIES	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	GRAPHIC NOVELS
Class Reader	   	 	  	  	   	   
Fiction						
Non-fiction						
Poetry and Song						

Maths	 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Adding and subtracting across 10 Numbers to 1,000		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Right angles Manipulating the additive relationship and securing mental calculation Column addition 2, 4, 8 times tables Column subtraction		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Unit fractions Non-unit fractions Parallel and perpendicular sides in polygons Time	
! Science SIGNIFICANT SCIENTIST	 Skeletal and Muscular Systems This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton. !		 Forces and Magnets This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials. !		 Plant Nutrition and Reproduction This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction. !	 Light and Shadows This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored. I can take measurements in standard units, using a range of simple equipment. I can find patterns in the way shadows change during the day. !
	I can ask questions about the world around me and explain that they can be answered in different ways. I can set up and carry out some simple, comparative and fair tests, making predictions for what might happen. I can gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. I can make increasingly careful observations, identifying similarities, differences and changes and making simple connections. I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected					
Art & Design	 Colour Theory This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours, analogous colours and how artists use colour in their artwork. Create a colour composition	 Prehistoric Pots This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot. Make and evaluate a Bell Beaker-style pot using a combination of pinch, coil and pattern techniques	 Ammonite This project teaches children about artistic techniques used in sketching, printmaking and sculpture. Create a 3-D sculpture using air drying clay. I can create a 3-D form using malleable or rigid materials, or a combination of materials.	 People and Places This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school. Working in the style of LS Lowry to draw a picture about their school.	 Beautiful Botanicals This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit. Create beautiful and detailed botanical paintings of fruit.	 Mosaic Masters This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile. Design and make a mosaic border tile.

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	I can use and combine a range of visual elements in artwork. I can make suggestions for ways to adapt and improve a piece of artwork	I can create a 3-D form using malleable or rigid materials, or a combination of materials. I can make suggestions for ways to adapt and improve a piece of artwork	I can use and combine a range of visual elements in artwork	I can work in the style of a significant artist, architect, culture or designer. I can make suggestions for ways to adapt and improve a piece of artwork	I can use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. I can make suggestions for ways to adapt and improve a piece of artwork	I can use and combine a range of visual elements in artwork. I can make suggestions for ways to adapt and improve a piece of artwork.
 SIGNIFICANT ARTIST Traditional Modern Contemporary	VINCENT VAN GOGH CLAUDE MONET WINSLOW HOMER	PREHISTORIC ART	MARK REED LUCY UNWIN PETER RANDALL-PAGE	LS LOWRY	KATIE SCOTT MAUD PURDY GEORGIA O'KEEFE	PREHISTORIC ART
Design & Technology /Nutrition  SIGNIFICANT DESIGNERS/ENGINEERS	 Cook Well, Eatwell This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria. Planning and making a taco filling for the Eatwell Cafe I can develop design criteria to inform a design. I can identify and name foods that are produced in different places I can prepare and cook a simple savoury dish. I can suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.		 Making It Move This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy. Design and make a child's automaton toy I can develop design criteria to inform a design. I can plan which materials will be needed for a task and explain why I can describe how key events in design and technology have shaped the world I can use tools safely for cutting and joining materials and components. View progression I can make working models with simple mechanisms or electrical circuits. I can suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.		 Greenhouse This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse. Plan and make a mini greenhouse I can develop design criteria to inform a design. I can use tools safely for cutting and joining materials and components. I can suggest improvements to my products and describe how to implement them, beginning to take the views of others into account.	

	Geography  One Planet, Our World This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.	Geography covered in the main project History revision and retrieval practice – Timebox 1 Short fun sessions to build up pupils' chronological understanding. 		 Innovate Geography revision and retrieval practice Local Land use enquiry Recap what the children know already about their local area. Your child will refer to their map studies and observational work in the locality to discuss its characteristics. They will be collecting some primary data in the local area to answer the enquiry question, 'How is land used around our school?' They will recall the ways that land can be used and predict what they might find during their enquiry. Before the field trip, prepare a map and route of the local area to stick to the Land use in the local area recording sheet, which the children will use to collect their data. On the field trip, your child will use the key to collect data on their recording sheet. Provide cameras or tablets for each group to collect photographic evidence of land use. Back in the classroom, compare and collate the children's data to come to an agreed conclusion about land use in the local area. Encourage them to use the data to answer the questions on the Land use in the local area question sheet to consolidate their learning. Your child will create a collaborative display using a local map and their photographs, writing labels for the images and the map. I can analyse primary data, identifying any patterns observed. I can gather evidence to answer a geographical question or enquiry.		
PSHE	Me and My Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Keeping Myself Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Being my Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Growing and Changing Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Wellbeing	 Zones of Regulation In the project, children learn about good coping and regulation strategies to create a toolkit so they can help themselves when they experience anxiety and stress. They will think and talk about how they feel using four colours to help them self-identify how they're feeling. Wonderful me! Who am I? In this project, children explore their identity by considering the groups and communities that they are a part of.	 Connect: Shared interests Learning about the common interests we have with others and how sharing our hobbies with others can have a positive effect on our relationships. People around me: Communication In this project, children reflect on different ways of communicating and investigate what makes a good listener and why this is important.	 Move: Motion detection In this project, pupils explore ways to include exercise in everyday life Relaxation: Stretches In this project, children explore different stretches to help to ease tension in the body and aid relaxation	 Take notice: Making a difference In this project, pupils taking notice to improve the community. Meaning and purpose: My superpowers In this project, children identify and celebrate their strengths as well as consider ways that they can help other people.	 Give: Appreciation Being grateful for what they have and learning how they can show their appreciation. Healthy body, healthy brain: My healthy diary In this project, reflecting on the importance of diet, exercise and rest on the body, children create their own healthy diary for the week.	 Discover: Making Mistakes In this project, children will learn that making mistakes is a positive part of trying something new. Resilience: Breaking down barriers In this project, pupils look at how they can break problems down into small, achievable goals.

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Religious Education	How do people express commitment to a religion? The importance of rites of passage in terms of religious identity. - The role of baptism (infant and adult) in shaping religious identity in the Christian community. - The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. - The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. Human & Social Science	What is the Trinity? God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). - Jesus: As God incarnate, also known as the Son of God. - Incarnation: Jesus as one of the three persons of the Trinity. - Holy Spirit: God as spiritually active in the world. Theology	What is philosophy? How do people make moral decisions? - Difference between knowledge, belief and opinion. - The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. - The nature of a philosophical question. - Awareness of variant perspectives about whether some things can be proven. - The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). - Utilitarianism or Hedonism as a way of making moral decisions. Philosophy	What do Muslims believe about God? The concept of Tawhid. - The impact of Tawhid on Muslims. - The impact of The Qur'an containing the actual words of God. - How the existence of God is explained in Muslim teachings. - How the Muslim view of deity differs from that of other religions. Theology	What difference does being a Muslim make to daily life? Awareness of the diverse nature of Islam locally, nationally and globally. - Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. - Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these. - Awareness of diversity of expression, particularly in relation to the pictorial presentations. - Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj. Human & Social Science
	 Jewish, Sikh, Christian	 Christian	 Christian, Humanist	 Muslim	 Muslim
Music	 Unit 1: South Africa (Instrumental Lessons) (5 Lessons) Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.  To know the key features of South African Gumboot music.	 Unit 2: Caribbean (Instrumental lessons) (5 Lessons) In this project, pupils learn about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.  To know the key features of Calypso music.	 Pentatonic melodies and composition (Theme: Chinese New Year) (5 Lessons) Using the story of Chinese New Year as a stimulus, in this project, pupils revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	 Unit 3: South America (Instrumental Lessons) (5 Lessons) In this project, pupils learn about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.  To know the history and key features of salsa music.	 Jazz (optional) (5 Lessons) Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.  To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.

Physical Education	 Football (6 Lessons) Pupils will be encouraged to persevere when developing competencies in key skills and principles	 Tennis (6 Lessons) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all	 Tag Rugby (6 Lessons) In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven	 Yoga (6 Lessons) In this project, pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect	 Ball skills (6 Lessons) In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games.	 Basketball (6 Lessons) Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending,	 Hockey (6 Lessons) Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending,	 Fitness (6 Lessons) In this unit pupils will take part in a range of activities that explore	 Athletics (6 Lessons) In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different	 Fundamentals (6 Lessons) In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to	 Rounders (6 Lessons) 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	 Golf (6 Lessons) Golf is a target game. As in all target games, in this unit, pupils will explore and develop their accuracy of aiming at a target. In
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	such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows	They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.	attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances	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.	and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	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.	change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	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.	golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.
Computing	 Online Safety (All 4 lessons) In this project, pupils learn the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	 Computing Systems and Networks 1: Networks and the internet (3 lessons: 1, 3 and 5 only) In this project, pupils are introduced to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools.	 Programming 1: Scratch (4 lessons: 1, 2, 3 and 5 only) In this project, children progress to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game	 Computing systems and networks 2: Emailing (Lessons 1-5) In this project, pupils learn how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	 Data handling: Comparison cards databases (Lessons 1,3 and 4 only) Using the theme of a 'Comparison card game' to understand what a database is, pupils learn the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering.	 Computing Systems and Networks 3: Journey inside a computer (3 lessons: 1, 2 and 5 only) In this project, children assume the role of computer parts and creating paper versions of computers to help consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models	 Creating Media: Video trailers (4 lessons: 1-4 only) In this project, children develop filming and editing video skills through the storyboarding and creation of book trailers.					
French			 French greetings with puppets (4 lessons) In this project, pupils use puppets to practise a variety of French greetings and learning how to introduce themselves.	 French adjectives of colour, size and shape (Lessons 1-4 only) In this project, pupils describe shapes using adjectives of colour and size,	 French playground games- numbers and age (5 lessons) In this project, pupils count in French from one to twelve, asking how	 In a French classroom (5 lessons) In this project, pupils respond to common classroom instructions through	 A circle of life in French (Lessons 1 and 2 only) In this project, pupils use dictionary skills to develop animal vocabulary and habitat					

			Choosing the correct greeting based on the time of day.	learning the position of adjectives relative to the noun; noting cognates and practising language skills	old someone is and answering the same question, comparing sentence structures in French and English.	games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	names and applying this vocabulary to create sentences and complete food chains.
	SMSC Events Calendar 2023/2024	September 15th International Day of Democracy September 26th European Day of Languages Black History Month: October 2023 October 16th – 22nd Recycle Week November 6th -12th UK Parliament Week Remembrance Day: 11 November 2023 Anti-Bullying Week: 13-17 November 2023 November 17th Children In Need November 19th – 25th Road Safety Week December 7th Christmas Jumper Day	January 15th Martin Luther King Day January 21st World Religion Day February2024 LGBT+ History Month February 5th – 11th Children’s Mental Health Week Safer Internet Day: 6 February 2024 Chinese New Year: 10 February 2024 World Book Day: 7 March 2024 British Science Week: 8-17 March 2024 Shakespeare Week: 18-24 March 2024 March 22nd World Water Day Holi Festival: 24 March 2024 April 2nd World Autism Awareness Day		April 15th World Art Day April 22nd Earth Day Mental Health Awareness Week: 13-20 May 2024 May 20th-25th Walk to School Week May 21st World Day for Cultural Diversity June 2024 Pride Month June 5th World Environment Day June 8th World Ocean Day June 10th – 14th Healthy Eating Week June 16th – 22nd World Refugee Week June 21st World Music Day July 12th Malala Yousafzai’s Birthday		