

The Good Shepherd Catholic Primary School



Year 3

Autumn Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Berrill,

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.*

*Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.*

Amen.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p>Saint Lucy</p> <p>Autum 1 – Creation and Covenant</p> <p>Autum 2 – Prophecy and Promise</p>	<p>To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saint, St Lucy.</p> <p>RED Curriculum – see below.</p>
ENGLISH	<p>Poetry on a theme (emotions)</p> <p>First person narrative descriptions</p> <p>Non-chronological reports</p> <p>Formal Letters to complain</p> <p>Dialogue through narrative</p> <p>Performance poetry</p>	CUSP CURRICULUM – SEE BELOW
READING	<p>Greata and the Giants</p> <p>The Pebble in my Pocket</p> <p>Leon and the Place Between</p> <p>'Twas the Night before Christmas</p>	CUSP CURRICULUM – SEE BELOW
MATHS	Effective Maths	<p><u>Place Value</u></p> <p>[1] Reading and writing numbers to 300 in numerals</p> <p>[2] Reading and writing numbers to 400 in numerals</p> <p>[3] Reading and writing numbers in words</p> <p>[4] Counting forwards in fours to 100</p> <p>[5] Identifying and representing numbers</p> <p>[6] Ten more and ten less</p> <p>[7] Comparing and ordering numbers</p> <p>[8] Equivalence of 10 tens and 1 hundred</p> <p><u>Addition and Subtraction</u></p> <p>[1] + facts for 100 using multiples of 5 and 10</p> <p>[2] + and - facts for 100 using multiples of 5 and 10</p> <p>[3] Add a 3-digit number and ones</p>

- [4] Subtracting ones from a three-digit number (exchanging)
- [5] Add a 3-digit number and tens; subtract tens from a 3-digit number
- [6] Adding multiples of ten (making the next hundred)
- [7] Subtracting multiples of ten (bridging hundreds: making the previous hundred)
- [8] Add numbers with up to 3-digits (no exchanging)
- [9] Add numbers with up to 3-digits (exchanging)
- [10] Subtract numbers with up to 3 digits (no exchanging)
- [11] Subtract numbers with up to 3- digits (exchanging)

Multiplication and Division

- 1] 5 × table (revision)
- [2] 4 × table
- [3] 8 × table
- [4] 3 × table
- [5] Solving problems involving 3, 4 and 8 × tables
- [6] Dividing by 4
- [7] Dividing by 8
- [8] Dividing by 3

Time

- [1] Telling the time to the nearest 5 minutes
- [2] Telling time to nearest 1 minute
- [3] Different ways of expressing time 1:30pm; 1:30 in the afternoon; minutes past/minutes to
- [4] 24-hour clocks
- [5] Number of seconds in a minute
- [6] The number of days in each month, year and leap year
- [7] Finding and comparing durations of events

Fractions

- [1] Recognising fractions: fifths, sixths and sevenths
- [2] Recognising fractions: fifths, sixths, sevenths, eighths and ninths [3] Recognising fractions: fifths, sixths, sevenths, eighths, ninths and tenths
- [4] Counting in tenths
- [5] Finding halves
- [6] Finding quarters
- [7] Finding fractions of quantities
- [8] Comparing and ordering fractions
- [9] Comparing and ordering Fractions.
- [10] Equivalent fractions

Multiplication and Division

- [1] Multiplying by teen numbers
- [2] Multiplying multiples of ten by 1-digit numbers
- [3] Multiplying 2-digit numbers by 4
- [4] Multiplying 2-digit numbers by 8

Geometry

		<p>[1] Understanding angles as the amount of turn</p> <p>[2] Identifying angles</p> <p>[3] Number of angles, number of sides; drawing and reflecting shapes and counting sides and angles</p> <p>[4] Right angles</p> <p>[5] Turns</p>
SCIENCE	<p>Rocks</p> <p>Animals, including Humans</p>	CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY	Fieldwork and Map Skills	CUSP CURRICULUM – SEE BELOW
COMPUTING		<p>Computing systems and networks – Connecting computers Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Comparing digital and non-digital devices, before introducing computer networks that include network infrastructure devices like routers and switches.</p> <p>Creating media - Stop-frame animation 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.</p>
MUSIC		<p>We will be welcoming Marcella from Northampton diocese who is a choralist. She will be leading the children through song on a Monday morning.</p> <p>Introducing singing in rounds – CUSP Curriculum SEE BELOW</p> <p>Untuned percussion – CUSP Curriculum SEE BELOW</p>
PE		<p>Unit 1 – Personal</p> <ul style="list-style-type: none"> - To cope well and react positively when things become difficult. - I can persevere with a task and I can improve my performance through regular practice - I know where I am with my learning and I have begun to challenge myself - I try several times if at first I don't succeed and I ask for help when appropriate <p>Fundamental Movement Skill:</p> <ul style="list-style-type: none"> - Static Balance: One Leg - Coordination and Footwork <p>Unit 2 - Social</p> <ul style="list-style-type: none"> - I cooperate well with others and give helpful feedback. - I help organise roles and responsibilities and I can guide a small group through a task - I show patience and support others, listening well to

		<p>them about our work.</p> <ul style="list-style-type: none"> - I am happy to show and tell them about my ideas - I can help praise and encourage others in their learning <p>Fundamental Movement Skill:</p> <ul style="list-style-type: none"> - Dynamic Balance to Agility: Jumping and Landing - Static Balance: Seated
ART	Drawing and Painting	CUSP CURRICULUM – SEE BELOW
DESIGN AND TECHNOLOGY	Printmaking	
	Textiles	CUSP CURRICULUM – SEE BELOW
	Food and Nutrition	
FRENCH	Greetings and the Classroom	CUSP CURRICULUM – SEE BELOW
	Numbers, colours and emotions	
PSHE	Get Heartsmart	<ul style="list-style-type: none"> • I can suggest a way that I can show love to myself • I can suggest a way that I can show love to others • I can list ways to be kind to one another • I can describe some ways that others are 'meant to be treated' • I can recall a memory and associate a feeling with it. I am beginning to understand that my heart needs protecting • I can list some things that my heart needs protecting from. • I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them. • I can identify some benefits of a healthy lifestyle • I can identify some risks of an unhealthy lifestyle • I can suggest some ways that I can care for my heart • I can suggest some ways that I can care for other people's hearts





	<p>Don't Forget to Let Love in!</p>	<ul style="list-style-type: none"> • I can recall some ways that people have shown love to me through kind words or actions • I am starting to describe myself in a positive way • I can think of words to encourage others • I can accept encouragement from others • I can sort words into what love is and what love isn't • I can list some things that I am grateful for. • I can explain why I am grateful for them. • I am beginning to understand that some choices I make will affect my physical health. • I can recall examples of kind words or actions from the week
<p>RSE</p>	<p>Ten Ten Created and Loved by God</p>	<p>Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>Story Sessions Jesus, My Friend</p> <p>Session 1 Friends, Family and Others...</p> <p>Session 2 When Things Feel Bad</p>

RE

Year 3 Autumn 1



Branch 1: Creation & Covenant

 Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	That the Creation stories in Genesis uses symbolism to explain the relationship between God, human beings, and the world. That in the first account of the Creation one day is 'made holy' (Gen 2:3). That the Church teaches that 'Creation is the common work of the Holy Trinity'. The first account of the Creation, Genesis 1:1-2:4. Extracts from either Psalm 8 or 19 in praise of Creation. In an age-appropriate way, LS 66 and 88.	Understand 	Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. (RVE) Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE)
Believe	God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). That all human beings are made in God's image and all people have dignity and are created equal. A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. The dignity of all human beings is one of the principles of Catholic Social Teaching.		Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). (RVE) Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation. Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66). (RVE)
Celebrate	Extracts from a psalm of Creation. How the praise of Creation is expressed in the prayer and Liturgy of the Church		Imagining how caring for the world could change the world for the better. Imagining how caring for the world could change the world for the better.
Live	Ways in which we can show care for God's world (stewardship) as part of our care for each other. Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.	Discern 	Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE) Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). (RVE) Wondering why the author of the first story of Creation suggests a holy day. (RVE)
Dialogue			Making connections between experiences where people have not been treated equally and how this felt. (RVE) Spending time wondering about the blessings of Creation in their own lives. (RVE)
Encounter		Respond 	Reflecting on the prayerful words studied that give thanks for Creation. (RVE)

Key vocabulary: Genesis poetry Creator image and likeness dignity equality

Year 3 Autumn 2



Branch 2: Prophecy & Promise

Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	Why Christians go to Mass on Sunday.	Understand 	Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.
	How Catholics celebrate Mass.		Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.
	Messiah would be born of a virgin and would be called Immanuel (Is 7:14).		Recognise how Joseph puts his trust in God when the angel appears.
	The Annunciation to Joseph (Matt 1:18-25).		Make links between the angel's message about Jesus and the words of the prophet Isaiah.
	Revisit Lk 1:26-38.		Recall that angels bring God's message in the gospels of St Matthew and St Luke.
Believe	Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday.	Discern 	Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.
	Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).		Give a simple description of how Catholics celebrate the Mass.
	The Liturgy of the Word includes readings from the Old Testament and the New Testament.		Talking, asking, and answering questions about their experiences of liturgies and the Mass.
	That Jesus birth was foretold by the prophets.		Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.
	That Joseph listened to the angel and opened his heart to the Holy Spirit.		Talking, asking, and answering questions about Joseph and Mary trusting in God.
Celebrate	How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.	Respond 	Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.
	Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.		Talking, asking, and answering questions about their experiences of liturgies and the Mass.
	How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel).		Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.
Live	Some ways that Christians prepare for the coming of Christ during Advent.	Encounter	Reflecting on what Sunday Mass means for Christians.
	Representations in art around the world, connecting to the prophecies of Christ's coming.		
Dialogue			
Encounter			

Key vocabulary: Mass Sunday Advent Joseph angel Liturgy of the Word

Writing

Poetry on a theme (emotions)

Week 1
Explicit teaching of the grammatical structures and text conventions required

At the end of this unit, pupils will ...	
Know:	Be able to:
How to form and use: <ul style="list-style-type: none">• alliteration• rhyme• assonance	Prepare and perform narrative poems Make connections between poems Select precise and ambitious vocabulary Write a poem on a theme

First person narrative descriptions

- This is a three-week unit.
- The unit is set in the context of the CUSP Science unit *Rocks and fossils*.
- The structure of the unit is outlined below.

At the end of this unit, pupils will ...	
Know	Be able to
The structure and tone of a non-chronological report How to use paragraphs to organise information.	Use a variety of sentence structures Select and use precise and formal vocabulary

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding and planning of extended outcome	Execution of extended outcome

Non-chronological reports

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know:	Be able to:
The difference between main and subordinate clauses	Organise writing into clear paragraphs
How to form the present continuous tense	Choose and use formal vocabulary
The structure and conventions of a formal letter	Use a range of conjunctions

Formal Letters to complain

Week 1	Week 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know:	Be able to:
The difference between main and subordinate clauses	Organise writing into clear paragraphs
How to form the present continuous tense	Choose and use formal vocabulary
The structure and conventions of a formal letter	Use a range of conjunctions

Dialogue through narrative

Week 1	Week 2	Week 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Execution of the extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know:	Be able to:
How to: <ul style="list-style-type: none"> • punctuate dialogue • form the simple past tense • edit for meaning • edit secretorially 	Use third person perspective Sustain the past tense Carefully select vocabulary Include historical references

Performance poetry

Week 1
Explicit teaching of the grammatical structures and text conventions required

At the end of this unit, pupils will ...	
Know:	Be able to:
Key poetic devices including onomatopoeia, rhyme and repetition Intonation changes when we speak and perform Form helps convey the message in poems	Prepare and perform narrative poems Show understanding through intonation, action, tone and volume Make connections between poems Critically review the performance of a poem

Reading

Week 1	Week 2
Focus on the narrative section of the core text	Focus on the non-narrative section of the core text
Exploring Greta's character	Understanding climate change

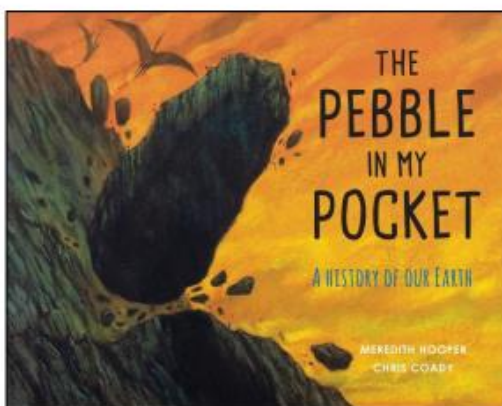
At the end of this unit, pupils will ...	
Know:	Be able to:
A summary is a brief overview of a text.	Retrieve key details by reading closely.
How real events can be presented as a narrative.	Respond to the core themes in a text.



This text draws a narrative parallel with Greta Thunberg who is the Swedish teenager who has led the global climate change movement since she was just 15. The first part of the book tells the story of Greta standing up to thoughtless giants who are destroying the habitats of animals living in the forest. The second part of the book gives key biographical information about Greta herself and some details about the climate change crisis. This book is written in affiliation with Greenpeace and teaches pupils about the power of peaceful protest and the impact of the climate change crisis on our way of life.

Week 1	Week 2
Focus on summarising, scanning for retrieval and understanding vocabulary	Focus on comparing, inferring the meaning of vocabulary and personal response

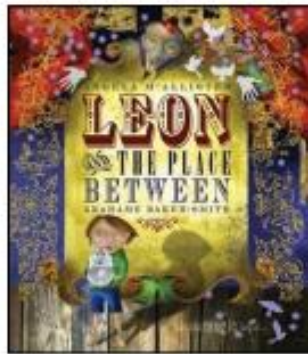
At the end of this unit, pupils will ...	
Know:	Be able to:
Strategies for scanning for retrieval	Identify details from a text accurately and efficiently
The difference between fact and opinion	Infer the view of an author from their language selection



This beautifully illustrated non-narrative picture book narrates the history of the earth, including information about dinosaurs, volcanoes and evolution. The text itself is rich and dense with lots of opportunities to further embed the learning of key vocabulary from the associated CUSP History and Science units. Written in chronological order, the book also features a beautiful timeline which encourages pupils to make links between key periods of history that they will learn about in the wider curriculum.

Week 1	Week 2
Focus on the core text for summarising and authorial intent	Focus on the core text for prediction and personal response
Focus on the instruction text, information text and narrative extract for retrieval	Focus on the court transcript, playbill and narrative extract for inference

At the end of this unit, pupils will ...	
Know:	Be able to:
The differences and similarities between picture and chapter books	Draw diagrams to exemplify some text
Inference combines evidence from the text and personal experience to make a conclusion	Find evidence to support a given inference



Being an avid believer in the wonder of magic, Leon desperately wants to now convince his siblings that magic exists. Whilst attending a magic show with his family, Leon volunteers to be in Abdul Kazam's magic show. He is magically transported to a mysterious and magical world called the Place Between. Grahame Baker-Smith's sumptuous illustrations only add to the magic. In addition, the fold-out pages and cut-out holes create the illusion for the reader that they are also part of this magical journey. Will Leon's experiences finally convince his family to believe in the power of magic?

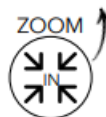
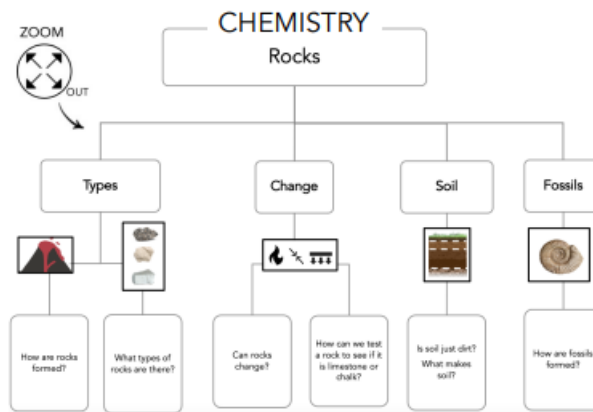
Week 1	Week 2
Focus on core text for summarising and authorial intent	Focus on core text for comparing and a personal response
Focus on diary extract and two information texts for retrieval and comparing	Focus on an appeal, dialogue extract and police report for inference

At the end of this unit, pupils will ...	
Know:	Be able to:
Poets use rhythm and language to create effects	Comment on poetic effects
Meaning can be inferred from description and dialogue	Use inference skills to gain meaning from a range of texts



Written during Christmas 1822 by Clement Clarke Moore for his six children, *The Night Before Christmas* is a poem which tells the story of how, whilst all the family sleeps, a father witnesses a visit from St. Nicholas. The father watches as St. Nicholas fills the waiting stockings with presents and, with a conspiratorial glance exchanged between them, leaves as he entered, via the chimney. The poem is written in rhyming couplets, giving it a rhythmic and melodious quality. Not surprisingly, the poem has been set to music many times and has been recorded by a number of artists.

Science - Rocks



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

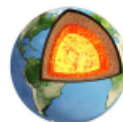


Science study

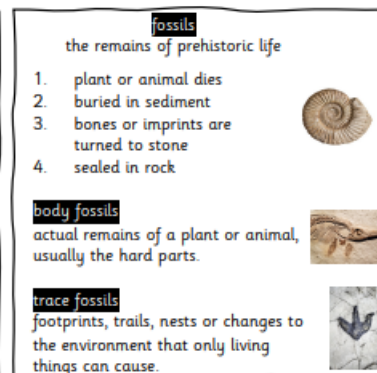
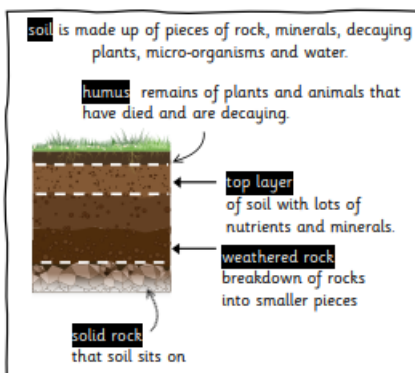
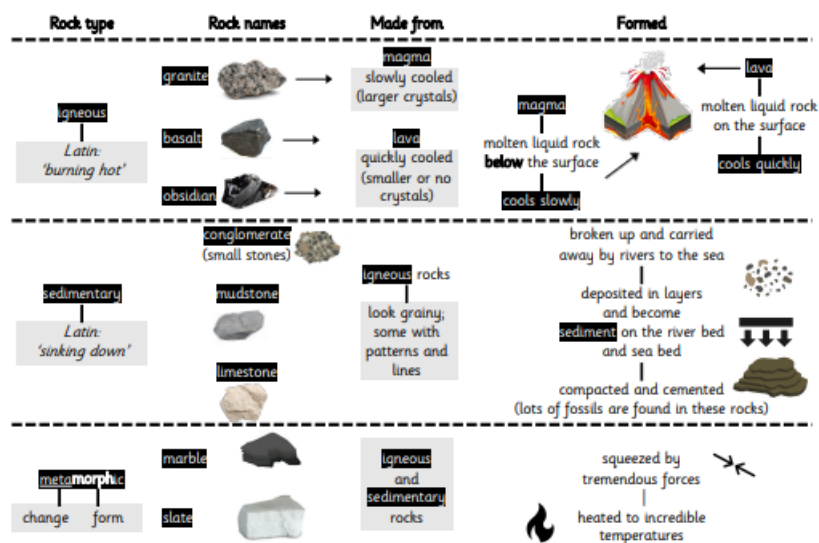
Introduce Rocks

Year ____ Term ____

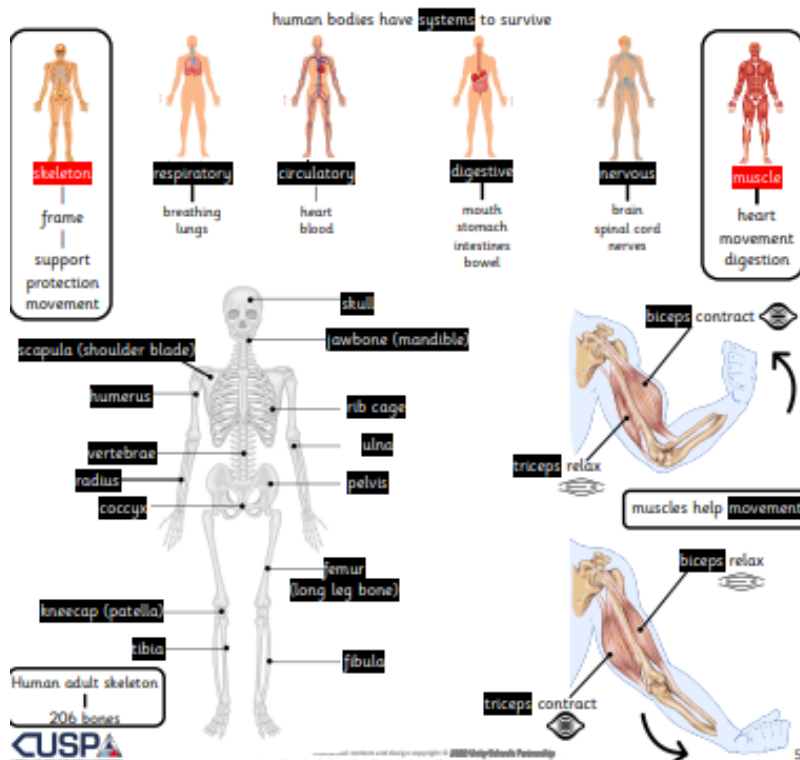
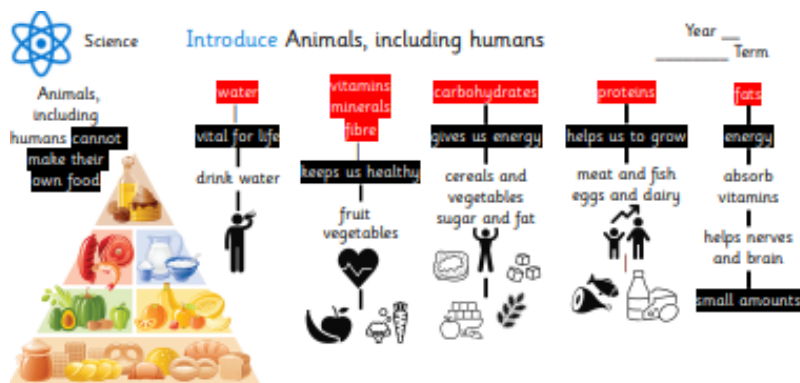
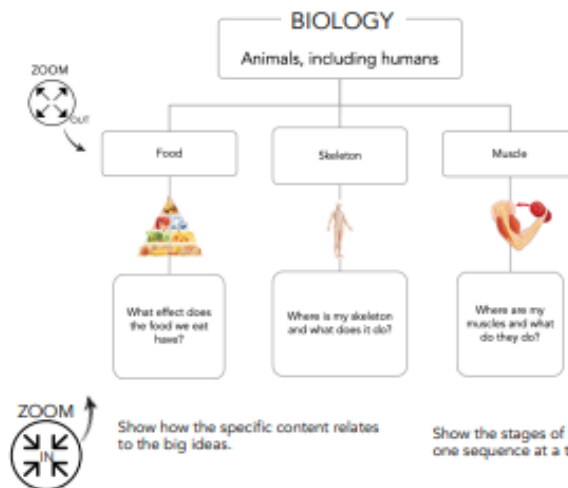
Earth's surface
completely made from rock
mostly covered by soil



rocks
formed from natural material called **minerals**
bricks and cement are NOT rocks



Science – Animals, including Humans



Music

Pupils will be able to:

- copy back a melodic line
- recognise changes in pitch



Prior Learning

- maintain their own part in a group ensemble.

Summary of key learning:

In this block, pupils will learn about texture in music through singing rounds and canons. They will explore how two or more groups combining different melodic lines at the same time builds harmony and texture. Pupils will reinforce their understanding of rhythm and pulse by tapping out the rhythms of the songs they are learning and will further extend their understanding of pitch as they engage in learning new songs through the 'copy back' approach.

Key pieces:

Pupils will listen to *Orford Lighthouse* by composer and performer Zoe Dixon. This will provide a reference point for pupils' understanding of the terms round and canon. The piece is structured as two verses, each with a different melody. The song is heard first in unison before being sung as a canon. Zoe Dixon is a young composer who is completely visually impaired. This inspirational composer and performer plays the piano and pipe organ and reads musical notation through Braille. This song is freely available on the *Friday Afternoons* website.

Resources:

[Orford Lighthouse by Zoe Dixon](http://fridayafternoonsmusic.co.uk) – *Friday Afternoons Project* (fridayafternoonsmusic.co.uk)

Becoming a musician

Pitch	Duration	Rhythm and pulse	Tempo and dynamics	Timbre	Texture	Structure
High and low sounds	The length of sounds – how long they are sustained for	Pulse – the steady beat Rhythm – patterns that happen over the beat	Tempo – the speed of the music Dynamics – how loud or quiet music is	The sound quality of certain instruments	Layers of sound working together	How a piece of music is built

Pupils will be able to:

- clap along to the rhythm of a composition
- record rhythms pictorially



Prior Learning

- maintain a beat when playing as part of an ensemble.

Summary of key learning:

Pupils will explore rhythm and pulse through songs, rhymes and chants, building on work from Key Stage One. Pupils are introduced to the term time signature and learn that music is written in bars. The time signature tells the musician how many beats in a bar there are. Pupils will be introduced to the standard musical notations used to represent rhythms and will engage with performing and notating simple rhythms using this standard notation. Throughout the unit pupils will learn and perform rhythms, layering and combining them in more than one part. Pupils will use body and untuned percussion instruments in their performances of songs and rhythms.

Key pieces:

The Blue Danube by Johann Strauss II
Radetzky March by Johann Strauss I

Resources:


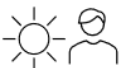




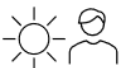
























Untuned percussion instruments
 Plastic cups
 Rhythm grids
 2/4 rhythm sheet
 3/4 rhythm sheet
 4/4 rhythm sheet
 Complete the bar activity sheet
[Slap clap clap | Sing Up](#)

Becoming a musician

Pitch	Duration	Rhythm and pulse	Tempo and dynamics	Timbre	Texture	Structure
High and low sounds	The length of sounds – how long they are sustained for	Pulse – the steady beat Rhythm – patterns that happen over the beat	Tempo – the speed of the music Dynamics – how loud or quiet music is	The sound quality of certain instruments	Layers of sound working together	How a piece of music is built







































French – Greetings and the Classroom

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"> • how to greet people • how to say colours • some classroom objects. 	<ul style="list-style-type: none"> • use and respond to greetings • greet people according to who they are and the time of the day • name classroom objects • describe nouns using colour adjectives • respond to instructions.

Greetings	Greeting people	Instructions	Colours	Classroom nouns
bonjour 	bonjour Monsieur 	écrivez 	bleu 	une table 
bonsoir 		répétez 	blanc 	une chaise 
non 	bonjour Madame 	écoutez 	rouge 	une fenêtre 
salut 		lisez 	vert 	une porte 
coucou 	bonjour Mademoiselle 	regardez 	Orange 	une gomme 
au revoir 				un stylo 
à bientôt 				un cahier 
				un crayon 

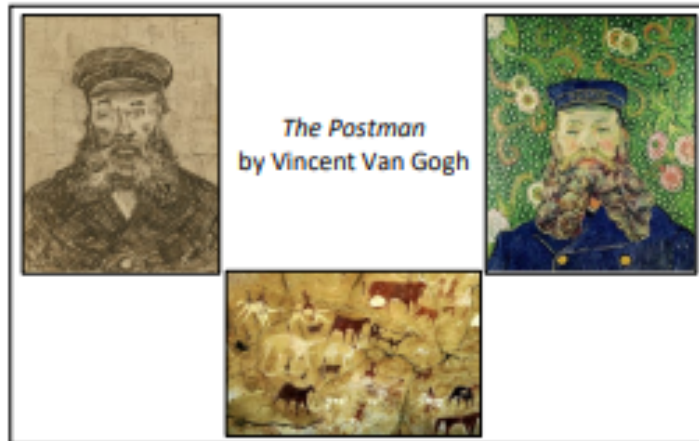
French – Numbers, colours and emotions

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"> • how to count up to 10 • primary colours • words to describe their emotions 	<ul style="list-style-type: none"> • spell numbers correctly • read written numbers • recite numbers up to 10 • recognise primary colours • name seven colours • identify positive and negative emotions • describe how they feel

Les nombres	Couleurs	Émotions
un 	bleu 	je suis 
deux 	blanc 	Je suis content. (masculine)  
trois 	rouge 	Je suis contente. (feminine)  
quatre 	vert 	Je suis calme.  
cinq 	orange 	Je suis terrifié.  
six 	jaune 	Je suis triste.  
sept 	noir 	Je suis heureux. (masculine)  
huit 		Je suis heureuse. (feminine)  
neuf 		Je suis en colère.  
dix 		Ça va.  
		Ça ne va pas.  

Art and Design – Drawing and Painting

Lesson 1	Lesson 2	Lesson 3
Invent marks and repeat for effect	Combine drawing and resist Mix colours and combine shapes and marks	Respond imaginatively to a story or poem about an invented creature



At the end of this block, pupils will ...	
Know:	Be able to:
There are lines and patterns in natural objects A range of effects can be made with paint	Identify lines and patterns in nature (rocks and fossils) Use a range of specific painting techniques

In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils will be able to:

- explore mark making using a range of tools and media
- use different brushstrokes to make a variety of marks

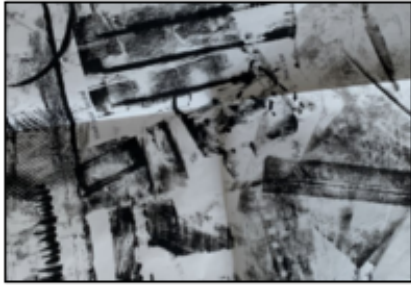


Prior Learning

- combine the visual and tactile quality of paint
- talk about their work and that of others using appropriate vocabulary

Art and Design – Printmaking

Lesson 1	Lesson 2	Lesson 3
Exploration of printing tools and materials	Explicit teaching of techniques	Application of knowledge and techniques



Teachers should click [here](#) to show pupils *Land and Sea, Past and Present* (2019) by Neil Bousfield.

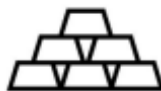
At the end of this block, pupils will ...	
Know:	Be able to:
How to use a printing slab and roller	Make a variety of printed marks including: <ul style="list-style-type: none"> • monoprinting • block printing
How to create different printing blocks	

In this block, pupils will explore the range of marks that can be made through printing. They will make their own printing blocks and print on different surfaces.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Pupils be able to:

- explore relief printing
- experiment with printing with found objects



Prior Learning

- investigate the effect of printing on different surfaces
- make stencils which generate both positive and negative stencil prints

Design and Technology - Textiles

Lesson 1	Lesson 2	Lesson 3
Identification of the problem Exploring materials	Explicit teaching of skills relating to the brief	Application of skills Evaluation and adaptation

At the end of this block, pupils will ...	
Know:	Be able to:
Fabric can be stiffened	Select and apply solutions to stiffen fabric
Stiffened fabric can hold a form	Make a box using stiffened fabric



Frei Otto Retrospective
by Gisela Stromeier Designs



Gisela Stromeier

In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- use a template to cut shapes accurately from fabric
- fold and attach fabric to a paper template accurately



Prior Learning

- mould and manipulate paper to create 3D forms
- use a range of methods to join materials

Design and Technology – Food and Nutrition

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition	Exploring the healing qualities of food	Exploring the sensory qualities of food
Explicit teaching of culinary skills and techniques	Applying knowledge	Explicit teaching of culinary skills and techniques
Evaluating outcomes	Modifying and improving	Evaluating outcomes

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by the term balanced	Make a fruit and yoghurt dessert
Why fresh foods are better	Make homemade chips
	Flavour foods to increase their sensory qualities

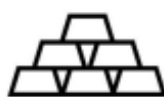


In this block, pupils will consider what a balanced diet is. They will make three products that are often bought pre-made or highly processed.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Pupils will be able to:

- use knife skills with increasing confidence and accuracy
- identify examples of processed food



Prior Learning

- identify some key nutrients found in fresh food
- know the importance of fibre and carbohydrates in a balanced diet

Geography – Fieldwork and Map Skills

GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

LOCATION

where a place is found

PLACE

The study of what a location is like by looking at the human and physical features.

PHYSICAL FEATURES

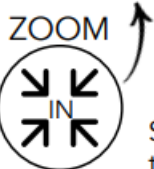
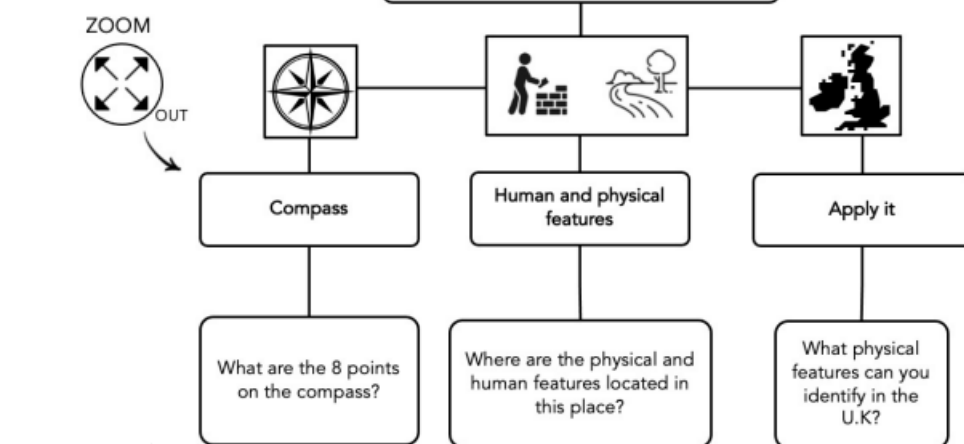
The natural environment
Shaped by nature

HUMAN FEATURES

The built environment
Made by humans

PLACE LOCATION PHYSICAL and HUMAN features

Map and fieldwork skills



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.



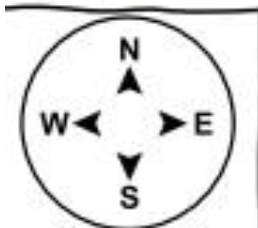
cardinal

essential

cardinal

compass points

'essential' compass points'



the compass was a Chinese invention

around 206 BC

(over 2000 years ago!)

magnetic needle

attracted by the Earth's magnet

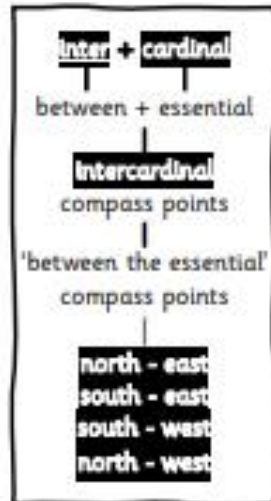
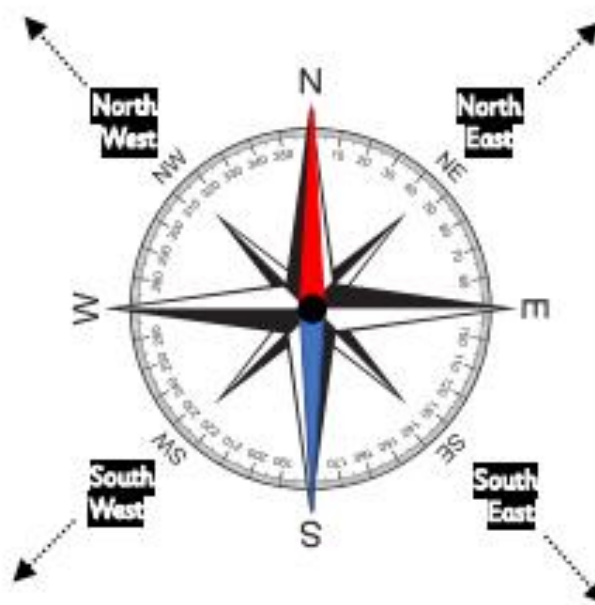
one end of the needle always points towards the **North Pole**

direction

we can give accurate directions

using the points between North, South, East and West

for example **north-east**



get your bearings

sunrise



as the Earth rotates on its axis the sun appears to rise in the **east**

get your bearings

sunset

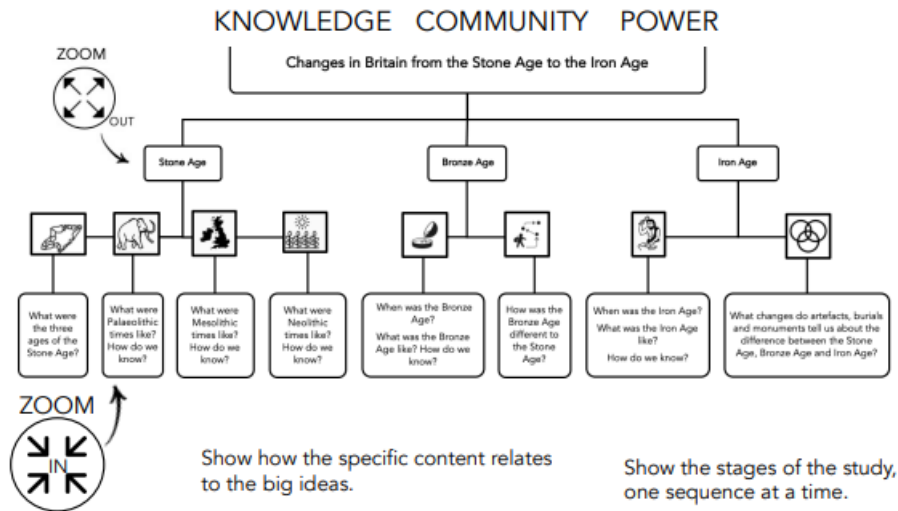


as the Earth rotates on its axis the sun appears to set in the **west**



north always points to the top of the **Ordnance Survey** map

History – Changes in Britain from the Stone Age to the Iron Age



Previous learning: **Curriculum Narrative**

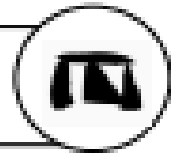
Year 1
Within living memory
Significant individuals

Year 2
Beyond living memory
Significant events, local and national

Year 2
Significant events, local and national



These periods of time are known as **prehistory**



Only objects, burials and monuments tell us about life at that time

Mesolithic Britain

MIDDLE STONE AGE

Hunting and gathering became more sophisticated and communities are thought to have started to become established.

Palaeolithic Britain

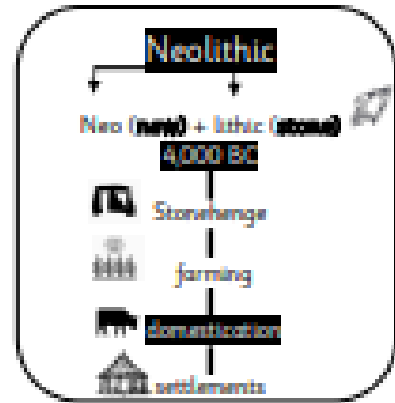
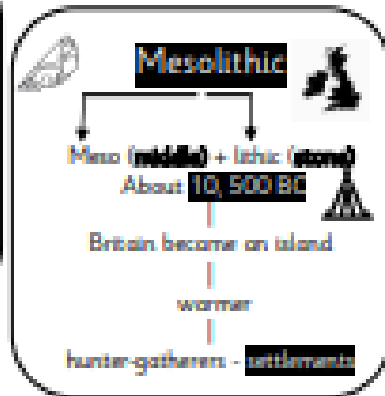
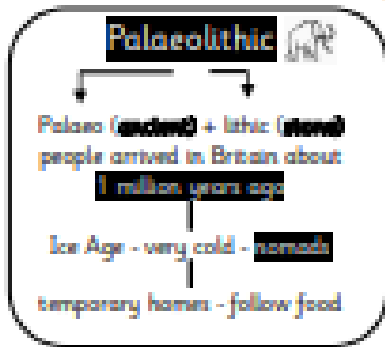
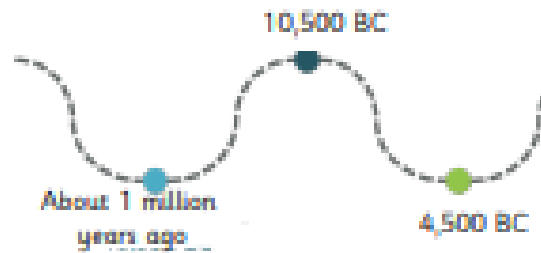
ANCIENT STONE AGE

Neanderthals and modern humans used ancient tools to survive the Ice Age.

Neolithic Britain

NEW STONE AGE

New Stone Age: from the start of farming and domestication of animals, to the first use of metal.



- Neanderthals
- Homo sapiens (us)
- Small groups of people
- Cheddar man



- Cresswell Crags
- Skara Brae
- Stonehenge



- Neolithic burials in large tombs - long barrows
- cave art

It is called the **Stone Age** because people used stones as their tools.