Year 3 KS2	Exploration	Enterprise	The Esk Valley
Literacy	ARE Reading ARE Writing		
Maths	Schools to follow own schemes		
Science Working Scientifically Types of enquiry	The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources		
Science (Year 1 of 2 year cycle)	**Light** **Sound**	**Materials** **States of Matter**	**Living things and their habitats** **Evolution and inheritance**
History	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain		**A local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Geography	Understand geographical similarities and differences through the study of human and physical geography **of a region of the United Kingdom (Not local)** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Geographical skills and fieldwork Skills to be taught over key stage	Use fieldwork to observe, measure and record Use fieldwork to record and explain areas Use 8 points of compass, symbols and keys Used 4 and 6 figure grid references on OS maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		
DT Skills to be taught over key stage	Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work		
DT	Use mechanical and electrical systems in own products, including programming.	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

<table>
<tr><td>Computing
Skills to be taught over course of key stage</td><td colspan="2">LKS2
Design and write programs to achieve specific goals, including solving problems
Use logical reasoning
Understand computer networks
Use internet and search technologies safely and appropriately
Collect and present data appropriately</td><td>UKS2
Design and write programs to solve problems by decomposing them into smaller parts
Use sequences, repetition, inputs, variables and output in programs
Detect and correct errors in programs
Understand uses of networks for collaboration and communication
Be disconcerting in evaluating digital content</td></tr>
<tr><td>MFL</td><td colspan="3">Schools to follow own schemes</td></tr>
<tr><td>Music
Skills to be taught over course of key stage</td><td colspan="3">Use voice and instruments with increasing accuracy, control and expression
Improvise and compose music
Improvise and compose using dimensions of music
Listen with attention and detail
Listen to detail and recall aurally
Appreciate a wide range of live and recorded music
Begin to develop an understanding of history
Develop an understanding of the history of music, including great musicians and composers
Perform with control and expression solo and in ensembles
Use and understand basic staff notation</td></tr>
<tr><td>PE</td><td colspan="3">Schools to follow own schemes</td></tr>
<tr><td>PSHE
Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17</td><td>Me and my relationships

Keeping myself safe</td><td>My healthy lifestyle

Becoming an active citizen</td><td>Me and my future

Moving On

School’s own scheme for SRE/RSE</td></tr>
<tr><td>RE</td><td colspan="3">Schools to either follow the Diocese of York or the North Yorkshire Syllabus</td></tr>
<tr><td>Enterprise
Ideas to develop enterprise throughout the year groups over the academic year</td><td colspan="3">Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief
Aim: To be ready to start a business.
Links that could be made as appropriate:
What are the local economies of the area studied? Why are they here?
Why do economies differ by area?
What impact will change have on the local economies?
What new business enterprise would survive here?
Aspire programme
Curriculum possibilities:
Café – opening up a café for the local community.
Rotary club
Aspire programme
Looking at economies through geography
Environmental impact E.g. Potash mine, tourism, foot and mouth
Guide to the Esk Valley</td></tr>
<tr><td>Outdoor Learning</td><td colspan="3">Ongoing throughout the year.</td></tr>
<tr><td rowspan="2">British Values

Ongoing throughout the year for all year groups</td><td colspan="2">Spiritual Development
Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities.
Develop a sense of enjoyment and fascination about themselves, others and the world about them.
Being creative and imaginative in their work.
Curriculum opportunities:
Embed reflection in all aspects of the curriculum
Give reflection time in assemblies
Create opportunities for open discussion.</td><td>Moral Development
Maintaining high profile school rules and behaviour policy.
Discussing moral and ethical issues and understanding different viewpoints across the curriculum.
Develop through use of relevant stories – discuss dilemmas and explore possibilities.
Identifying opportunities when children could have a say.
Curriculum opportunities:
Identifying stories etc. with issues, dilemmas
Make voting etc. a clear part of the curriculum
The role of colonisation of other countries</td></tr>
<tr><td colspan="2">Social Development
Develop links to other communities.
Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history.
Rule of law
Curriculum opportunities:
Conflicts through choice of stories
Literacy based on different cultures</td><td>Cultural Development
Strengthen awareness of cultural influences.
Cultures within the country.
Democratic systems.
Participation in artistic, musical, sporting and cultural opportunities.
Respect
Collective worship and a chance to reflect</td></tr>
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