

Year 3 Curriculum Map: 2021 - 2022



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	The Stone Age to the Iron Age		The Romans		The Great Outdoors + The Wider World	
<b>English</b>	<p align="center"><b><u>Guided Reading/Individual Reading</u></b></p> <p><i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</i></p> <p align="center"><b><u>Traditional Tales</u></b></p> <p><b>Core text:</b> The Paper Bag Princess</p> <p><b>Written outcome:</b> Own version of the original text from another character's perspective</p>	<p align="center"><b><u>Guided Reading/Individual Reading</u></b></p> <p><i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</i></p> <p align="center"><b><u>Narrative</u></b></p> <p><b>Core text:</b> The Finger Eater by Dick King-Smith</p> <p><b>Written outcome:</b> Alternative chapter to the key text</p>	<p align="center"><b><u>Guided Reading/Individual Reading</u></b></p> <p><i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</i></p> <p align="center"><b><u>Information texts</u></b></p> <p><b>Core text:</b> Atlas of Adventures (illustrated by Lucy Letherland)</p> <p><b>Written outcome:</b> Information leaflet for a chosen location</p>	<p align="center"><b><u>Guided Reading/Individual Reading</u></b></p> <p><i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</i></p> <p align="center"><b><u>Traditional Tales - Fables</u></b></p> <p><b>Core texts:</b> Aesop's Fables &amp; War and Peas by Michael Foreman</p> <p><b>Written outcome:</b> Own fable with a moral based on a known fable (The Tortoise and the Hare)</p>	<p align="center"><b><u>Guided Reading/Individual Reading</u></b></p> <p><i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</i></p> <p align="center"><b><u>Instructions (cross curricular)</u></b></p> <p><b>Core text:</b> Recipes</p> <p><b>Written outcome:</b> Instructions on how to recreate a recipe made in Cooking</p>	<p align="center"><b><u>Guided Reading/Individual Reading</u></b></p> <p><i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</i></p> <p align="center"><b><u>Instructions (cross curricular)</u></b></p> <p><b>Core text:</b> Recipes</p> <p><b>Written outcome:</b> Instructions on how to recreate a recipe made in Cooking</p>

	<p><b>Report writing</b></p> <p><b>Key text:</b> Dr Xargle's Earth Hounds</p> <p><b>Final Written Outcome:</b> Report based on alien that they have created themselves</p>	<p><b>Newspaper report</b></p> <p><b>Core text:</b> The true story of The Three Little Pigs by Jon Scieszka</p> <p><b>Final written outcome:</b> Newspaper report based on a known story</p>	<p><b>Poetry</b></p> <p><b>Core texts:</b> Words are ours by Michael Rosen &amp; The Magic Box by Kit Wright</p> <p><b>Written outcome:</b> Own poem based on The Magic Box</p>		<p><b>Play scripts</b></p> <p><b>Core texts:</b> Alice in Wonderland and Through the Looking Glass (plays for young people) by Adrian Mitchell, Alice in Wonderland by Lewis Carroll, The Adventures of the Dish and the Spoon by Mini Grey, The Owl and the Pussycat by Edward Lear, The ABC Poem by Spike Milligan</p> <p><b>Written outcome:</b> Own play script based on a scene from a familiar boo</p>	<p><b>Letter writing</b></p> <p><b>Core texts:</b> Examples of letters</p> <p><b>Written outcome:</b> Letter from child to parents celebrating successes and hopes for the future to go into end of year report</p>
<p><b>Mathematics</b></p>	<p><b>Number: Place value</b> Represent numbers to 100, add tens and ones, explore place value of a three digit number, number magnitude to 1000, find 1, 10, 100 more or less, compare objects, compare numbers, order numbers, count in 50s</p> <p><b>Addition and subtraction</b> Add and subtract multiples of 100, add and subtract 1s, mentally add/subtract ones/tens and hundreds from 3 and 2 digit numbers (including crossing tens and hundreds), estimating answers, rounding, written addition/subtraction using column methods</p> <p><i>Skills: use positional language, name shapes, patterns &amp; counting 1-999, estimate, order &amp;</i></p>	<p><b>Multiplication and division (cont'd)</b> Mentally multiply 2 digit numbers by 1 digit numbers (including with an exchange), written multiplication (short multiplication) for 2 digit numbers x 1 digit numbers, mentally divide 2 digit numbers by 1 digit numbers, written division for 2 digit by 1 digit numbers, dividing with remainders</p> <p><i>Skills: patterns &amp; counting in 3, 4 and 8 times tables, estimate, problem solving, understand that a fraction is an equal part of a whole, use mathematical language, estimating, ordering &amp; comparing up to 999, represent numbers, fractions and mathematical thinking pictorially, use cherry diagrams and whole/part bar models, use + - x ÷ =, reasoning, column method for</i></p>	<p><b>Number: Fractions (cont'd)</b> <i>Making the whole, tenths, counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects, equivalent fractions, compare fractions, order fractions, add fractions, subtract fractions</i></p> <p><b>Measure: Time</b> <i>O'clock and half past, quarter past and quarter to, months and years, hours in a day, telling the time to 5 minutes, telling the time to the minute, using am and pm, 24 hour clocks, finding durations, comparing</i></p>			

regroup 3 digit numbers, part & whole addition & subtraction, problem solving understand three digit numbers, estimating, ordering & comparing up to 999, identify 10/100 more/less, double, halve, represent numbers and mathematical thinking pictorially, use cherry diagrams and whole/part bar models, understand magnitude 0-1000 Know and recall number bonds to 10/100, use + - =, reasoning, column method for written addition/subtraction, measuring in different units eg cm, m, measuring angles, data handling and interpreting

#### **Multiplication and division**

Exploring equal groups, using the x symbol, arrays, make equal groups by sharing and grouping, recap dividing by 2, 5 and 10, multiply and divide by 3, 4 and 8 (including problem solving)

NRICH activities to develop mathematical reasoning and problem solving:

Coded Magic Square

<https://nrich.maths.org/6554>

Dicey Addition

<https://nrich.maths.org/11863>

written multiplication, equal or unequal groups & remainders, multiplication as repeated addition and array problem solving, sharing and grouping problems, reasoning, data handling and interpreting

#### **Measure: Money**

Count money in pence and pounds, convert pounds and pence, add/subtract money, give change

#### **Statistics**

Make tally charts, draw and interpret pictograms, draw and interpret bar charts, draw and interpret tables

#### **Measurement: length and perimeter**

Measure length, measure length in m, explore equivalent lengths in m and cm, mm and cm, compare lengths, add and subtract lengths, measure and calculate perimeter  
Skills: consolidating mathematical language, measuring in different units eg cm, m

#### **Number: Fractions**

Recognise/find a halves, quarters and thirds, unit fractions, non-unit fractions

NRICH activities to develop mathematical reasoning and problem solving:

Ordering Cards

<https://nrich.maths.org/8058>

Fraction Match

<https://nrich.maths.org/6938>

durations, start and end times, measuring time in seconds, problem solving

#### **Geometry: Shape**

Turns and angles, right angles in shapes, compare angles, draw accurately, horizontal and vertical lines, parallel and perpendicular lines, recognise and describe 2D shapes, recognise and describe 3D shapes, make 3D shapes

#### **Measure: Weight and capacity**

Measure mass, compare mass, add and subtract mass, measure capacity, compare capacity, add and subtract capacity, temperature

NRICH activities to develop mathematical reasoning and problem solving:

Wonky Watches

<https://nrich.maths.org/1002>

Stick Images

<https://nrich.maths.org/6980>

Science

Forces and magnets

Skills:

Name different forces  
Say whether a push or pull is acting on an object  
Explain the force of friction  
Make predictions  
Take measurements  
Record results  
Explain results  
Explain that magnets produce a force that attracts some materials  
Use a magnet to separate items that are magnetic and non-magnetic  
Name some magnetic and non-magnetic materials  
Identify poles of a magnet  
Look at poles and say whether two magnets will repel or attract  
Explain that a compass always points north-south

Light and Dark

Skills:

Identify a range of light sources  
Explain that dark is caused by the absence of light  
Explain that they need light to see things  
Explain reflection  
Identify reflective materials  
Select the most reflective material for a purpose  
Explain why mirrors are good reflectors  
Use mirrors to reflect light onto different objects  
Explain how mirrors work in different tasks  
Explain benefits and dangers of the sun  
Explain about UV light and its dangers

Rocks and fossils

Skills:

Name the three different types of rocks  
Explain the difference between natural and man-made rocks  
Use the appearance of rocks to group and compare them  
Name features of rocks  
Group rocks by specific criteria  
Use systematic observations to identify properties of rocks  
Explain the difference between a bone and a fossil  
Order the steps of how a fossil is formed  
Explain what a palaeontologist does  
Describe how palaeontology has changed our understanding of prehistoric animals

Animals

Humans + Nutrition

Skills:

Know that animals including humans cannot make their own food  
Understand the difference between food groups and types of nutrients  
Explain why humans need nutrients  
Understand that all living things need the right amount of nutrients  
Know why the right amount of nutrients is important  
Explain the consequences of eating the wrong amount of nutrients

Animals

Humans + Parts of the Body

Skills:

Name the 3 different types of skeletons  
Explain the pros and cons of different types of skeletons  
Identify and name the main bones in the body  
Label a human skeleton with the scientific names of bones  
Compare and label the skeleton of a human and different type of animal  
Identify functions of a skeleton  
Link the functions with different parts of the skeleton  
Explain the different functions of a skeleton

Plants

Skills:

Name the different parts of a plant  
Explain the jobs that the different parts of a plant do  
Think about what plants need to do to grow well  
Think of a question to investigate  
Predicts what will happen in an investigation  
Plan what to do to set up an investigation  
Set up an investigation carefully  
Describe what they have observed  
Record observations  
Answer their original question using observations  
Think about whether a

*Describe ways to protect our eyes from the sun  
Explain how light travels  
Sort materials as to whether they are opaque, transparent or translucent  
Use these materials in an investigation into different shadows  
Explain how a shadow is formed  
Plan and set up an investigation about the ways shadows change size  
Explain patterns they find*

*Explain that soil is composed of different things  
Describe the 4 processes of soil formation  
Identify how to make careful observations  
Observe how much water has filtered through different types of soil  
Use the same equipment and length of time for each observation  
Record observations accurately in a table  
Contribute to creating a group presentation  
Use simple scientific language accurately in a presentation*

*Explain how muscles allow movement  
Identify pairs of muscles in the body  
Set up a simple practical enquiry  
Make modifications to a simple practical enquiry they have set up  
Write an explanation for their findings  
Write an explanation linking findings with general scientific ideas*

*prediction is accurate  
Explain results using scientific language  
Make a conclusion  
Explain the function of a stem  
Understand how water is transported in a plant  
Set up a comparative investigation  
Suggest ways to find answers  
Explain the pollination process  
Explain how pollination leads to fertilisation  
Record findings using labelled diagrams  
Make careful observations using magnifying glasses*

<b>Computing</b>	<p><b><u>We are programmers</u></b>  <b><u>Animation</u></b>  <i>Skills: designing &amp; creating a storyboard, creating characters and a background on Scratch, animating characters, adding sounds, testing, debugging, problem solving</i></p>	<p><b><u>We are bug fixers</u></b>  <i>Skills: finding and correcting bugs and improving a program in various contexts</i></p>	<p><b><u>We are presenters</u></b>  <i>Skills: using a video camera, shooting and editing video files, getting feedback and making changes based on feedback, evaluating, zooming in and out, assessing audio input/output</i></p>	<p><b><u>We are vloggers</u></b>  <i>Skills: Researching information needed to present using a trusted search engine, planning the structure of a presentation, finding content to use in a presentation, creating content, practising the presentation, recording the presentation and sharing with others, problem solving, editing</i></p>	<p><b><u>We are communicators -</u></b>  <b><u>Using email</u></b>  <i>Skills: write an email, know how email works, how to use email safely, how to create a presentation and email it to a partner as an attachment, how to edit a presentation with a partner, how to share a presentation in a video conference, know what spam, spoofed links and viruses are, how to be safe online</i></p>	<p><b><u>We are opinion pollsters -</u></b>  <b><u>Using data</u></b>  <i>Skills: deciding on a topic for a survey, writing questions for a survey, creating a survey, using data to create charts and graphs, presenting results of a survey</i></p>
	<b>History</b>	<p style="text-align: center;"><b>The Stone Age to the Iron Age</b></p> <p><i>Skills: identify similarities and differences between ways of life in different periods, put events into chronological order using a timeline, ask and answer questions about the past, learn about significant individuals/events, identify and describe changes in specific periods of History. Explain how the past can be represented i.e. pictures, postcards and so on. Use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade. Place events, people and changes into correct periods of time. Describe what they</i></p>		<p style="text-align: center;"><b>The Roman Empire</b></p> <p><i>Skills: identify similarities and differences between ways of life in different periods, put events into chronological order using a timeline, ask and answer questions about the past, learn about significant individuals/events, identify and describe changes in specific periods of History. Explain how the past can be represented i.e. pictures, postcards and so on. Use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade. Place events, people and changes into correct periods of time. Describe what they know clearly in writing and pictures. Handle</i></p>		<p style="text-align: center;"><b>Local history</b></p> <p><i>Skills: identify similarities and differences between ways of life in different periods, put events into chronological order using a timeline, ask and answer questions about the past, learn about significant individuals/events, identify and describe changes in specific periods of History. Explain how the past can be represented i.e. pictures, postcards and so on. Use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade. Place events, people and changes into correct periods of time. Describe what</i></p>

<p><b>Geography</b></p>	<p>know clearly in writing and pictures. Handle artifacts properly. Examine artifacts and explain how they are different, thinking about: What it is made from, size ,signs of wear and tear, purpose. Read a portrait by looking for clues in an image. Choose appropriate sources to answer questions about specific people and events, Combine sources and information to form an opinion</p>	<p>artifacts properly. Examine artifacts and explain how they are different, thinking about: What it is made from, size ,signs of wear and tear, purpose. Read a portrait by looking for clues in an image. Choose appropriate sources to answer questions about specific people and events, Combine sources and information to form an opinion</p>	<p>they know clearly in writing and pictures. Handle artifacts properly. Examine artifacts and explain how they are different, thinking about: What it is made from, size ,signs of wear and tear, purpose. Read a portrait by looking for clues in an image. Choose appropriate sources to answer questions about specific people and events, Combine sources and information to form an opinion</p>
	<p><b>Human + Physical Knowledge</b>  <b>Geographical Skills</b>          Early settlements          Forest School activities  <i>Skills: locate places on an OS map using a 4 figure grid reference, can use the key to interpret symbols and marks on an OS map for routes, follow a route on an OS map, use latitude and longitude as a guide to location on an atlas, follow a route on a small scale map, locate places on an OS map, using a 6 figure grid reference, can read the scale on contour lines on an OS map, identify and interpret relief maps, make a simple scale drawing e.g. 1sq cm = 1sq metre, draw my own simple thematic map based on my own data, create a survey, use a range of sources to research, analyse information and make a conclusion, explore and explain topical geographical issues</i></p>	<p><b>Location+ Knowledge/Place Knowledge</b>  <b>Geographical skills</b>          Place study: Italy          Volcanoes (compare Mount Vesuvius and Mount etna)          Earthquakes          Forest School activities  <i>Skills: read and interpret the globe as a flat map, locate places on an OS map using a 4 figure grid reference, can use the key to interpret symbols and marks on an OS map for routes, follow a route on an OS map, use latitude and longitude as a guide to location on an atlas, follow a route on a small scale map, locate places on an OS map, using a 6 figure grid reference, can read the scale on contour lines on an OS map, identify and interpret relief maps, make a simple scale drawing e.g. 1sq cm = 1sq metre, draw my own simple thematic map based on my own data, create a survey, use a range of sources to research, analyse information and make a conclusion, explore and explain topical geographical issues</i></p>	<p><b>Human + Physical Knowledge</b>  <b>Fieldwork</b>          Countries and continents          Rivers          Forest School activities  <i>Skills: read and interpret the globe as a flat map, locate places on an OS map using a 4 figure grid reference, can use the key to interpret symbols and marks on an OS map for routes, follow a route on an OS map, use latitude and longitude as a guide to location on an atlas, follow a route on a small scale map, locate places on an OS map, using a 6 figure grid reference, can read the scale on contour lines on an OS map, identify and interpret relief maps, make a simple scale drawing e.g. 1sq cm = 1sq metre, draw my own simple thematic map based on my own data, create a survey, use a range of sources to research, analyse information and make a conclusion, explore and explain topical geographical issues</i></p>

Art

Celtic knots

*Pencil (lines, marks, shape, tone & texture)*

*Printing - relief or impressed Celtic knot design to print on fabric*

*Paint (colour, texture)*

*Paint mixing*

*Skills:*

*-Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals*

*-Use pressure to create hard and soft lines*

*-Plan a drawing recording detail in the distance, foreground*

*-Create tone & texture*

*-Layer colours to create depth of colour and tone*

*-Design a piece of artwork considering pattern, texture and colour*

*-Select an appropriate material to print with*

*-Select the appropriate colour/s*

*-Select the brush size & type*

Roman mosaics

*Using paper*

*Pencil (lines, marks, shape, tone & texture)*

*Paint (colour, texture)*

*Still life - link to Forest School*

*Skills:*

*-Develop cutting, tearing, sticking, selecting the right size piece for a pattern*

*-Select appropriate colours for a composition*

*-Explore & create patterns or pictures using small squares*

*-Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals*

*-Use pressure to create hard and soft lines*

*-Explore pressures on the pencil tip*

*-Plan a drawing recording detail in the distance, foreground*

Portraits with light & shadow - Zen monochrome art

*(Buddhist)*

*Orla Kiely - pattern*

*Printing on fabric or paper*

*Skills:*

*-Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals*

*-Use pressure to create hard and soft lines*

*-Explore pressures on the pencil tip*

*-Evaluate my own & others' work & say what I would change*

*-Create simple printing blocks*

*-Print with 2 colours*

*-Explore patterns around us*

*-Create repeating patterns*

*-Compare ideas & methods*

DT	<p style="text-align: center;">-Mix colours independently</p> <p style="text-align: center;">-Explore watercolour &amp; thicker paint with textures - sand</p> <p style="text-align: center;">-Evaluate my own &amp; others' work &amp; say what I would change</p>					
	<p style="text-align: center;"><b>Textiles</b></p> <p style="text-align: center;"><b>2-D shape to 3-D product - design a purse or a wallet</b></p> <p style="text-align: center;"><b>Links to: History topic Celts</b></p> <p style="text-align: center;"><b>Skills:</b></p> <p>To join fabric in simple ways by gluing and stitching.</p> <p>To use simple patterns and templates for marking out.</p> <p>To evaluate a range of textile products.</p>		<p style="text-align: center;"><b>Mechanical Systems</b></p> <p style="text-align: center;"><b>Levers and linkages</b></p> <p style="text-align: center;">Design a poster and a mother's day card</p> <p style="text-align: center;"><b>Links to science topic - climate change</b></p>		<p style="text-align: center;"><b>Food technology: healthy and varied diet</b></p> <p style="text-align: center;">Rainbow salad pots</p> <p style="text-align: center;">Eton Mess</p> <p style="text-align: center;">Wraps/pitta pocket/ rolls</p> <p style="text-align: center;">Learn to select and use a range of utensils and use a range of techniques as appropriate</p> <p style="text-align: center;">To prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading,</p>	
RE	<p style="text-align: center;"><b><u>GOD</u> as a creator</b></p> <p>1. Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>2. Describe what Christians do because</p>	<p style="text-align: center;"><b><u>INCARNATION</u></b></p> <p>1. Identify the difference between a 'Gospel', and a letter.</p> <p>2. Offer suggestions about what texts about baptism and</p>	<p style="text-align: center;"><b><u>GOSPEL</u></b></p> <p>1. Identify a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>2. Make clear links between the calling of the first disciples and</p>	<p style="text-align: center;"><b><u>SALVATION</u></b></p> <p>1. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p>	<p style="text-align: center;"><b><u>BUDDHISM</u></b></p> <p>1. Origins of Buddhism - who was Siddhartha Guatama?</p> <p>2. Buddhist wheel of life &amp; 8 Fold Path</p>	<p style="text-align: center;"><b><u>SIKHISM</u></b></p> <p>1. Origins of Sikhism - what is a guru?</p> <p>2. What do Sikhs believe about God?</p>

<b>PSHRE</b>	<p>they believe God is Creator.</p> <p>3. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians</p> <p>4. Write instructions for looking after a garden - how could we look after the world God has given us?</p>	<p>Trinity might mean. Give examples of what these texts mean to some Christians today</p> <p>3. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>4. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 5. Why did Jesus need to come to earth as a baby? (experience human experiences, humans could relate to him, he experiences pain like humans)</p>	<p>how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>3. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>4. Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>5. Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p>	<p>2. Give examples of what Salvation texts studied mean to some Christians.</p> <p>3. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>4. Describe how Christians show their beliefs about Palm Sunday/Good Friday/Easter Sunday in worship.</p> <p>5. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>6. Queens Park Faith Tour &amp; follow up learning</p>	<p>3. What is meditation?</p> <p>4. What is the sangha?</p> <p>5. What is the dharma?</p> <p>5. Buddhist traditional tales</p> <p>6. Class Debate: the best way to be is to be kind</p>	<p>3. Who was Guru Nanak?</p> <p>4. What is the Guru Granth Sahib?</p> <p>5. How is they GGS looked after?</p> <p>6. Class Debate: What makes a good 'teacher'?</p>
	<p><b><u>New Beginnings</u></b> Skills: <i>Devise a class charter</i></p>	<p><b><u>Friendship</u></b> Skills: <i>Devise a class charter</i></p>	<p><b><u>Going for Goals</u></b> Skills: <i>Understand similarities</i></p>	<p><b><u>Good to be Me</u></b> Skills: <i>Understand similarities</i></p>	<p><b><u>Relationships</u></b> Skills: <i>Know where to go for help</i></p>	<p><b><u>Changes</u></b> Skills: <i>Know and do jobs at home and in</i></p>

<b>PE</b>	<p><i>Gifts and talents</i>  <i>Know how to identify feelings and how to deal with them appropriately</i>  <i>How to work cooperatively</i>  <i>How to have a happy playtime</i>  <i>Understand how to have and respect opinions</i></p>	<p><i>Know the the importance of friends</i>  <i>What to do when falling out with a friend</i>  <i>How to manage anger</i>  <i>How to cope with bullying</i>  <i>What to do in an emergency</i>  <i>How to be safe online</i></p>	<p><i>and differences between themselves</i>  <i>Drugs Ed: Knowing how to feel good about themselves and how people keep healthy</i>  <i>Drugs Ed: Understand the dangers of smoking and explain how it affects the body</i>  <i>Drugs Ed: Know how to be able to make healthy choices</i>  <i>Know how to stand up for themselves</i></p>	<p><i>SRE: understand how our bodies change as we grow</i>  <i>SRE: know our special people and support networks</i>  <i>SRE: How to keep clean</i>  <i>How to feel happy</i>  <i>How to stay healthy</i>  <i>Knowing how to overcome barriers to reaching goals</i></p>	<p><i>How to take responsibility</i>  <i>Know how to make wise choices</i>  <i>Know how to manage uncomfortable feelings - loss</i>  <i>Know how to cope with worries and how to deal with them</i>  <i>Know how to support each other</i></p>	<p><i>school (class monitors)</i>  <i>Understand representation - local council</i>  <i>Understand voting and debating</i>  <i>Express having a say in the school community (pupil questionnaire)</i>  <i>Understand and explore voluntary, community and pressure groups and how they contribute to the community</i>  <i>Know the importance of fund-raising and the work that goes into it</i></p>
	<p style="text-align: center;"><b><u>Swimming</u></b>  <i>Skills: swim 25+ meters using front or back stroke, confidently swim using 2 or more strokes, float for 20+ seconds, climb out of the water on to the poolside</i></p> <p style="text-align: center;"><b><u>Tag rugby</u></b></p>	<p style="text-align: center;"><b><u>Swimming</u></b>  <i>Skills: swim 25+ meters using front or back stroke, confidently swim using 2 or more strokes, float for 20+ seconds, climb out of the water on to the poolside</i></p>	<p style="text-align: center;"><b><u>Swimming</u></b>  <i>Skills: swim 25+ meters using front or back stroke, confidently swim using 2 or more strokes, float for 20+ seconds, climb out of the water on to the poolside</i></p>	<p style="text-align: center;"><b><u>Swimming</u></b>  <i>Skills: swim 25+ meters using front or back stroke, confidently swim using 2 or more strokes, float for 20+ seconds, climb out of the water on to the poolside</i></p> <p style="text-align: center;"><b><u>Tennis</u></b></p>	<p style="text-align: center;"><b><u>Swimming</u></b>  <i>Skills: swim 25+ meters using front or back stroke, confidently swim using 2 or more strokes, float for 20+ seconds, climb out of the water on to the poolside</i></p>	<p style="text-align: center;"><b><u>Swimming</u></b>  <i>Skills: swim 25+ meters using front or back stroke, confidently swim using 2 or more strokes, float for 20+ seconds, climb out of the water on to the poolside</i></p>

	<p><i>Skills:</i></p> <p>To know how to tag another player</p> <p>To pass a rugby ball to another team member</p> <p>To throw the ball backwards to another player while running</p> <p>To practice attacking and defending skills</p> <p>To make tactical decisions during a game</p> <p>To apply all tag rugby skills in a competitive environment</p>	<p><b><u>Hockey</u></b></p> <p><i>Skills: hold a hockey stick correctly, push pass, stop a ball using the whole of a hockey stick, dribble the ball with a hockey stick, turn a hockey ball with a hockey stick</i></p> <p><b><u>Dance (to coincide with school play)</u></b></p> <p><i>Skills: To copy simple movements with control and co-ordination</i></p> <p>To improve their own performance</p> <p>To describe and comment on their own and other actions.</p> <p>To repeat sequences consistently</p> <p>To show some understanding of composition (to make their own dance routine)</p>	<p><b><u>Netball</u></b></p> <p><i>Skills: To send and receive the ball with control</i></p> <p>To send the ball with accuracy</p> <p>To attack while under pressure from a defender</p> <p>To defend successfully</p> <p>To use correct footwork successfully</p> <p>To understand basic rules and regulation of Netball</p> <p>To shoot with correct technique successfully</p> <p>To rebound successfully</p> <p>To attack and defend as a team successfully</p> <p>To communicate successfully</p> <p>To play a mini game of netball successfully without positions</p> <p>To be able to captain a team successfully</p>	<p><i>Skills: hold a tennis racket correctly, use forehand, use back hand, volley, hold a rally</i></p> <p><b><u>Gymnastics</u></b></p> <p><i>Skills: Lower body stretching. Why we warm up and what happens physiologically to our body (e.g. heart rate). Spinning. To understand the benefits of a cool down. Upper body general stretches. Perform rock and roll. To perform small and large body part balances (Front, back and using two and feet). To learn the head to toe stretch. To be able to connect a jump, roll and balance. To be able to mirror a partner. To be able to connect a jump, roll and balance</i></p>	<p><b><u>Athletics</u></b></p> <p><i>Skills: To be able to run using a correct technique</i></p> <p>To sprint successfully, To be able to jump using a correct technique</p> <p>To perform a long jump and triple jump successfully, To be able to Throw using a correct technique</p> <p>To perform a discus and javelin throw successfully, To be able to perform a relay race</p> <p>To be able run/jog for a long period of time, To be able to perform a hammer throw</p> <p>To be able perform a shot put throw, To be able to perform competently at a mini Olympics (Sports Day)</p>	<p><b><u>Rounders</u></b></p> <p><i>Skills: hold a rounders bat correctly, know the rules of rounders, know how to field, stumping players out/when ball has been caught</i></p>
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<b>French</b>	<u>I'm learning French</u> Skills: Say hello and goodbye Use different greetings for different situations Introduce themselves Say how they are feeling Count to 10 Say how old they are Identify colours Ask and answer simple questions Recognise the difference between formal and informal language	<u>Animals</u> Skills: Identify and say 10 different animals Introduction to je suis... Say that un/une relate to masculine and feminine nouns	<u>Instruments</u> Skills: Identify and say 10 different instruments Introduction to je joue (I play) Consolidation of un/une	<u>I can (je peux)</u> Skills: Identify 10 different activities Add je peux to what they can do Reading and listening exercises	<u>Fruits</u> Skills: Identify and say 10 different fruits in the singular form Changing singular words to plural words Introducing a positive/negative opinion	<u>Vegetables</u> Skills: Identify and say 10 different vegetables Adding detail to sentences Consolidating all language taught in an extensive role play
	<b>Music</b>	Recorders The Celts - rhythms and folk music Harvest	Recorders Notation Listening focus: Disco and Funk Christmas Production	Recorders Ten Pieces initiative - Class Orchestra/ Body Percussion	Recorders Roman Raps and Space - Garageband Easter	Recorders The Wider World India - Music and Dance