

Year 3 Curriculum Map: 2022 - 2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Stone Age to the Iron Age		The Romans		The Great Outdoors + The Wider World	
English	<p><u>Guided Reading/Individual Reading</u> Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Trad. Tales -</p> <p>Core text(s): The Paper Bag Princess by Robert Munsch</p> <p>Final written outcome: Narrative from another character's perspective (3-4 weeks)</p>	<p><u>Guided Reading/Individual Reading</u> Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Non-Fiction - Newspaper Report</p> <p>Core text(s): The True Story of The Three Little Pigs by John Scieszka</p> <p>Final written outcome:</p>	<p><u>Guided Reading/Individual Reading</u> Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Poetry- free verse</p> <p>Core text(s): Words are ours by Michael Rosen, The Magic Box by Kit Wright (1 week)</p> <p>Non-Fiction - Information text</p>	<p><u>Guided Reading/Individual Reading</u> Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Fables</p> <p>Core text(s): Aesops Fables, War and Peas by Michael Foreman</p> <p>Final written outcome: Fable based on The Tortoise and The Hare (3-4 weeks)</p>	<p><u>Guided Reading/Individual Reading</u> Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Play script</p> <p>Core text(s): Alice in Wonderland & Through the Looking by Adrian Mitchell, Alice in Wonderland by Lewis Carroll, The Adventures of the Dish and the Spoon by Mini Grey,</p>	<p><u>Guided Reading/Individual Reading</u> Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Adventure stories</p> <p>Core text: Gorilla by Anthony Browne</p> <p>Final written outcome: An extended adventure story with chapters</p>

Mathematics	<p>Non-Fiction - Non-chronological Report Core text(s): <i>Dr Xargle's Earth Hounds</i> by Jeanne Willis & Tony Ross Final written outcome: Report on an alien (2-3 weeks)</p>	<p>Newspaper report on the story (2-3 weeks)</p> <p>Fiction - Narrative Core text(s): <i>The Finger Eater</i> by Dick King-Smith Final written outcome: Alternative chapter (2-3 weeks)</p>	<p>Core text(s): <i>Atlas of Adventures</i> (illus. Lucy Letherland) Final written outcome: Leaflet for a chosen location (3-4 weeks)</p>	<p>Non-fiction - Explanation Core texts: Various explanation texts Final written outcome: Explanation text on how bees make honey (2 weeks)</p> <p>Poetry appreciation and performance (2 weeks) Core text: <i>The Quangle Wangle's Hat</i> Final outcome: Response to a poem and being able to recite poetry from heart</p>	<p><i>The Owl and the Pussycat</i> by Edward Lear, <i>The ABC Poem</i> by Spike Milligan Final written outcome: Play script of a scene (3-4 weeks)</p> <p>Non-Fiction - Instructions (Cross-curricular with D and T) Core text(s): Collection of Recipes/Instructions Final written outcome: Instructions on how to recreate a shell structure made in D and T (1-2 weeks)</p>	<p>(3-4 weeks)</p> <p>Persuasive letter writing Core text: <i>The day the crayons quit</i> by Oliver Jeffers Final written outcome: Letter persuading the crayons to come back to work (2 weeks)</p> <p>Poetry - Haikus Core text: <i>Beaches</i> Kaitlyn Guenther Final written outcome: Write own haiku (2 weeks)</p>
	<p>Number: Place value 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>Addition and subtraction 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>Multiplication and division (cont'd) 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 <i>Skills: patterns & 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 & comparing up to 999, represent numbers, fractions and mathematical thinking pictorially,</i></p>	<p>Number: Fractions (cont'd) <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>Measure: Time <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</i></p>			

Skills: use positional language, name shapes, patterns & counting 1-999, estimate, order & 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>

use cherry diagrams and whole/part bar models, use + - x \square =, reasoning, column method for 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>

hour clocks, finding durations, comparing 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

		Fraction Match			
		https://nrich.maths.org/6938			
<u>Forces and magnets</u>	<u>Light and Dark</u>	<u>Rocks and fossils</u>	<u>Animals</u> <u>Humans + Nutrition</u>	<u>Animals</u> <u>Humans + Parts of the Body</u>	<u>Plants</u>
<p>Skills:</p> <p>Name different forces</p> <p>Say whether a push or pull is acting on an object</p> <p>Explain the force of friction</p> <p>Make predictions</p> <p>Take measurements</p> <p>Record results</p> <p>Explain results</p> <p>Explain that magnets produce a force that attracts some materials</p> <p>Use a magnet to separate items that are magnetic and non-magnetic</p> <p>Name some magnetic and non-magnetic materials</p> <p>Identify poles of a magnet</p> <p>Look at poles and say whether two magnets will repel or attract</p>	<p>Skills:</p> <p>Identify a range of light sources</p> <p>Explain that dark is caused by the absence of light</p> <p>Explain that they need light to see things</p> <p>Explain reflection</p> <p>Identify reflective materials</p> <p>Select the most reflective material for a purpose</p> <p>Explain why mirrors are good reflectors</p> <p>Use mirrors to reflect light onto different objects</p> <p>Explain how mirrors work in different tasks</p> <p>Explain benefits and dangers of the sun</p>	<p>Skills:</p> <p>Name the three different types of rocks</p> <p>Explain the difference between natural and man-made rocks</p> <p>Use the appearance of rocks to group and compare them</p> <p>Name features of rocks</p> <p>Group rocks by specific criteria</p> <p>Use systematic observations to identify properties of rocks</p> <p>Explain the difference between a bone and a fossil</p> <p>Order the steps of how a fossil is formed</p> <p>Explain what a palaeontologist does</p>	<p>Skills:</p> <p>Know that animals including humans cannot make their own food</p> <p>Understand the difference between food groups and types of nutrients</p> <p>Explain why humans need nutrients</p> <p>Understand that all living things need the right amount of nutrients</p> <p>Know why the right amount of nutrients is important</p> <p>Explain the consequences of eating the wrong amount of nutrients</p>	<p>Skills:</p> <p>Name the 3 different types of skeletons</p> <p>Explain the pros and cons of different types of skeletons</p> <p>Identify and name the main bones in the body</p> <p>Label a human skeleton with the scientific names of bones</p> <p>Compare and label the skeleton of a human and different type of animal</p> <p>Identify functions of a skeleton</p> <p>Link the functions with different parts of the skeleton</p>	<p>Skills:</p> <p>Name the different parts of a plant</p> <p>Explain the jobs that the different parts of a plant do</p> <p>Think about what plants need to do to grow well</p> <p>Think of a question to investigate</p> <p>Predicts what will happen in an investigation</p> <p>Plan what to do to set up an investigation</p> <p>Set up an investigation carefully</p> <p>Describe what they have observed</p> <p>Record observations</p> <p>Answer their original question</p>

	<p><i>Explain that a compass always points north-south</i></p>	<p><i>Explain about UV light and its dangers</i> <i>Describe ways to protect our eyes from the sun</i> <i>Explain how light travels</i> <i>Sort materials as to whether they are opaque, transparent or translucent</i> <i>Use these materials in an investigation into different shadows</i> <i>Explain how a shadow is formed</i> <i>Plan and set up an investigation about the ways shadows change size</i> <i>Explain patterns they find</i></p>	<p><i>Describe how palaeontology has changed our understanding of prehistoric animals</i> <i>Explain that soil is composed of different things</i> <i>Describe the 4 processes of soil formation</i> <i>Identify how to make careful observations</i> <i>Observe how much water has filtered through different types of soil</i> <i>Use the same equipment and length of time for each observation</i> <i>Record observations accurately in a table</i> <i>Contribute to creating a group presentation</i> <i>Use simple scientific language accurately in a presentation</i></p>		<p><i>Explain the different functions of a skeleton</i> <i>Explain how muscles allow movement</i> <i>Identify pairs of muscles in the body</i> <i>Set up a simple practical enquiry</i> <i>Make modifications to a simple practical enquiry they have set up</i> <i>Write an explanation for their findings</i> <i>Write an explanation linking findings with general scientific ideas</i></p>	<p><i>using observations</i> <i>Think about whether a prediction is accurate</i> <i>Explain results using scientific language</i> <i>Make a conclusion</i> <i>Explain the function of a stem</i> <i>Understand how water is transported in a plant</i> <i>Set up a comparative investigation</i> <i>Suggest ways to find answers</i> <i>Explain the pollination process</i> <i>Explain how pollination leads to fertilisation</i> <i>Record findings using labelled diagrams</i> <i>Make careful observations using magnifying glasses</i></p>
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Computing						
	<p><u>We are programmers</u></p> <p><u>Animation</u></p> <p><i>Skills: designing & creating a storyboard, creating characters and a background on Scratch, animating characters, adding sounds, testing, debugging, problem solving</i></p>	<p><u>We are bug fixers</u></p> <p><i>Skills: finding and correcting bugs and improving a program in various contexts</i></p>	<p><u>We are presenters</u></p> <p><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><u>We are vloggers</u></p> <p><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><u>We are communicators -</u></p> <p><u>Using email</u></p> <p><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><u>We are opinion pollsters -</u></p> <p><u>Using data</u></p> <p><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>
History	<p>The Stone Age to the Iron Age</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,</i></p>		<p>The Roman Empire</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.</i></p>		<p>Local history</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,</i></p>	

Geography	<p>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 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>Place events, people and changes into correct periods of time. Describe what 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>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 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><u>Countries and continents</u></p> <p>Locate and name the continents on a World Map.</p> <p>Name and locate the main countries of Europe inc. Russia.</p> <p>Identify capital cities of Europe.</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, key topographical features and land use patterns.</p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Compare with UK.</p>	<p><u>Mountains, Volcanoes and Earthquakes</u></p> <p>Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country</p> <p>Describe and understand key aspects of: Physical geography including rivers, mountains, volcanoes, earthquakes.</p>	<p><u>Italy</u></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Create maps of locations identifying some features using a key.</p>

Art			<p>Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country (Italy)</p> <p>Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</p>
	<p><u>Celtic knots</u></p> <p><i>Pencil (lines, marks, shape, tone & texture)</i></p> <p><i>Printing - relief or impressed Celtic knot design to print on fabric</i></p> <p><i>Paint (colour, texture)</i></p> <p><i>Paint mixing</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -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 	<p><u>Roman mosaics</u></p> <p><i>Using paper</i></p> <p><i>Pencil (lines, marks, shape, tone & texture)</i></p> <p><i>Paint (colour, texture)</i></p> <p><i>Still life - link to Forest School</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -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 	<p><u>Portraits with light & shadow - Zen monochrome art</u></p> <p><i>(Buddhist)</i></p> <p><u>Orla Kiely - pattern</u></p> <p><i>Printing on fabric or paper</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> -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

DT	<ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -Select the appropriate colour/s -Select the brush size & type -Mix colours independently -Explore watercolour & thicker paint with textures - sand -Evaluate my own & others' work & say what I would change 	<ul style="list-style-type: none"> -Explore pressures on the pencil tip -Plan a drawing recording detail in the distance, foreground 	<ul style="list-style-type: none"> -Explore patterns around us -Create repeating patterns -Compare ideas & methods
	<p>Textiles 2-D shape to 3-D product – design and make a Christmas stocking Links to: Christmas Skills:</p> <ul style="list-style-type: none"> To join fabric in simple ways by gluing and stitching. To use simple patterns and templates for marking out. To evaluate a range of textile products. 	<p>Projects on a page: Shell structures Design and make a decoration for Easter</p> <p>Links to English written outcome on writing instructions.</p>	<p>Mechanical Systems Levers and linkages Design a poster and a mother's day card</p> <p>Links to science topic – climate change</p> <p>Food technology: healthy and varied diet Rainbow salad pots Eton Mess Wraps/pitta pocket/ rolls</p> <p>Learn to select and use a range of utensils and use a range of techniques as appropriate</p>

RE

				To prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading,	
<u>GOD as a creator</u>	<u>INCARNATION</u>	<u>GOSPEL</u>	<u>SALVATION</u>	<u>BUDDHISM</u>	<u>SIKHISM</u>
<p>1. Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>2. Describe what Christians do because 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>1. Identify the difference between a 'Gospel', and a letter.</p> <p>2. Offer suggestions about what texts about baptism and 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</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 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>1. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</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</p>	<p>1. Origins of Buddhism - who was Siddhartha Guatama?</p> <p>2. Buddhist wheel of life & 8 Fold Path</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>1. Origins of Sikhism - what is a guru?</p> <p>2. What do Sikhs believe about God?</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>

PSHRE		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)		today, expressing some ideas of their own clearly. 6. Queens Park Faith Tour & follow up learning		
	<u>New Beginnings</u> Skills: <i>Devise a class charter</i> <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>	<u>Friendship</u> Skills: <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>	<u>Going for Goals</u> Skills: <i>Understand similarities 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>	<u>Good to be Me</u> Skills: <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>	<u>Relationships</u> Skills: <i>Know where to go for help</i> <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>	<u>Changes</u> Skills: <i>Know and do jobs at home and in 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>

PE						Know the importance of fund-raising and the work that goes into it
	<p><u>Tag rugby</u></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><u>Hockey</u></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><u>Dance (to coincide with school play)</u></p> <p><i>Skills: To copy simple movements with control and co-ordination</i></p> <p><i>To improve their own performance</i></p> <p><i>To describe and comment on their own and other actions.</i></p> <p><i>To repeat sequences consistently</i></p>	<p><u>Netball</u></p> <p><i>Skills: To send and receive the ball with control</i></p> <p><i>To send the ball with accuracy</i></p> <p><i>To attack while under pressure from a defender</i></p> <p><i>To defend successfully</i></p> <p><i>To use correct footwork</i></p> <p><i>To understand basic rules and regulation of Netball</i></p> <p><i>To shoot with correct technique successfully</i></p> <p><i>To rebound successfully</i></p> <p><i>To attack and defend as a team successfully</i></p> <p><i>To communicate successfully</i></p> <p><i>To play a mini game of netball</i></p>	<p><u>Tennis</u></p> <p><i>Skills: hold a tennis racket correctly, use forehand, use back hand, volley, hold a rally</i></p> <p><u>Gymnastics</u></p> <p><i>Skills: Lower body stretching. Why we warm up and what happens</i></p> <p><i>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</i></p>	<p><u>Athletics</u></p> <p><i>Skills: To be able to run using a correct technique</i></p> <p><i>To sprint successfully, To be able to jump using a correct technique</i></p> <p><i>To perform a long jump and triple jump successfully, To be able to Throw using a correct technique</i></p> <p><i>To perform a discus and javelin throw successfully, To be able to perform a relay race</i></p> <p><i>To be able run/jog for a long period of time, To be able to perform a hammer throw</i></p>	<p><u>Rounders</u></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>

French		To show some understanding of composition (to make their own dance routine)	successfully without positions To be able to captain a team successfully	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	To be able perform a shot put throw, To be able to perform competently at a mini Olympics (Sports Day)	
	<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 + Christmas vocabulary to coincide with creating a Christmas decoration containing French Christmas words.	<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
	Recorders The Celts - rhythms and folk music Harvest	Recorders Notation Listening focus: Disco and Funk	Recorders Ten Pieces initiative - Class Orchestra/ Body Percussion	Recorders Roman Raps and Space - Garageband Easter	Recorders The Wider World India - Music and Dance	Recorders The Great Outdoors Timbre and Texture Listening focus: Romantic period

		Christmas Production				
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