



Billingshurst Primary School Yearly Curriculum Plan: Year 3

Subject	Autumn		Spring	Summer
School values	Kindness: equality, care, respect.		Love of Learning: excellence, ambition, pride in ourselves and our school, curiosity.	Happiness: trust, safety, positivity, responsibility.
Learning skills These will be taught throughout the year and are not linked to any particular term	Be curious	Be creative	Be resilient	Be a team player
	Question Research Explore Evaluate Make decisions	Imagine Take risks Invent Experiment Adapt	Persevere Self-assess and improve Manage feelings Set goals Solve problems	Share Communicate and listen Support each other Reach agreements Learn from others
Topic/Theme	Who Are You Calling Weird?		Myths and Legends	Voyages of the Imagination
Learning experiences:	Stone Age Immersion Day Visit from Urrggghh (Stone Age man)		Greek Immersion day Visit from Zeus Safer Internet Day – 9th February 2021	Tuppenny Barn Home grown produce sale
Core Texts to support topic/theme	Who Are You Calling Weird? – Marilyn Singer Meerkat Mail – Emily Gravett Animal Awards – Martin Jenkins & Tor Freeman Beetle Boy – MG Leonard World's Weirdest Animals – Matt Roper The Hunter – Paul Geraghty How to Live Like a Stone Age Hunter – Anita Ganeri King Co – Adam Stower Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson		Visitor's Guide to Ancient Greece – Jane Chisholm & Lesley Sims Ancient Greece-DK eyewitness Atlas of Myths and Legends – Thiago de Moraes The Atlas of Monsters – Sandra Lawrence & Stuart Hill Usborne Illustrated stories of Greek Myths Falling Out of the Sky. Poems about Myths and Monsters – Emma Wright & Rachel Piercey The Monster Diaries – Luciano Sarachino The Ancient Greek Mysteries – Saviour Pirota Here comes Hercules – Stella Tarakson	Journey – Aaron Becker Where My Wellies Take Me – Michael Morpurgo The Secret Garden – Frances Hodgson Burnett Great Explorers – Robin Hanbury-Tenison Wings Poem - Pie Corbett The Promise - Nicola Davies The Train to Impossible Places – PG Bell The Lion, The Witch and The Wardrobe – CS Lewis The Lost Words – Robert Macfarlane The Kew Gardens Children's Cookbook: Plant, Cook, Eat

	Stig of the Dump – Clive King Fossils and My Brother (poetry) - Michael Rosen (Links to rocks and soils)	Egg Drop – Mimi Grey (Links to forces)	
English	<p>All writing opportunities will be based on the 4 main purposes of writing: to persuade, to inform, to entertain and to explain.</p> <p>Writing opportunities will be equally based on using the core text as a stimulus, writing that comes as a result of learning in foundation subjects.</p> <p>The audience for each piece of writing will differ for children to show they can adapt the voice of their writing accordingly.</p> <p>Reading skills will be taught in English lessons when accessing core texts and in Book Talk. Grammar teaching will be threaded throughout all reading and writing tasks in order to minimise the amount of explicit grammar sessions.</p> <p>Writing Composition Plan their writing: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas</p> <p>Draft and write: Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit: Assess the effectiveness of their own and others’ writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		
English	Writing Opportunities <ul style="list-style-type: none"> • Poetry: Haiku poems based on animals • To inform: A non-chronological report based on the children’s own animal • To entertain: A postcard written from the perspective of Sunny Meerkat in a new location 	Writing Opportunities <ul style="list-style-type: none"> • Poetry: Based on children’s own heroes. Free verse • Narrative: Children to plan their own myth using a story mountain plan, Children to write the dilemma using a given opening and final line • To inform: Non-chronological report based on 	Writing Opportunities <ul style="list-style-type: none"> • To entertain: Diary entry written as a character from The Promise • Narrative: Children to write their own story based on a journey using a picture as a starting point • Poetry: Where My Wellies Take Me used as a

	<ul style="list-style-type: none"> Narrative: Focusing on character and their actions and reactions to a setting To inform – Information leaflet for Urghh on how to survive in the Stone Age 	<p>original Olympic Games in Ancient Greece</p> <ul style="list-style-type: none"> To persuade: Writing in role as King Iphitos to persuade a king of one of the city states to attend the Olympic Games, stop fighting and train To inform: Tourist information leaflet - A Visitor's Guide to Ancient Greece To inform and instruct: A set of instructions for younger children explaining how to make a shadow puppet theatre and puppets 	<p>stimulus for children's own nature poems</p> <ul style="list-style-type: none"> To persuade: A letter to parents/carers persuading them to grow fruit and vegetables rather than buy them from the supermarket To instruct: A set of instructions in the form of a recipe linked to home grown produce To inform – Non-chronological report based on the functions of a plant, the life cycle of a plant and the requirements for growth. Published as a scrap book in the style of Where My Wellies Take Me
Maths	<p>Place Value 1-3</p> <p>Number: Addition & Subtraction 4-7</p> <p>Number: Multiplication & Division 8-11</p> <p>Money 12-13</p>	<p>Measurement: Time 1-4</p> <p>Multiplication and Division 5-6</p> <p>Statistics 7-8</p> <p>Number: Fractions 9-12</p>	<p>Measurement – Length and Perimeter 1-3</p> <p>Geometry: Properties of Shape 4-5</p> <p>Measurement: Mass and Capacity 6-8</p>
Science	<p><u>Animals including humans</u></p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> Select equipment or information sources from those provided to address a question or idea under investigation <p>Asking relevant questions and using different types of scientific enquiries</p>	<p><u>Light</u></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows are changed</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>	<p><u>Plants</u></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Setting up simple practical enquiries,</p>

	<p>to answer them</p> <ul style="list-style-type: none"> Respond to ideas given to them to answer questions or suggest solutions to problems Represent things in the real world using simple physical models <p><u>Rocks</u></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> Use scientific forms of language when communicating simple scientific ideas, processes or phenomena <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> Describe what they have found out in experiments or investigations, linking cause and effect <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none"> Identify straightforward patterns in 	<ul style="list-style-type: none"> Make some accurate observations or whole number measurements relevant to questions or ideas under investigation <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas, processes or phenomena (light bulbs) Understanding the applications and implications of science: Explain the purposes of a variety of scientific or technological developments Link applications to specific characteristics or properties Identify aspects of our lives, or of the work that people do, which are based on scientific ideas <p><u>Forces and Magnets</u></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>comparative and fair tests</p> <ul style="list-style-type: none"> Identify one or more control variables in investigations from those provided <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> Describe what they have found out in experiments or investigations, linking cause and effect <p><u>Animals including humans</u></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> Present simple scientific data in more than one way, including tables and bar charts <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> Describe what they have found out in experiments or investigations, linking cause and effect
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	<p>observations or in data presented in various formats, including tables, pie and bar charts</p> <ul style="list-style-type: none"> ○ Identify simple advantages of working together on experiments or investigations ○ Suggest improvements to their working method 	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Make some accurate observations or whole number measurements relevant to questions or ideas under investigation</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> ○ Present simple scientific data in more than one way, including tables and bar charts <p>Setting up simple practical enquiries, comparative and fair tests</p> <ul style="list-style-type: none"> ○ Identify one or more control variables in investigations from those provided 	
History	<p><u>Changes to Britain from Stone age to Iron age</u></p> <p>Children will study the development of humans through the Palaeolithic, Mesolithic, Neolithic and the Iron Age periods.</p> <p><u>Including:</u></p> <p>The development of technology including the discovery of fire and the significance of this to human life</p> <p>□ How the acquisition of food developed through the late Neolithic hunter-gatherers to the early farmers, for example, Skara Brae</p> <p>Bronze Age religion and travel including a study of Stonehenge. Children will ask questions and look at evidence to determine why and how this monument was built. (link to historical enquiry).</p> <p>□ Iron Age hill forts: tribal kingdoms, farming, art and culture. Children will</p>	<p><u>Ancient Greece</u></p> <p>A study of Greek life and achievements and their influence on the Western World Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children create a timeline of major events and developments throughout the Ancient Greek periods of the Archaic, Classical and Hellenistic to be added to the Stone Age timeline.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the</p>	

	<p>examine why hill forts were built in certain places and discuss the advantages/disadvantages of these sites. Also, children will study cave art and answer questions such as why ancient people chose to record certain aspects of their life and discuss the importance of this primary evidence.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. What evidence is there of Stone Age people living in the local area? Link to local hill forts such as Cissbury Ring (Neolithic flint mine and Iron Age Fort) They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children will examine these ideas when putting together their timelines of the three Stone Age periods. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. See above. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><u>Chronological understanding</u> Understand more complex terms related to the period studied eg BCE (Before Common Era) and CE (Common Era). Children will study this in relation to the timelines.</p> <p><u>Historical enquiry</u> Choose suitable sources of evidence for historical enquiry to answer specific questions about the past. Children will discuss the type of evidence there is to tell us about the</p>	<p>past is constructed from a range of sources. Children to examine a range of primary and secondary sources including Ancient Greek texts such as the Odyssey, Greek pottery and modern sources such as websites.</p> <p><u>Chronological understanding</u> Place events, artefacts and historical figures from the period studied on a timeline using dates and compared to the current time (see above) Understand the concept of change over time and represent this using evidence on the timeline eg. Comparing artefacts from a period in history with today. Children to compare a range of objects from the Ancient Greek period such as clay objects and plastic ones.</p> <p><u>Historical enquiry</u> Identify a range of primary and secondary sources to ask and answer questions about the past. (see above) Using more than one source of evidence build a picture of an aspect of past life. Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. Children will study the Spartan Wars from the opposing point of view of the Athenian and Spartan citizens.</p> <p><u>Historical Knowledge and Interpretation</u> Identify key features and events, then use evidence to reconstruct life in the time studied. (see below) Identify causes and consequences of key events in history. Children will study birth of the Olympic games and compare sports in Ancient Greek times with modern events. Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and religious through the eyes of women, men and children, Children will study aspects of</p>	
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	<p>Stone Age and how historians have interpreted it over the centuries.</p> <p><u>Communication</u></p> <p>Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology Children will complete a timeline showing major developments of each Stone Age period to add to their timeline of previously studied periods.</p> <p>Use literacy, numeracy and computer skills to a good standard in order to communicate information about the past.</p>	<p>everyday life for these groups such as position in society (including the role of slaves in a Greek household), marriage, clothing and daily routines. They will compare their lifestyle to that of Ancient Greek children including differences in schooling for boys and girls, toys, transitions to adulthood and status.</p> <p><u>Communication</u></p> <p>Show an understanding of concepts such as civilisation, monarchy, Parliament, democracy and war and peace. Children will look at the development of Ancient Greek government. Also study of the Spartan Wars and Roman Invasion.</p>	
Geography		<p><u>Geographical Skills and fieldwork</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions related to The Giant's Causeway (Finn and Angus). Children to use clues from the text to support them in finding the start/finish (County Antrim/Antrim and the Isle of Staffa) of the Giant's Causeway. Describe the location and topographical features of the area. Compare these to our local area. Use maps, atlases and globes to locate countries and describe features studied- linked to Greece. Children to locate cities such as Athens and Sparta and examine the topographical features of Ancient Greece compared to modern Greece.</p>	<p><u>Geographical Skills and fieldwork-linked to studies of Brighton (past and present), Glasgow and Swansea</u></p> <p>Use maps, atlases and globes to locate countries in the UK and describe features studied. Use the eight points of a compass and four figure grid references to build their knowledge of the UK.</p> <p><u>Locational knowledge</u></p> <p>Identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Understand how some of these aspects have changed over time.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>

			<u>Human and Physical geography</u> Describe and understand key aspects of human geography, including types of settlement and land use in the UK
Art and Design	<u>Observational drawing</u> I can use my sketch book to collect and record visual information from different sources I can experiment with ways in which surface detail, tone and texture can be added to drawings I can draw for a sustained period of time I can experiment with different grades of pencil and other drawing media to create lines, marks and develop tone, shape and form in my drawing I can show an awareness of depth and form when drawing or representing 3D objects		
	<u>Pattern & collage</u> <u>Mixed media animal collage</u> Artists: Henri Rousseau, Joel Gauthier, Clare Youngs (collage artist) Drawing: I can use my sketch book to collect and record visual information from different sources I can experiment with different drawing media (colour) to develop marks shape and pattern Painting: I can mix colours with increasing skill. Printing: I can create repeating patterns using paint and a selection of tools Collage: I can select and arrange materials for a striking effect. I can use overlapping and montage I can ensure work is precise <u>Textiles (Linked to DT)</u> I can use a variety of techniques, e.g. printing, dyeing and stitching to develop colour in material and to create different textual effects I can study patterns in cloth and use these to develop designs and patterns of my own.	<u>Greek masks</u> (Link to History) <u>Sculpture (modroc / plaster relief)</u> I can plan, design and make models from imagination I can include texture that conveys feelings and expression Add materials to provide interesting detail. <u>Greek architectural printing</u> Drawing: I can replicate patterns seen in the built environments I can show an awareness of depth and form when drawing or representing 3D objects Printing: I can create printing blocks using an impressed method I can develop my print by moving, overlapping, rotating my block I can create repeating patterns I can print with two colours, re- working my tile between the two-colour ways.	<u>Colour in the landscape</u> (linked to Geography) Artist: David Hockney Drawing: I can use my sketch book to collect and record visual information from different sources Painting: I can mix colours with increasing skill. I can use specific colour language, (tertiary colour) to discuss my work more precisely I can experiment with different effects and textures including paint mixed with other media (PVA glue) to create textural effects I can work on a range of scales with a range of sized brushes Multimedia Seed head artwork linked to science) <u>Drawing seed heads</u> Artist: Angie Lewin I can experiment with ways in which surface detail and texture can be added to drawings I can draw for a sustained period. I can experiment with different drawing media to create lines, marks and develop tone, shape and form in my drawing

			<p><u>Digital Media (Linked to computing)</u> I can record and collect images using digital cameras and video recorders and explain why it has been created. I can present recorded visual images using photographic software. I can use a graphics package (Dazzle) to create images, import photos and create effects by controlling the brush tool with increased precision I can change the type of brush to an appropriate style I can create shapes by making sections to cut, duplicate and repeat – using the stamp tool.</p>
Computing	<p>Revise Year 2 e-safety objectives.</p> <p>Basic computer skills and multimedia (PowerPoint)</p> <ul style="list-style-type: none"> Save and open work from a network. Use keyboard shortcuts for word processing and presentation software. Type text and insert picture to create a PowerPoint slide. <p><u>Coding (code.org)</u></p> <ul style="list-style-type: none"> Use reasoning to correct errors and debug programmes while recognising that a program can be split into component sections to assist with the debugging programmes. <p>Code.org</p> <ul style="list-style-type: none"> Unit A Repeating commands Gridwork on repeat Maze loops <p>Algorithms</p> <ul style="list-style-type: none"> crazy character Artist #8 sequence and #9 shapes Artist 10/10 draw anything 	<p><u>E-safety</u></p> <ul style="list-style-type: none"> Recognise that there are a variety of potentially harmful online interactions including behaviour that could be perceived as bullying, harmful attachments, micro-transactions and ad pop-ups. Recognise a variety of ways of reporting concerns about content or contact, including online safety measures and responsible adults. Use technology safely, respectfully and responsibly and consider how their online actions impact other people. To use search engines discerningly e.g. using multiple sources and questioning the reliability of sources. <u>CEOP KS1 Film</u> : 'Lee & Kim' Cartoon Suitable 5 yrs -- 7 yrs https://www.youtube.com/watch?v=-nMUbHuffO8 <ul style="list-style-type: none"> <u>Hector's World</u> https://www.thinkuknow.co.uk/4_7/hectorsworld <p><u>Data handling</u></p> <ul style="list-style-type: none"> Design and construct a database to collect, analyse, evaluate and present data using a data logging device e.g. recording sound levels using iPad. <p>Data sweet</p> <ul style="list-style-type: none"> Ourselves- Collect and record data about 	<p>Animation- Pivot https://pivotanimator.net/ <ul style="list-style-type: none"> Create a simple stickman figure and animate, review, display. </p> <p>Basic computer skills and multimedia (Dazzle)</p> <ul style="list-style-type: none"> Save and open work from a network. Use a paint program, rotate, resize, edit and save as a jpeg. Use stamps to create a repeating pattern. Import from input devices, such as digital cameras. Manipulate this content for a given goal: e.g. to create an audio/visual presentation. <p>Pictures and text - Dazzle</p> <ul style="list-style-type: none"> Rotate, resize and edit. Save/ load work and type sentences. Develop shapes in a paint programme- line, shape, fill, copy paste.

		<p>ourselves. Make a class database.</p> <ul style="list-style-type: none"> • Make and analyse bar charts and pie charts. <p>Infant encyclopaedia:</p> <ul style="list-style-type: none"> • http://infant.parkfieldprimary.com/ <p>Coding (Scratch)</p> <ul style="list-style-type: none"> • Design and create a sprite and stage, move it using repeat and forever loops. <p>Scratch introduction</p> <ul style="list-style-type: none"> • Sprite and stage • Scratch- tell a story. 	
Design technology	<p>Design and technology objectives</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, <u>including construction materials, textiles and ingredients</u>, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 		
	<p><u>Textiles - cave man fashion. Linked to Stone Age History focus</u></p> <ul style="list-style-type: none"> • With support make a template and understand the need for a seam allowance, within the template. • Join textiles with appropriate stitching building upon prior knowledge, eg blanket or back stitch. • Select the most appropriate techniques to decorate textiles. 	<p><u>Materials and construction incorporating mechanics and electronics- lever & linkage toy-linked to Science forces.</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as cut outs). 	<p><u>Cooking- creating cakes for cake sale made with vegetables they have grown-linked to Science and plants.</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically, selecting appropriate utensils, with support. • Measure ingredients to the nearest gram accurately, using non-digital and digital scales. • Follow a recipe with support. • Assemble and cook ingredients, with

		<ul style="list-style-type: none"> • Select appropriate joining techniques such as sanding wood after cutting based on prior knowledge. • Discuss up-cycling and repairing items. • Strengthen materials using suitable techniques. <p><u>Technical knowledge (Mechanics)</u></p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><u>Design</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, <u>including construction materials, textiles and ingredients</u>, according to their 	<p>support</p> <ul style="list-style-type: none"> • Controlling the temperature of the oven or hob. <p><u>Design</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, <u>including construction materials, textiles and ingredients</u>, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of
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		<p>functional properties and aesthetic qualities</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world (Hornby – train sets) 	<p>others to improve their work</p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world
Languages	<p><u>Intercultural</u></p> <ul style="list-style-type: none"> Identify social conventions at home and in another country. Record information about a different country including the capital city. The importance of politeness when greeting/meeting people and the conventions of greeting people in their own culture, e.g. shaking hands, bowing, kissing. Locate country/countries where a different language is spoken. Use atlas or ICT programmes such as Google Earth. <u>Speaking</u> <ul style="list-style-type: none"> Ask and answer simple questions, for example about personal information. Repeat sentences heard and make simple adaptations to them. Use mostly accurate pronunciation and speak clearly when addressing an audience. Use simple adjectives such as colours 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Write some single words from memory. Use simple adjectives such as colours and sizes to describe things in writing. Record descriptive sentences using a word bank. <p><u>Grammar</u></p> <ul style="list-style-type: none"> Recognise the main word classes: e g nouns, adjectives and verbs. Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. <p>Have a basic understanding of the usual order of words in sentences in the target language.</p>	<p><u>Listening & Comprehension</u></p> <ul style="list-style-type: none"> Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. <p><u>Reading & Comprehension</u></p> <ul style="list-style-type: none"> Recognise some familiar words and phrases in written form. Read some familiar words aloud using mostly accurate pronunciation. <p>Learn and remember new words encountered in reading.</p>

	and sizes to describe things orally.		
Music (Ukulele)	<p>Music lessons delivered through ukulele tuition. The children will perform a concert for parents at the end of each term demonstrating their increasing confidence and control throughout the year.</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 		
PE	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>		
PE: outdoors	<p><u>Team games (Netball)</u></p> <ul style="list-style-type: none"> • Introduce passing and receiving • Introduce passing and creating space • Develop passing and moving • Combine passing and moving • Combine passing and shooting • Develop passing and shooting <p><u>Invasion games (Handball)</u></p> <ul style="list-style-type: none"> • Introduce passing and receiving • Introduce passing and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting 	<p><u>Invasion games (Football)</u></p> <ul style="list-style-type: none"> • Introduce dribbling keeping control • Develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling <p><u>Invasion Games (Hockey)</u></p> <ul style="list-style-type: none"> • Introduce dribbling; keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting 	<p><u>Games – Net/Wall: (Tennis)</u></p> <ul style="list-style-type: none"> • Introduction tennis; outwitting an opponent • Creating space to win a point • Consolidate how to win a game • Introduce rackets • Introduce the forehand <p><u>Athletics: (Running, throwing, jumping)</u></p> <ul style="list-style-type: none"> • Explore running for speed • Develop running for speed • Introduction relay; running for speed in a team • Develop relay running for speed in a team • Explore running for distance · Understand and apply tactics when running for distance

PE: Indoors	<u>Dance</u> (Animals) <ul style="list-style-type: none">• Responding to stimuli• Developing character dance into a motif• Extending sequences with a partner in character• Developing sequences with a partner in character that show relationships• Extending dance skills in choreography <u>Outdoor and adventurous activities (problem solving)</u> Stone Age Immersion day, shelter building. <ul style="list-style-type: none">• Benches and mats challenge• Round the clock card challenge• The pen challenge• The river rope challenge• Caving challenges		<u>Gymnastics</u> (Symmetry and asymmetry) <ul style="list-style-type: none">• Introduction to symmetry• Introduction to asymmetry• Application of learning onto apparatus• Sequence formation• Sequence completion <u>Dance</u> (Weather dance) <ul style="list-style-type: none">• Responding to stimuli, the weather• Responding to stimuli, extreme weather• Developing thematic dance into a motif• Extending dance to create sequences with a partner• Developing sequences with a partner		<u>Outdoor adventure activities (Communication and tactics)</u> <ul style="list-style-type: none">• Creating and applying simple tactics• Developing leadership• Developing communication as a team• Communicating as a team• Communicating to collaborate effectively as a team• Communicating to create defending and attacking tactics as a team <u>Athletics Competitions:</u>	
PHSCE	<u>New Beginnings</u> Empathy, self-awareness, social skills and motivation.	<u>Getting On and Falling Out</u> Empathy, managing feelings (with a focus on anger) and social skills.	<u>Going For Goals</u> Motivation and self-awareness.	<u>Good To Be Me</u> Self-awareness – feeling good about myself and taking sensible risks.	<u>Relationships</u> Feelings within the context of our important relationships including family and friends and teaching loss – whether of a favourite possession, a friend, a family home, or a loved one.	<u>Changes</u> Identifying issues of change and equipping children with an understanding of different types of change, positive and negative, and common human responses to it.
RE	<u>The Bible</u> What do we know about Jesus? What were Jesus’ experiences as a child? <u>Stories about Jesus</u> Parables Jesus told.		<u>Learning about different faiths</u> Festivals and celebrations Compare elements of Hinduism to Christianity <u>Comparisons between faiths</u> focusing on spiritual ways of celebrating different festivals		<u>Belonging</u> Myself and my beliefs. (How to be a good citizen) Valuing others and their beliefs <u>Beliefs and Teachings</u> Be able to reflect upon and consider religious and	

	<p>Christmas story</p> <p>What does it mean?</p> <p>Puzzling questions, symbols of Christmas</p>	<p>(naming ceremonies, weddings, funerals) and reflect on the reasons why some people value such celebrations very highly, but others not at all</p>	<p>spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks.</p>
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