Edmondsley Primary School

Curriculum Map: Years 3.4

Red Text = Theme

Purple Text = Links to specific topics/themes which will prepare children for the experiences of later life in modern Britain and particular needs identified for children who attend Edmondsley Primary School.

	Autumn		Spring		Summer	
TOPIC	Sticks and Stones – The Stone Age	Strike a Pose! – British Fashion through the years	World Wide Weather - Climate zones around the world	There's no place like home. – Local study	Eye of the beholder - Banksy	Groovy Greeks
Hook/Big Ideas	Visitor/Workshop – Arcaheosoup Forest School	Put on a fashion show to parents/whole school – displaying their upcycled outfits.	Create class collage to demonstrate climate zones around the world – Recycled materials?	Exploration of Local Area Visit to Mining Art Gallery Complete Arts Award	Spray Paintings around school grounds.	One Day Creative Workshop – Perform Greek play to school/parents.
History	1. Be taught about changes in Britain from the Stone Age to the Iron Age. 2. Develop a chronologically secure knowledge and understanding of British history. **3.** Understand that knowledge about the past is constructed from a variety of sources. **4.** Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.	1. To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example; changes in an aspect of social history such as clothing. 2. To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. 3. To understand that our knowledge of the past is constructed from a range of sources.	1. Develop a chronologically secure knowledge and understanding of British history 2. Identify some of the results of historical events, situations and changes. 3. Identify and begin to describe historically significant people and events in situations.	Exploration of mining heritage in Edmondsley. 1. Be taught about a local history study. 2. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance. 3. Suggest where we might find answers to questions considering a range of sources. 1. Understand that knowledge about the past is constructed from a variety of sources.	1. To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example; changes in an aspect of social history such as art. 2. To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. 3. To understand that our knowledge of the past is constructed from a range of sources.	1. Be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world. 2. Put events, people, places and artefacts on a time-line. 3. Develop use of appropriate terminology such as; empire, civilisation, monarch. 4. Understand that knowledge about the past is constructed from a variety of sources. 5. Identify and give reasons for historical events, situations and changes.

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Geography	1. Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) land-use patterns and understand how some of these aspects have changed over time. **2.** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	1. Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) land-use patterns and understand how some of these aspects have changed over time. 2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	1. Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn, Arctic and Antarctic Circle. 3. Describe and understand key aspects of physical georgraphy including: climate zones,biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. 4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	1. Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) land-use patterns and understand how some of these aspects have changed over time. 2. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	1. Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) land-use patterns and understand how some of these aspects have changed over time. 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	1. Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 3. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

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Design and Technology	Explore Stone Age diet and compare to our own. 1. Understand and apply the principles of a healthy and varied diet. 2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. – Fish and flat bread over the campfire. 3. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Forest School – making shelters/tipis using natural resources. 4. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 5.Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	1. Understand how key events and individuals in Design and Technology have helped shape the world. 2. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. 3. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 4. Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. 5. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	1. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. 2. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 3.Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. Design and make a weather station.	1.To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups. 2.To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 3.Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 4.To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 1.-Design a moving book about the history of mining in Edmondsley village.	2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 1. Apply their understanding of how to strengthen, stiffen and reinforce structures that are more complex.– Create a light box, with silhouettes in the style of Banksy	Greek Food - 1. Understand and apply the principles of a healthy and varied diet. 2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 3. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Art and Design	Explore cave art 1.Create sketchbooks to record their observation and use them to review and revisit ideas. 2.Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials – (make natural brushes from natural resources – sticks, leaves, grasses, berries etc and use them to mark make)	1.Be taught about great artists, architects and designers in history. – British fashion designers. 2.To improve their mastery of art and design techniques including painting. – Exploring pattern and colour.	1. Create sketchbooks to record their observation and use them to review and revisit ideas. 2. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials create a collage using fabrics – different climate zones – exploring colour.	Complete Arts Award Explore – Exploring Art in the mining community. 1. Be taught about great artists, architects and designers in history – Local artists Cornish and McGuinness. 2. Create sketchbooks to record their observation and use them to review and revisit ideas. 1.Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials. – Printing at the Mining Art Gallery.	2.Be taught about great artists, architects and designers in history – Banksy 3.Create sketchbooks to record their observation and use them to review and revisit ideas – Analyse different examples of graffiti and sketch their own designs.	1.Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (Paint and Clay) – Greek pottery

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Writing across the curriculum focus		Science – Instructions. Topic – Newspaper report about Skara Brae	D&T - Magazine Article about latest their creation. Poster – advertising their creation.	Topic – diary entries from different places around the world. Fact file – What does climate mean?	Topic - Postcard from the past.	Topic - Newspaper report about graffiti found. Art – Description of different pieces.	Topic – Holiday brochure Topic – Newspaper report about battle of Marathon.
Spellings	Year 3	**Week 1 –** ai, ei **Week 2 –** eigh, ey **Week 3 -** Homophones **Week 4 -** Homophones **Week 5 –** Near homophones **Week 6 –** Near homophones	**Week 7 –** u as ou **Week 8 –** tion, cian, sion **Week 9 –** Suffixes beginning with vowel letters, double cons. **Week 10** -Suffixes beginning with vowel letters, double consonant **Week 11 –** Apostrophes contractions **Week 12 –** Apostrophes singular possession	**Week 13 -** -l as y **Week 14 -** Apostrophes regular plural possession **Week 15 -** Months of the year, multiples of 10 **Week 16 -** Prefixes – un, dis **Week 17 –** ch spelt as k **Week 18 –** Prefixes – mis, re	**Week 19 –** Prefixes – auto, anti **Week 20 –** Prefixes – super, inter, sub **Week 21 -** Prefixes – in, im **Week 22 –** Prefixes – ir, il **Week 23 –** Prefixes – super, under **Week 24 -** soft g	**Week 25 -** Soft c **Week 26 –** Word families **Week 27 –** Word families **Week 28 –** Word families **Week 29 –** sh as ch eg. chef, machine **Week 30 –** Suffixes – ally when added to ic	**Week 31 –** Double consonant words when adding suffixes **Week 32 -** Double consonant words when adding suffixes **Week 33 –** Unusual plurals and possessive apostrophes **Week 34 -** –ure, -or **Week 35 –** our, -ure **Week 36 –** ei, ey, eigh
	Year 4	**Week 1 -** -ible, -ibly, able, -ably **Week 2 -** –ful, -fully, -ally, -ically **Week 3 -** Homophones **Week 4 -** Homophones **Week 5 –** Near homophones **Week 6 –** Near homophones	**Week 7 -** ation, cian, **Week 8 –** tion, sion **Week 9 -** Plural apostrophes **Week 10** - sure, ture **Week 11 - -** cious **Week 12 -** -tious	**Week 13 -** -ent, -ant **Week 14 –** sc as s **Week 15 -** sh as ch eg. chef, machine **Week 16 -** gue, que as in league, antique **Week 17 –** ous **Week 18 –** k spelt as ch	**Week 19 –** Suffixes - ly **Week 20 -** Suffixes – ly when root word ends in vowel **Week 21 -** Suffixes – ally when added to ic **Week 22 –** Prefixes – un, dis, mis **Week 23 –** Prefixes – anti, auto, re **Week 24 -** Prefixes – super, under	**Week 25 -** Soft c, soft g **Week 26 -** ou as 'u' eg. young, double, touch **Week 27 –** Prefixes – im, in, ir (double constants) **Week 28 –** Prefixes sub, inter **Week 29 –** i spelt as 'y' not on ends of words eg. gym **Week 30 –** Prefixes – in, im	**Week 31 and 32–** Double consonant words when adding suffixes **Week 33 –** Unusual plurals and possessive apostrophes **Week 34 -** –ure, -or, **Week 35 –** ei, ey, eigh **Week 36 –** ei, ey, eigh
Reading		• Uses a range of strategies when reading aloud, when prompted • Reads age-appropriate texts at a speed which allows focus on understanding rather than decoding individual words • Experiments with different pronunciations when reading unfamiliar, longer words • Makes good approximations of a word's pronunciation • Recognises that books are structured in different ways for different audiences and purposes • Reads independently and can talk about what has been read • Makes inferences from texts and can explain these • Identifies the main points of a text • Listens to and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books • Makes predictions based on evidence from the text and can explain these		• Begins to use a range of strategies when reading independently • Self-corrects when reading out loud • Discusses meaning of new words based on understanding of root words, prefixes and suffixes • Begins to read ahead, looking for clues to determine meaning • Begins to read silently for short periods of time • Reads books that are structured in different ways • Begins to ask questions to improve understanding of the text • Recognises that author makes choices regarding the vocabulary used • Discusses words and phrases that capture the reader's interest and imagination • Recognises that authors make choices regarding the layout of text • Explains how the structure of a text has impact on the reader • Begins to recognise different forms of poetry • Selects books based on awareness of own and others' reading preferences		• Reads a range of texts with fluency, understanding and expression • Talks about different strategies that can be used to help make sense of reading • Begins to select the most effective strategy • Self-corrects without prompting when reading in a range of different situations • Reads independently and silently for longer periods of time • Reads for a range of purposes • Checks reading makes sense • Talks about their understanding and tries to explain the meaning of words in context • Reads and discusses a variety of text types • Talks about personal likes and dislikes of books read and can support these views and opinions with simple reasons • Asks questions to improve understanding of the text • Infers reasons for actions and events • Begins to summarise what has been read	

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Writing

	Grammar	Conjunctions Connectives Capital letters Pronouns Commands, questions, statements, exclamations Prepositions Comparative adjectives	Time connectives Comparative adjectives Identifying verbs, nouns, adjectives Adverbs Verb tenses, present and past Conjunctions Pronouns Word order	Main clauses Verb tenses - present perfect and past Prepositions	Connectives Main clauses Verb tenses – present perfect, past and future Time adverbs	Present perfect & simple past form Ordinals Prepositions Subordinate clauses Time connectives Questions, exclamation and commands Commas for fronted adverbials	Connectives Identifying nouns, verbs, adjectives and adverbs Pronouns Ordinals
	Punctuation	Apostrophes for contractions Exclamation marks Inverted commas Commas in a list	Inverted commas Capital letters for proper nouns	Apostrophes for singular and plural possession Inverted commas Capital letters, proper nouns and I Exclamation and question marks	Apostrophes for singular and plural possession Commas in a list Capital letters proper nouns and start of sentences	Apostrophes for singular possession Apostrophes for contractions Inverted commas	Exclamation marks Full stops Commas in a list Inverted commas Question marks
	Vocabulary	Singular and plural Suffixes – ness, ful Articles	Plurals and unusual plurals Prefixes – dis, mis, sub Articles	Singular and plural Changing adjectives to adverbs Suffixes – less, ness, ful, less	Plurals and unusual plurals Word families Prefixes – mis, dis, sub, super, auto, anti	Word families Articles	Prefixes – un, dis Articles Suffixes – ful, less
	Writing Process	• Begins to use paragraphs to group related sentences • Uses different planning methods before writing • Is starting to understand the audience and purpose of different types of writing • Discusses and records ideas through writing and diagrams		• Uses headings and sub-headings to organise and structure non-fiction writing • Writes for a range of real purposes and audiences across the curriculum • Reads aloud own writing to an audience and uses appropriate emotion and tone		• Creates effective and well-described settings, characters and plot in narrative writing • Structures and organises narrative writing with a beginning, middle and an end across different fiction stories • Uses the structure of stories which have been read to write their own narrative • Evaluates the effectiveness of own and others' writing • Proof reads for spelling, grammar and punctuation errors and self-corrects	
	Genre	Non-fiction - instructions How to Wash a Woolly Mammoth linked to The Stone Age Narrative; Stone Age Boy linked to The Stone Age Poetry; Calligrams	Non-fiction - Narrative; Angelica Sproket's Pockets. Narrative; Traditional tales The Emperor's new clothes.	Non-Fiction recounts linked to World Wide Weather Narrative linked to World Wide Weather	Non-fiction Instructions linked to Banksy Narrative linked to Banksy	Non-fiction linked to There's no place like home. Narrative; Wizard of Oz linked to There's no place like home.	Non-fiction, linked to There's no place like home. Narrative; Myths and Legends – Greek Myths linked to There's no place like home. Poetry; Riddles and haikus

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	Rocks	Forces and magnets	States of matter	Plants	Light	Animals including humans
Science	1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them) 2. Research how rocks are formed (Research how sedimentary, igneous and metamorphic rocks are formed) 3. Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Research what type of creatures are fossilised and make a fossil) 4. Recognise that soils are made from rocks and organic matter (Examine and test soil for permeability) 5. Research into how soil is formed (Testing erosion by rubbing rocks together)	1. Compare how things move on different surfaces (Friction focus force required to pull an object across different surfaces) 2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance (Test object thickness magnets can work through) 3. Observe how magnets attract some materials and not others (Test a variety of materials to see if they are magnetic) 4. 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 (Variety of materials to compare and group) 5. Describe magnets as having two poles (Link to poles on the Earth using a compass) 6. Predict whether two magnets will attract or repel each other, depending on which poles are facing (Magnets use in everyday life)	1. Compare and group materials together, according to whether they are solids, liquids or gases (Vary materials provided) 2. Observe that some materials change state when they are heated or cooled (Melting chocolate) 3. Conduct an experiment on the temperature objects melt/ evaporate in degrees Celsius (°C) (Temperature water evaporates/ information on melting metals) 4. Identify the part played by evaporation and condensation in the water cycle (Diagram and research on water cycle) 5. Associate the rate of evaporation with temperature (Evaporation rate of water placed in different locations)	1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Draw and label a flowering plant) 2. 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 (Build a terrarium) 4. Investigate the way in which water is transported within plants (Experiment roots absorbing water-food colouring/celery) 5. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Dissect a flower to investigate reproductive parts) 6. Compare the effect of different factors on plant growth (amount of light/ water/ fertiliser)	1. Recognise that they need light in order to see things and that dark is the absence of light (Classify light sources and reflectors) 2. Notice that light is reflected from surfaces (Test how light travels in a straight line-periscope) 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Make a pinhole projector to look at the sun) 4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object (Investigate different materials and degrees of opacity) 5. Find patterns in the way that the size of shadows change. (Experiment making shadows bigger and smaller)	1. Identify that animals, including humans, need the right types and amount of nutrition, (Research food groups and how they keep us healthy) 2. Identify that animals cannot make their own food; they get nutrition from what they eat (Research carnivores, herbivores and omnivores) 3. Identify that humans and some other animals have skeletons for support and protection. (Bones in the human body- explore what would happen if humans did not have skeletons) 4. Identify that humans and animals have muscles that allow them to move (Research how muscles work in pairs to create movement) 5. Investigate how different parts of the body have special functions. (Focus on respiratory system)

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Maths

Place Value

- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three -digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.

Addition and Subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two -digit numbers times one -digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Multiplication and Division

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- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Measurement –Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

- Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measurement – Length and Perimeter

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2D shapes.

Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Solve problems that involve all of the above.

Fractions

- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Compare and order unit fractions, and fractions with the same denominators.
- Add and subtract fractions with the same denominator within one whole [for example, 57 + 17 = 67]
- Solve problems that involve all of the above.

Measurement – time

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].

Shape

- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.

Measurement – mass and capacity

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

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Computing	**Get Blogging** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Understand the opportunities [networks] offer for communication and collaboration • Be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unaccept able behaviour; identify a range of ways to report concerns about content and contact.	**We are publishers!** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact	**We Love Games** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Big Robots** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Use technology safely, respectfully and responsibly; recognise acceptable/unaccept able behaviour; identify a range of ways to report concerns about content and contact	**Class Democracy** • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptabl e behaviour; identify a range of ways to report concerns about content and contact	**Going for Gold** • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptabl e behaviour; identify a range of ways to report concerns about content and contact
PSHCE	**New Beginnings** • I know something about everybody in my class. • I understand my rights and responsibilities in school. • I can give a compliment. • I can tell you how different and special I am. • I know how it feels to do something new. • I know how it feels to do something new.	**Relationships** • I know what appositive, healthy relationship is and how to develop and maintain this. • I can tell you how I feel when I loose someone or something I care about. • I can tell when something is or isn't my fault. • I know the difference between a good and bad choice. • I know how to make things better if I have done something unkind. • I know people who are responsible for helping me stay safe and healthy and ways I can help these people. •	**Going for goals** • I know what it means to be a good leader. • I can set myself a challenging goal to improve my learning skills. • I can break down my goals into smaller chunks. • I can recognise when I find learning difficult and persevere when I need to. • I can make choices about what to do based upon predictions of likely consequences.	**Good to be me** • I can tell you when a feeling is strong and when it's weak. • I can tell you what feeling surprised is like. • I can explain what hope and disappointment means. • I can recognise when my feelings feel out of control. • I can disagree with somebody without falling out. • I know it is important to stop and think when we feel angry. • I understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	**Getting on and falling out** • I can tell you the qualities of a good friend. • I can tell you what to do when I disagree with my friends. • I can give reason why I would reward friendship tokens. • I can explain why people may see problems when I do not. • I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination. • I understand when I should and should not keep something confidential or secret and when it is right to break this confidence. •	**Changes** • I can tell you some things that have changed since I started school. • I know that even changes I want can sometimes feel uncomfortable. • I know that other people respond differently to change. • I know some ways of dealing with emotions linked to change. • I can tell you about a plan I have made to change something in my life. • I understand what kind of physical contact is acceptable and unacceptable (stand alone)

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Physical Education	**Basketball** • Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) • Work well as a team in competitive games • Apply basic principles of attacking and defending **Gymnastics** • Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling • Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish	**Dance** • Demonstrate different dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting •	**Gymnastics** • Use a variety of rolling actions to travel on the floor and along apparatus • Travel with a partner; move away from and together on the floor and on apparatus • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • Add a quarter or half turn into a jump before landing **Football** • Develop an understanding of fair play (respect team - mates and opponents) • Work well as a team in competitive games • Apply basic principles of attacking and defending	**Outdoor and adventure activities** • Orientate simple maps and plans • Mark control points in correct position on map or plan • Find way back to a base point • Co-operate and share roles within a group • Listen to each other's ideas when planning a task and adapt **Dance** • Create dance phrases/dances to communicate an idea • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music • Perform dance to an audience showing confidence	**Athletics** • Run smoothly at different speeds • Watch and describe specific aspects of running • Perform combinations of jumps e.g. hop, step, jump showing control and consistency • Choose different styles of jumping **Hockey** • Develop an understanding of fair play (respect team - mates and opponents) • Apply basic principles of attacking and defending • Work well as a team in competitive games	**Athletics** • Pace and sustain their effort over longer distances • Choose different styles of running of different distances • Throw with greater control • Consistently hit a target with a range of implements • Explore different styles of throwing, e.g. pulling, pushing and slinging **Cricket** • compare their performance with previous ones and demonstrate improvement to achieve their personal best • Apply basic principles of attacking and defending • Work well as a team in competitive games
MFL	**Moi** • Greetings • Comment tu t'appelles/ Au revoir • Numbers 1-20 • Quel âge as- tu • Sur le Pont d'Avignon. • Clapping games • About me		**On fait la fête** • Dates • Bon Anniversarie • Celebrations • Numbers 1-20 • Verbs/activities • Invitations • Written descriptions • Songs/clapping games		**O y va** • Compass points/ Take 10 en français • Je vais à l'école en • Je vais en • Quel temps fait-il • French place names • Je peux aller en Côte d'Ivoire en bus? • Days of the week	
Religious Education	What do Christians believe about God?	Why do Christians call Jesus the light of the world? How is Hanukkah a festival of light for Jews?	What can we find out about a local Jewish community?	Why is Lent such an important period for Christians?	What do Hindus believe about God?	How and why do religious people show care for others?

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Music	Ukulele • use and understand staff and other musical notations • Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse	Ukulele • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch • Play new pieces by ear and from simple notations • Explore repeated patterns in music/art/dance **+ Christmas Production**	Ukulele • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Identify and control different ways instruments make sounds	Ukulele • use and understand staff and other musical notation • Play new pieces by ear and from simple notations • Recognise and explore the ways sounds can be combined and used expressively	Ukulele • Sing/play appropriate material confidently and fluently • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Contribute to a class performance • Rehearse together to achieve objectives	Ukulele • use and understand staff and other musical notation • Play new pieces by ear and from simple notations • Identify and control different ways instruments make sounds • Suggest Ideas and preparations for performances **+ Ukulele Concert**