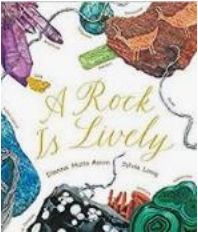
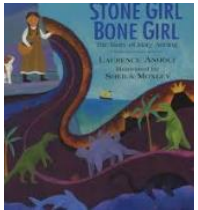
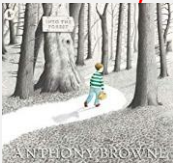
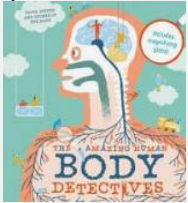

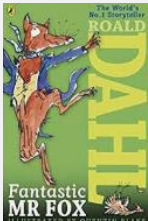
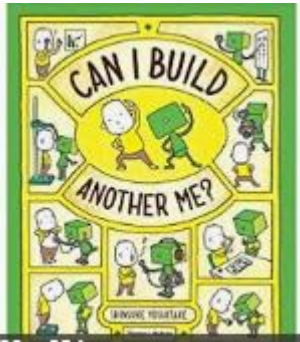



**YEAR 3 – CURRICULUM MAP**

<b>Term &amp; Values</b>	<b>Autumn 1</b> Thankfulness Kindness & Generosity Friendship	<b>Autumn 2</b> Peace Trust Compassion	<b>Spring 1</b> Perseverance Courage Responsibility	<b>Spring 2</b> Humility Justice Forgiveness	<b>Summer 1</b> Wisdom Service Creation	<b>Summer 2</b> Respect & reverence Hope Truthfulness
<b>Thematic Enquiry Title</b>	<b>A Rock is Lively</b>	<b>Shaping up</b>	<b>Bursting the banks</b>	<b>May the Force be with you</b>	<b>Can we map it?</b>	<b>Elizabeth I: Queen before Men</b>
<b>Entry Point/visits &amp; Landings/ Special events such as Science week/production /</b>	Salisbury Museum Harvest Service	Year 3 sleepover Remembrance Service Christmas service Anti-bullying Week Children in Need Into the Forest Topic Landing	British Museum Safer Internet Day Our World Day	Science Week Red Nose Day World Book Day	Sponsored Walk	Southampton Tudor House and Gardens  Variety Show/Production Sports Day Leaver's Service Tudor Feast
<b>Key Questions and Big Ideas</b>	Is technological advancement positive or negative?	What does it mean to be healthy for mammals?	If you could create a new settlement, where would it be located and what ethos would it have?  What does it mean to settle and how might this change across time?	What is a force?  How can you make something move without touching it?  What materials are magnetic?  How can you test the strength of magnets?	How can we create a map that someone can follow?  What needs to be included on the key?  How can we use an eight-point compass to direct?  How can we use a four-figure grid reference to locate on a map?	How does media affect perceptions of power? Should everyone have an equal right to power? How is gender and power shown through media? Do certain jobs lend themselves to gender?
<b>Big Ideas</b>	Big ideas- continuity and change	Big Ideas- biology,  Global themes- responsibility, rights	Big Ideas- sustainability, climate change, environment  Global themes- responsibility	Big Ideas- forces, enquiry, hypothesis  Global themes- power, belief	Big ideas- Place, scale  Global themes- creativity, community	Big subject ideas- communication, response, evidence and historical enquiry Global themes- equality, power, media
<b>Global awareness and responsibility</b>	<b>Link to PSHE- Power and Governance</b> <ul style="list-style-type: none"> <li>the need for rules in own school and wider society and how people can take part in making and changing them</li> <li>basics of how own country and region is governed</li> </ul>	<b>Link to RE-Identity and Diversity</b> <ul style="list-style-type: none"> <li>diversity of cultures and societies within and beyond own experience</li> <li>contributions of different cultures to our lives</li> <li>nature of prejudice, racism and sexism and ways to combat these</li> </ul>	<b>Link to Geography- Sustainable development</b> <ul style="list-style-type: none"> <li>people's dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> <li>environmentally responsible living and global inequalities in ecological footprints</li> </ul>		National awareness- comparison to 'A Walk in London' and seeing how living in Hampshire is different to living within a city.	
<b>Learning How to Learn</b>	Independence		Working Together	Creative and Critical Thinking		Reflection
<b>Developing Self (health, safety,</b>	SEAL New Beginnings- Settling in □ enjoy life at school	SEAL Say No to Bullying- Focus on Feelings	SEAL Getting on & Falling out- Making friends	SEAL Good to be Me- Keeping safe in School	SEAL Relationships- In someone Else's Shoes	SEAL Change-People and their Work

<p><b>spirituality, self-esteem, confidence, relationships)</b></p>	<ul style="list-style-type: none"> <li>❑ know the rules, and understand expectations for Key Stage 2</li> <li>❑ know where to get help in school</li> <li>❑ recognise what is special about themselves and their abilities and interests</li> <li>❑ co-operate, share and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>❑ develop the language of feelings</li> <li>❑ recognise feelings in different situations</li> <li>❑ be able to express feelings in different ways</li> <li>recognise the impact of feelings on others.</li> </ul>	<ul style="list-style-type: none"> <li>❑ think about being a friend</li> <li>❑ know what we do that makes each other happy, sad, and cross</li> <li>❑ know what helps and hinders friendships</li> <li>❑ consider ways of resolving differences</li> <li>be able to initiate friendships.</li> </ul>	<ul style="list-style-type: none"> <li>❑ know about bullying, why it happens and the effects on people</li> <li>❑ think about how to deal with bullying and how to stop it happening</li> <li>❑ know school safety rules relating to medicines, alcohol, solvents and illegal drugs</li> <li>❑ consider how they contribute to making the school environment a safe place</li> <li>know that discarded syringes and needles can be dangerous.</li> </ul>	<ul style="list-style-type: none"> <li>❑ be able to recognise their own and someone else's feelings</li> <li>❑ recognise the views of their peers, parents, teachers and people of different faiths and cultures</li> <li>❑ understand that there are many social groups in society in terms of culture, religion, age, etc.</li> <li>❑ know that people live their lives in different ways and that different cultures may have different life patterns</li> <li>respect other people's feelings, decisions, rights and bodies.</li> </ul>	<ul style="list-style-type: none"> <li>❑ know the range of jobs and work roles carried out by people they know and what they like/dislike about them</li> <li>❑ identify ways in which different types of work are like and unlike each other</li> <li>❑ explore and compare how adults feel about their work</li> <li>❑ understand how work involves a variety of different tasks, undertaken by people with different roles.</li> </ul>
<p><b>Mathematics (key areas of maths learning)</b></p>	<p>Place Value Addition/Subtraction</p>	<p>Addition/Subtraction Multiplication/Division</p>	<p>Multiplication/Division Statistics Measurement- money</p>	<p>Measurement- Length Fractions</p>	<p>Fractions Measurement- Time</p>	<p>Shape Measurement- Mass and Capacity</p>
<p><b>English (Learning Journey Title, Purpose, Key text drivers)</b></p>	<p><b>Non-chronological report- A Rock is Lively- Diana Hutts Aston</b></p>  <p><b>Discovery story- how does the author portray a sense of setting through a discovery story?</b> Stone girl Bone girl- Laurence Anholt</p>  <p><b>S.O.A-RE- Write a diary entry pretending to be Adam or Eve</b></p>	<p><b>Journey stories combined with a fairy tale.</b> Into the Forest- Anthony Browne How does the author recreate a traditional fairy tale?</p>  <p><b>Guided Reading-The Amazing Human Body Detectives- Maggie Li</b></p>  <p><b>Instructional writing- Based upon fairytale stories from previous learning. How to catch a fairy tale character.</b></p> <p><b>Class reader- The Twits</b></p>	<p><b>Poetry unit on Sounds of silence poem</b></p> <p><b>Persuasion based on Flood- Alvaro Villa</b></p>  <p><b>S.O.A Geography- Persuade someone to not live near the river.</b></p> <p><b>S.O.A History- Non-Chronological report about the Ancient Egyptians.</b></p>	<p><b>Fantasy worlds- based on Fantastic Mr Fox.</b></p>  <p><b>Discussion text- Is it ever right to steal? Using Fantastic Mr Fox where they are stealing for food.</b></p> <p><b>S.O.A- Art- writing descriptive narrative about our paintings.</b></p> <p><b>Class Reader- Fantastic Mr Fox- Roald Dahl</b></p>	<p><b>Explanation- Can I build another me?</b></p>  <p><b>Narrative- Creating tension in fiction</b></p> <p><b>S.O.A Geography- Instructions for Sponsored walk- A Walk in London-Salvatore Rubbino</b></p>	<p><b>Recount- diaries of Tudor Elizabeth I-Usborne.</b></p>  <p><b>Narrative writing- revision of all the ways we can write effectively.</b> Little Red Writing- Joan Holub</p> <p><b>Class readers- Sink the Armada- Stewart Ross</b> Sir Walter Raleigh-Alan Childs</p> <p><b>S.O.A- History Discussion- was Queen Elizabeth a good Queen for England?</b></p>

<p><b>Science</b></p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Working scientifically</b> Ask (their own) relevant questions</p> <ul style="list-style-type: none"> <li>Begin to use different types of scientific enquiries to answer questions</li> <li>With prompting, use various ways of recording, grouping and displaying evidence</li> <li>Record findings using simple scientific language appropriate to Yr 3 K &amp; U, beginning to use labelled diagrams, keys, bar charts</li> <li>Gather and record data about similarities, differences and changes</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>Make some use of secondary sources to add to scientific explanations including work of any historical scientists relevant to Yr 3 PoS</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that the dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows changes</li> </ul> <p>Link to work of Newton)</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>With prompting, suggest conclusions that can be drawn from data</li> <li>Suggest possible improvements or further questions to investigate</li> <li>Make some use of secondary sources to add to scientific explanations including work of any historical scientists relevant to Yr 3 PoS</li> </ul>	<p><b>Forces &amp; magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Begin to recognise when a fair test is necessary</li> <li>Able to identify risks in their experiments/investigations &amp; explain how will keep themselves safe</li> <li>Set up simple practical enquiries, comparative and fair tests in year 3 K &amp; U contexts</li> <li>Make systematic, careful observations, using simple equipment and begin to take measurements using standard units e.g. time, length, mass.</li> <li>Works safely within Yr 3 PoS</li> </ul>		<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Use simple keys</li> <li>With prompting, suggest how findings may be tabulated</li> <li>With prompting, suggest how findings could be reported; begin to use a range of oral and written explanations/presentations</li> </ul>
<p><b>RE</b></p>	<p><b>2a.1 Understanding Christianity:</b> Creation / Fall What do Christians learn from the creation story?</p> <p>Christianity</p> <p><b>Skills</b></p>	<p><b>Discovery RE:</b> Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Hinduism</p> <ul style="list-style-type: none"> <li>I can tell you three important actions I could take to support</li> </ul>	<p><b>2a.3 Understanding Christianity:</b> Incarnation What is Trinity?</p> <p>Christianity</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which</li> </ul>	<p><b>2a.2 Understanding Christianity:</b> People of God What is it like (for Christians) to follow God?</p> <p>Christianity</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Make clear links between the</li> </ul>	<p><b>Discovery RE:</b> Hindu Beliefs How can Brahman be everywhere and in everything?</p> <p>Hinduism</p> <ul style="list-style-type: none"> <li>I can explain some of the different roles I play whilst still</li> </ul>	<p><b>Discovery RE:</b> Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Hinduism</p> <ul style="list-style-type: none"> <li>I can explain why water is important.</li> </ul>

	<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>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.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>God the Creator cares for the creation, including human beings.</li> <li>As human beings are part of God's good creation, they do best when they listen to God.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</li> <li>[Building block from EYFS: Christians believe God made our wonderful world a</li> </ul>	<p>a group I belong to. I can discuss my understanding of my group's symbol.</p> <ul style="list-style-type: none"> <li>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</li> <li>I can start to say why Divali might bring a sense of belonging to Hindus.</li> </ul>	<p>tells the story of the life and teaching of Jesus, and a letter.</p> <ul style="list-style-type: none"> <li>Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<p>story of Noah and the idea of covenant.</p> <ul style="list-style-type: none"> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>Make links between the story of Noah and how we live in school and the wider world.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</li> <li>The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>They believe he promises to stay with them and Bible stories sho</li> </ul>	<p>being me.</p> <ul style="list-style-type: none"> <li>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</li> <li>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</li> <li>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</li> </ul>
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<p><b>Art</b></p>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Add detail to work using different types of stitch, including cross stitch.</li> </ul>			<p><b>Drawing and Painting (Link to the mood of our English writing/story?)</b></p> <ul style="list-style-type: none"> <li>• Explore shading, using different media</li> <li>• Understand and identify key aspects such as complementary colours, colours as tone, warm and cold colours</li> <li>• Draws familiar objects with correct proportions</li> <li>• Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</li> </ul>	<p><b>Printmaking</b></p> <ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed techniques.</li> <li>• Use a variety of techniques eg. Marbling, silkscreen and cold water paste.</li> <li>• Print on fabrics using tie-dyes or batik.</li> </ul>	
<p><b>History</b></p>	<p><b>Stone Age- The Amesbury Archer</b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• Use and increasing range of words and phrases relating to the passing of time</li> <li>• Use a range of sources to find out about a period</li> <li>• Describe key events in his/her life using historical vocabulary</li> </ul>		<p><b>Ancient Egypt- Powerful Pyramids and the Nile.</b></p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations - an overview of when and where the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; <b>Ancient Egypt</b>; the Shang Dynasty of Ancient China</li> <li>• Observe small details - artefacts, pictures</li> <li>• Select and record information relevant to the study</li> </ul>			<p><b>Elizabeth I- How do artefacts reflect how a historical figure is portrayed?</b></p> <ul style="list-style-type: none"> <li>• A local history study (Southampton Tudor House and Gardens)</li> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Observe small details - artefacts, pictures</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Describe and know the key features of volcanoes.</li> </ul>		<p><b>Bursting its banks- how does flooding effect the local area?</b></p> <ul style="list-style-type: none"> <li>• Explain weather conditions/patterns around the UK and parts of Europe</li> <li>• Use basic geographical vocabulary such as cliff, valley, ocean,</li> <li>• Ask and respond to geographical questions e.g. Why is it like this? How is it changing? What might it be like if ...continues?</li> <li>• Recognise different people hold different views about an issue and begin to understand some of the reasons why</li> <li>• Investigate places and themes at more than one scale</li> </ul> <p>Human geography:</p>		<p><b>Can we map it? Mapping out sponsored walk</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK and key topographical features (<b>including hills, mountains, coasts and rivers</b>)</li> <li>• Identify physical and human features of the locality</li> <li>• Analyse evidence and draw conclusions by using aerial photographs for comparisons</li> <li>• Use maps, globes and computer/digital mapping to locate countries and key features</li> <li>• Use the 8 points of a compass and 4 figure grid references</li> <li>• Make plans and maps using symbols and keys</li> </ul>	<p><b>Link to local area- Breamore (Tudors).</b></p> <p>Make more detailed field work sketches and diagrams</p> <ul style="list-style-type: none"> <li>• Use field work instruments e.g. camera, rain gauge</li> <li>• Record findings from field trips</li> <li>• Use a simple database to present findings</li> </ul>

			<ul style="list-style-type: none"> <li>Types of settlement and land use</li> </ul>		<ul style="list-style-type: none"> <li>Follow a route on a map with some accuracy</li> <li>Try to make a map of short route experiences, with features in current order</li> </ul>	
<b>Design &amp; Technology</b>	<b>Textiles- Messenger Bags</b> <ul style="list-style-type: none"> <li>I can use my knowledge of existing products to design my own functional product.</li> <li>I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</li> <li>I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</li> <li>I can investigate and analyse existing products and those I have made, considering a wide range of factors.</li> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<b>Food- Salad and pizza design</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>I can talk about the different food groups and name food from each group</li> <li>I can understand that food has to be grown, farmed or caught in Europe and the wider world.</li> <li>I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</li> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<b>Structure- Levers- Bookmark for museum shop.</b> <ul style="list-style-type: none"> <li>I can safely measure, mark out, cut, assemble and join with some accuracy.</li> <li>I can strengthen frames with diagonal struts.</li> <li>I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>			
<b>Music</b>	<b>Music Unit: "The Stone, Bronze &amp; Iron Age Class Assembly.</b> Dimensions: Dynamics & Duration. Compose music for a purpose. Play tuned and un-tuned instruments with increased accuracy, control and expression. Listen with attention to detail and appreciate and understand a range of live & recorded music.	<b>Music Unit: Being Healthy. Shaping up and fitness songs.</b> Dimensions: Pitch and Dynamics Listen with attention to detail and recall sounds with increasing aural memory.	<b>Music Unit: HMS Pyramids Unit</b> Dimensions: Dynamics and Texture Play tuned and un-tuned instruments with increased accuracy. Control and expression. Listen with attention to detail and appreciate and understand a range of live and recorded music. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<b>Music Unit: "Star Wars"</b> Dimensions: Structure and Pitch Listen and appreciate a wide range of music: Holst, John Williams, Beethoven. Develop and understanding of the history of music. Play instruments with increasing accuracy, control and expression.	<b>Music Unit: Boomwhackers in Action.</b> Dimensions: Tempo and Duration Play tuned instruments with increasing accuracy, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.	<b>Music Unit: Elizabeth I (HMS Tudors)</b> Dimensions: Duration and Timbre Play tuned and un-tuned instruments with increased accuracy, control and expression. Listen with attention to detail and appreciate and understand a range of live and recorded music. Develop an understanding of the history of music.

P.E. & Games	<b>Ball and Invasion skills Games</b> <ul style="list-style-type: none"> <li>Throw and catch in sequence with a partner.</li> <li>Perform a bounce pass with a partner.</li> <li>Work well as a team in competitive games</li> <li>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</li> <li>Begin to apply basic principles of attacking and defending</li> <li>Begin to develop an understanding of fair play (respect team-mates and opponents)</li> </ul> <b>Games</b> <ul style="list-style-type: none"> <li>Be able to react to where the ball is headed to catch a ball.</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>Children begin to understand why they warm up and why physical activity is important for good health.</li> <li>Children can recognise the challenges parents have with bringing up children.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</li> <li>Use a variety of rolling actions to travel on the floor and along apparatus</li> <li>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Balance on floor and apparatus exploring which body parts are the safest to use.</li> <li>Travel with a partner; move away from and together on the floor and on apparatus</li> <li>Add a quarter or half turn into a jump before landing</li> <li>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</li> <li>Combine the phases of earlier rolling actions to perform the full forward roll</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Perform dance to an audience.</li> <li>Show co-ordination, control and strength (Technical Skills)</li> <li>Show focus, projection and musicality (Expressive Skills)</li> <li>Show an awareness of different dance styles and traditions</li> <li>Understand and use simple dance vocabulary</li> <li>Perform to an audience with confidence.</li> <li>Be able to discuss different dance styles.</li> </ul> <b>Evaluation</b> <ul style="list-style-type: none"> <li>Children can compare and contrast their own movements with others.</li> <li>Children can suggest improvements for themselves and others.</li> <li>Children can apply the improvements suggested by others.</li> <li>Children can begin to explain the reasons behind the improvements.</li> </ul>	<b>Net/Court Games Games</b> <ul style="list-style-type: none"> <li>Throw and catch in sequence with a partner.</li> <li>Perform a bounce pass with a partner.</li> <li>Work well as a team in competitive games</li> <li>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</li> <li>Begin to apply basic principles of attacking and defending</li> <li>Begin to develop an understanding of fair play (respect team-mates and opponents)</li> </ul> <b>Games</b> <ul style="list-style-type: none"> <li>Be able to react to where the ball is headed to catch a ball.</li> </ul>	<b>Forest School</b> <ul style="list-style-type: none"> <li>Children begin to understand why they warm up and why physical activity is important for good health.</li> <li>Children can recognise the challenges parents have with bringing up children.</li> <li>Children can compare and contrast their own movements with others.</li> <li>Children can suggest improvements for themselves and others.</li> <li>Children can apply the improvements suggested by others.</li> <li>Children can begin to explain the reasons behind the improvements.</li> </ul>	<b>Striking and Fielding Games</b> <p>Throw and catch in sequence with a partner.</p> <ul style="list-style-type: none"> <li>Perform a bounce pass with a partner.</li> <li>Work well as a team in competitive games</li> <li>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</li> <li>Begin to apply basic principles of attacking and defending</li> <li>Begin to develop an understanding of fair play (respect team-mates and opponents)</li> </ul> <b>Games</b> <ul style="list-style-type: none"> <li>Be able to react to where the ball is headed to catch a ball.</li> </ul>
<b>French</b>	Skills developed: listening, speaking, reading and writing.  Unit 1: Moi (All about me) -Introduction: French and English speaking countries -Greetings -Names -Alphabet -Comment ça s'écrit? -Numbers 1 to 20 -Sound "on"	Skills developed: listening, speaking, reading and writing.  Unit 1: Moi Quel âge as –tu? Family: -family members - my: mon/ma/mes - brothers and Sisters -Who is/are called - Christmas in France	Skills developed: listening, speaking, reading and writing.  Numbers 1-31 Months Birthday Days of the week Sound " é" 4 expressions: je sais/je ne sais pas/je comprends/je ne comprends pas Easter in France	Skills developed: listening, speaking, reading and writing.  Classroom instructions -Colours : super hero and animals - Je suis / est / mais - preference: likes and dislikes - sports	Skills developed: listening, speaking, reading and writing.  Song: tête, épaules, genoux, pieds - sound "oi" - body parts - face - Colour: adjective agreement - grand(e) et petit(e ) - il a / elle a	Skills developed: listening, speaking, reading and writing.  L'histoire des quatre amis: →Learn a story and act a story Colours / animals/commands  The life cycle of a plant in French
<b>Computing</b>	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private.</li> </ul>	<ul style="list-style-type: none"> <li>recognise familiar forms of input and output devices and how they are used.</li> </ul>	<ul style="list-style-type: none"> <li>Find programs using the 'Start' menu and know what this looks like on different operating systems.</li> </ul>	<ul style="list-style-type: none"> <li>Use logical reasoning to describe how simple programs work.</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that simulate a virtual event</li> </ul>	<ul style="list-style-type: none"> <li>Use simple search technologies and recognise some sources are more reliable than others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use technology safely and recognise acceptable and unacceptable behaviour.</li> <li>• Pupils are introduced to idea of cyberbullying and how to communicate kindly with others online.</li> <li>• Understand that some people lie about who they are online.</li> </ul> <p>Internet Safety posters in Publisher.</p>	<p>Most children will:</p> <ul style="list-style-type: none"> <li>• Open and save a file to a suitable folder- create own file in learnerspool.</li> <li>• Use suitable file names when saving work.</li> <li>• Understand you can organise files and folders.</li> <li>• Delete, move and copy files.</li> <li>• Use right-click, left-click and double click appropriately on a mouse.</li> <li>• select items and use cut, copy and paste as necessary</li> <li>• have experience of a range of ICT equipment and software including Microsoft Office and iPads</li> <li>• Remember an individual password.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what an 'internet browser' is and examples they can choose from.</li> <li>• Make efficient use of familiar forms and input and output devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagrams to represent an algorithm e.g. flowchart.</li> </ul> <p>Use Hour of Code game to start and then <a href="https://studio.code.org/flappy/4">https://studio.code.org/flappy/4</a> For children to write their own game.</p>	<ul style="list-style-type: none"> <li>• Remix and change an existing program</li> </ul> <p>Scratch project from Code-it-Snail Trail game.</p>	<ul style="list-style-type: none"> <li>• Recognise trustworthy websites Understand that computer networks enable the sharing of data.</li> <li>• Understand that the internet is a large network of computers.</li> </ul>
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