










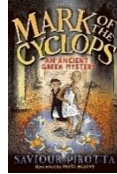
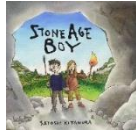


















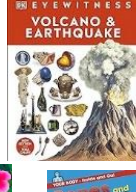
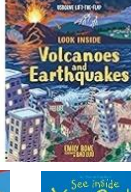

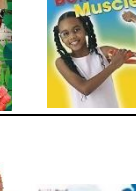




| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Enquiry Question | <p>How did we get here?</p>  | | <p>What does the future hold?</p>  | | <p>What influences our thinking?</p>  | |
| Curriculum Principles | <p>The QBS curriculum principles are</p>  | | <p>The QBS curriculum principles are</p>  | | <p>The QBS curriculum principles are</p>  | |
| Enquiry Driver | Humanities | | STEM | | Creative Arts | |
| Enquiry Enhancer(s) | History DT Art English | | Science Computing plus AI DT Art English Geography | | Art History Geography DT English | |
| Discrete Subjects | PSHE Music Computing RE MFL PE Science Maths | | PSHE Music RE MFL PE Maths | | PSHE Music RE MFL PE Maths Computing | |



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| Key Content Choices (e.g. significant people, events etc) | <p>Significant People – Mary Anning, Cheddar Man</p> <p>Significant Places –Choirokitia and Kalavassos</p> <p>Significant Events – Stone Age – Bronze Age – Iron Age</p> <div data-bbox="562 338 857 454"> </div> | <p>Significant People – Steve Jobs, Ada Lovelace, Andy Warhol</p> <p>Significant Places – Geographical features and of Land Marks of the UK.</p> <div data-bbox="1267 312 1400 429"> </div> | <p>Significant People - Ancient Greeks – Aristotle, Socrates, Archimedes, Hippocrates</p> <p>Significant Places – Greece (Sparta and Athens) Kourion, Ancient Greek/ Roman site near Limassol</p> <p>Significant Events - The Olympics</p> <div data-bbox="1984 373 2130 481"> </div> |
| Expert and Experiences | <p>Live Interactive Workshop – Peek into Pre-History (British Museum)</p> | <p>Secondary school enrichment opportunities for DT projects and robotics learning</p> | <p>Trips to ancient Greek sites in Cyprus such as Kourion</p> |





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| Key Texts | Class Novel |  |  |  |   |  |  |
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| | Diverse (Linked to Black History Month) | Poetry Focus Poet: Roger McGough | Diverse (not 'perfect') | Poetry Focus Poet: James Carter | Diverse | Poetry Focus Poet: Paul Cookson | |
| |  | Anthology  |  | Anthology  |   | Anthology  | |



Key Performance Outcomes to be taught in each subject in each term.:

Reading

ER3.1 Use knowledge of root words to understand meanings of words.
ER3.2 Use prefixes to understand meanings e.g. un-, dis-, -mis-, re-
ER3.3 Use suffixes to understand meanings e.g. -ation, -ous
ER3.4 Read and understand meaning of words on Y3/4 word list.
ER3.5 Use intonation, tone and volume when reading aloud
ER3.6 Take note of punctuation when reading for pleasure and aloud. ER3.7 Listen to and discuss a range of fiction, poetry, plays and non-fiction.
ER3.8 Regularly listen to whole novels read aloud by the teacher.
ER3.9 Read a range of non-fiction texts including information, explanations, instructions, recounts, reports and persuasion.
ER3.10 Analyse and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc.
ER3.11 Recognise some different forms of poetry e.g. narrative, free verse
ER3.12 Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.
ER3.13 Use dictionaries to check meanings of words they have read
ER3.14 Sequence and discuss the main events in stories
ER3.15 Retell a range of stories, including less familiar fairy stories, fables and folk tales
ER3.16 Identify and discuss themes
ER3.17 Discuss their understanding of the text.
ER3.18 Explain the meaning of unfamiliar words by using the context.
ER3.19 Make predictions based on details stated.
ER3.20 Raise questions during the reading process to deepen understanding.
ER3.21 Draw on inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
ER3.22 Use point and evidence to structure and justify responses.
ER3.23 Discuss the purpose of paragraphs.
ER3.24 Identify a key idea in a paragraph.
ER3.25 Read a range of nonfiction texts including information, explanations, instructions, recounts, reports, persuasion.
ER3.26 Evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.
ER3.27 Quickly appraise a text to evaluate usefulness.
ER3.28 Navigate texts in print and on screen.
ER3.29 Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
ER3.30 Develop and agree on rules for effective discussion.
ER3.31 Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups.

English Writing

- Use the diagonal and horizontal strokes needed to join letters.
- Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Research relevant subject material to develop background knowledge and a bank of relevant vocabulary.
- Identify audience and purpose for a piece of writing.
- Discuss the key features of the model text and plan to include those in their own writing.
- Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary using planning templates for support (eg: mind-maps).
- Organise initial thoughts into the correct sequence by making notes and appropriate planning templates.
- Organise writing into simple paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).
- Write for an increasing range of audiences and purposes (including persuasive writing).
- Use the structure and key features of an increasing range of text types (including the use of simple layout devices in non-fiction).
- Create settings, characters and plot in narratives.
- Make ambitious word choices to add detail.



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| | <ul style="list-style-type: none"> • Begin to use dialogue in narrative writing. • Use expanded noun phrases to describe and specify (e.g. the blue butterfly). • Maintain the correct tense throughout a piece of writing consistently and correctly with accurate subject/verb agreement. • Use 'a' or 'an' correctly throughout a piece of writing. • Use a range of coordinating and subordinating conjunctions confidently and accurately (eg. but/or/an/so/when/if/that/even though, because, until, since, although, where). • Use a range of adverbs and adverbial phrases to indicate when and where. • Use pronouns to avoid repetition. • Use the full range of punctuation from previous year groups accurately and consistently including: spaces between words, capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. • Use a comma to separate clauses. • Punctuate direct speech using inverted commas (speech marks). • Assess the effectiveness of their own and others' writing and make improvements including additions, revisions and corrections (using purple pen). • Proofread their own and others' work to check for errors in spelling, punctuation and grammar (with increasing independence and accuracy). • Ensure the consistent and correct use of tense throughout a piece of writing. | | | | | |
| Writing Units (min 2 per half term) | Writing to entertain: Stone Age Boy fiction First person Past tense Expanded noun phrases Chronological order Co-ordinating conjunctions Date Create suspense Use senses to describe a setting Commas for clauses Use pronouns to avoid repetition Grammarsaurus Sentence Structure Place Value | Writing to inform: Boudicca biography Date Introduction Chronological order First person Past tense Facts Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Exclamation marks Apostrophes for omission Apostrophes for possession Sub-headings Titles Statements giving factual information Writing to persuade: Boudicca battle cry Rhetorical questions Emotive language Modal verbs | Writing to entertain: The Iron Man fiction – story starters and sentence structure focus Range of language devices (personification, similes, metaphors, adverbials, onomatopoeia, repetition) Subordinating conjunctions Dialogue Estimation of time Exciting sentence openers Short sentences for effect Apostrophes for omission Apostrophes for possession Commas for Inverted commas Use pronouns to avoid repetition Expanded noun phrases To use 'a' or 'an' correctly | Writing to persuade: A persuasive letter to Mr Shareef, asking him to let Roz leave the farm. Address Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign o Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Exclamation marks Apostrophes for omission Apostrophes for plural possession Writing to inform: | Writing to entertain: Myths and legends Plan a retelling of a Greek myths: Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission Inverted commas Writing to inform: Mythical creature information text Mythical Pet Care Guide Instructions: Title statement | Writing to inform: How to survive a volcano/earthquake (explanation text). Non-fiction texts about volcanoes: Analyse a range of explanation texts Research a topic Gather technical vocabulary Use a dictionary Conjunctions Adverbials to express time. Prepositions. Brackets to help a reader's understanding. Writing to persuade: The inclusion of a new Olympic Activity. Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions |



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| | | <p>Persuasive language Paragraphs Exclamation marks Introduction Body Conclusion Fact and opinion Statements Cause and effect are included to connect reasons and facts Apostrophes for omission Apostrophes for possession</p> | <p>Poetry: The Wild Robot Acrostic poems and Blackout poems Subject specific relevance Technical and powerful vocabulary To use figurative language (adjectives, similes, alliteration, metaphors, onomatopoeia) Capital letters at the beginning of each line</p> | <p>Information text about Roz, The Wild Robot. Non-Chronological Report Rozum Robot Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession</p> <p>Poetry: Haiku poems based on The Wild Robot</p> | <p>List of equipment or materials Sequenced, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Statements using the pronoun 'you' Adverbs of manner Adverbs of time Commas for lists Apostrophes for possession Apostrophes for omission</p> | <p>Emotive/exaggerated language Triples/the rule of three Adverbs Personal pronouns Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Commands Commas for lists Apostrophes for possession (GDS)</p> |
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| Maths (White Rose Maths) | Place Value <ul style="list-style-type: none">Identify, represent and estimate numbers using different representationsRecognise the place value of each digit in a 3-digit number (hundreds, tens, ones)Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given numberRead and write numbers up to 1,000 in numerals and wordsCompare and order numbers up to 1,000 Addition and Subtraction <ul style="list-style-type: none">Add and subtract numbers mentally, including:<ul style="list-style-type: none">a 3-digit number and onesa 3-digit number and tensa 3-digit number and hundredsAdd and subtract numbers with up to three digits, using formal written methods of columnar addition and subtractionSolve problems, including missing number problems, using number facts, place value, and more complex addition and subtractionEstimate the answer to a calculation and use inverse operations to check answers Multiplication and Division A <ul style="list-style-type: none">Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methodsShow that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (Y2)Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2)Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | Multiplication and Division B <ul style="list-style-type: none">Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methodsSolve 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 objects Length and Perimeter <ul style="list-style-type: none">Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)Measure the perimeter of simple 2-D shapes Fractions A <ul style="list-style-type: none">Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominatorsCompare and order unit fractions, and fractions with the same denominatorsRecognise and use fractions as numbers: unit fractions and non-unit fractions with small denominatorsMeasure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)Recognise and show, using diagrams, equivalent fractions with small denominators Mass and Capacity <ul style="list-style-type: none">Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | Fractions <ul style="list-style-type: none">Add and subtract fractions with the same denominator within one wholeRecognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Money <ul style="list-style-type: none">Add and subtract amounts of money to give change, using both £ and p in practical contexts Time <ul style="list-style-type: none">Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocksEstimate 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, am/pm, morning, afternoon, noon and midnightKnow the number of seconds in a minute and the number of days in each month, year and leap yearCompare durations of events Shape <ul style="list-style-type: none">Recognise angles as a property of shape or a description of a turnIdentify 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 angleMeasure the perimeter of simple 2-D shapesDraw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe themMeasure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Statistics <ul style="list-style-type: none">Interpret and present data using bar charts, pictograms and tables |
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| | | | <ul style="list-style-type: none">• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables |
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| Art and Design | <p><u>Gestural Drawing with Charcoal</u>– linked to cave paintings (Stig of the Dump/Stone Age Boy)</p> <p>AD3.13 Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>AD3.14 Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p> <p>AD3.15 Understand that animators make drawings that move.</p> <p>AD3.16 Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.</p> <p>AD3.17 Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).</p> <p>AD3.18 Option to explore making gestural drawings with charcoal using the whole body (link to dance).</p> | <p><u>Telling stories through making – Telling Stories – Sculpture</u> inspired by characters from the Wild Robot/The Iron Man.</p> <p>AD3.26 Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</p> <p>AD3.27 Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p> <p>AD3.28 That clay and Modroc are soft materials which finally dry/set hard.</p> <p>AD3.29 An armature is an interior framework which support a sculpture (Wild Robot).</p> <p>AD3.30 Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure</p> <p>AD3.11 Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own</p> <p>AD3.19 Use paint, mixing colours, to complete the sculpture inspired by literature.</p> | <p><u>Working with Shape and Colour</u> <u>Printmaking</u> - linked to Ancient Greece – Who let the Gods out? Repeated motif.</p> <p>AD3.20 Understand that screen prints are made by forcing ink over a stencil.</p> <p>AD3.21 Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>AD3.22 Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> <p>AD3.23 Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>AD3.24 Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork.</p> <p>AD3.25 Explore positive and negative shapes, line, colour and composition</p> |
| | <p><u>Purpose/Visual Literacy/Articulation</u></p> <p>AD3.1 To understand that visual artists look to other artforms for inspiration.</p> <p>AD3.2 Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>AD3.3 Understand artists often collaborate on projects, bringing different skills together.</p> <p>AD3.4 Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>AD3.10 Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>AD3.8 Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p> <p>AD3.5 Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>AD3.9 Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>AD3.6 Document work using still image (photography) Consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective</p> <p>AD3.12 Document work by making a drawing of the work</p> | | |



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| Computing | C3.1 know how to make logical, achievable steps and absorbing new knowledge of coding structures C3.2 know how to write programs that accomplish specific goals C3.5 know how to use a range of software for similar purposes | C3.3 know how to design and debug a sequence of instructions, including directional instructions C3.4 know how to detect errors within programs C3.7 know how to use logical reasoning to explain how some simple algorithms work | C3.6 know how to collect and present information |
| Using Technology Safely | C3.8 know how to discern when it is best to use technology and where it adds time or no value | | |
| Design and Technology | Build an Iron Age cart DT3.1 Take part in class discussions about designers and inventors and their work DT3.8 Use wood glue and a glue gun DT3.9 Build models incorporating circuits with buzzers and bulbs DT3.10 Measure and mark wood/dowel DT3.11 Cut slots in card and create nets DT3.12 Identify strengths and weaknesses of existing products DT3.13 Check outcome against original design criteria, e.g. highlight or ticks/crosses DT3.15 Create and use simple gears, pulleys, cams, levers and linkages DT3.2 Ask questions (Why? How? Who for? etc.) to develop ideas. DT3.3 Know the function and purpose of what is being designed DT3.17 From given tools, select the correct tools for given job | Make a robot DT3.1 Take part in class discussions about designers and inventors and their work DT3.9 Build models incorporating circuits with buzzers and bulbs DT3.12 Identify strengths and weaknesses of existing products DT3.13 Check outcome against original design criteria, e.g. highlight or ticks/crosses Standalone unit DT3.18 Weigh ingredients to an appropriate level of accuracy using Year 3 maths scales DT3.19 Talk about food that is processed into different ingredients and give examples DT3.16 Understand why your body needs the different food types | Olympic Torch DT3.2 Ask questions (Why? How? Who for? etc.) to develop ideas. DT3.3 Know the function and purpose of what is being designed DT3.14 Create a shell or frame structure using diagonal struts to strengthen DT3.17 From given tools, select the correct tools for given job DT3.4 Use a computer program to produce a simple repeating pattern (Mosaics and tessellation) Big Arts Week DT3.7 Make printing blocks out of found materials, e.g. string, cotton reels etc |
| Geography | | G3.2 know about the environmental regions of a European country G3.3 know the key physical and human characteristics of a European country and its cities G3.8 know and name the eight points of a compass G3.7 use maps to locate European countries and major cities G3. Key topographical features (including hills, mountains, coasts and rivers) Map skills, Scales and symbols on a map. | G3.5 know the key physical features and parts of a volcano G3.6 know what causes an earthquake |
| History | H3.1 know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae) H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture) | | H3.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens) H3.4 know about the achievements and therefore influence on western world (e.g. education, |



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| | <p>H3.8 know how Britain changed between the beginning of the stone age and the iron age</p> <p>H3.6 know how to compare a range of primary and secondary sources and discuss validity and reliability</p> <p>H3.7 know how to compare information found in primary and secondary sources of information (including the internet)</p> <p>H3.9 know what B.C. means and that it can also be referred to as B.C.E.</p> <p>H3.10 know how to plot events on a timeline accurately using B.C. / B.C.E.</p> <p>H3.12 know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'</p> <p>H3.5 know how to learn more about a historical period through asking relevant questions</p> | | <p>language, architecture, government and the Olympic games)</p> <p>H3.11 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.)</p> <p>H3.5 know how to learn more about a historical period through asking relevant questions</p> |
| Languages | <p>MFL3.1 know some words to name people, places and objects</p> <p>MFL3.2 know and understand simple words (e.g. body parts, colours and numbers)</p> <p>MFL3.3 know how to give a response using a short phrase including replying to questions</p> <p>MFL3.4 know how to identify key vocabulary through listening to songs and rhymes</p> <p>MFL3.5 know a song from memory and sing it with clear pronunciation</p> <p>MFL3.6 know how to read and show understanding of simple, TL words</p> <p>MFL3.7 know how to identify TL words and phrases in a short passage</p> | <p>MFL3.8 know how to use a bilingual dictionary or glossary to look up new words</p> <p>MFL3.9 know how to write a simple sentence in TL using a writing frame or similar writing scaffold</p> <p>MFL3.10 know and use the most common phonetic sounds and letter strings in the TL</p> <p>MFL3.11 know that TL letters can sound different to English and there may be silent letters (e.g. 'h' in Spanish)</p> | <p>MFL3.12 know and use TL alphabet to spell own name and unknown words</p> <p>MFL3.13 know some simple grammatical differences in TL – (e.g. 2 groups of nouns (gender)</p> <p>MFL3.14 know and understand some basic cultural similarities and differences between home and selected country</p> <p>MFL3.15 know and understand the differences in social conventions when people greet each other in home and selected country</p> |
| Music | <p>Instrumental Performance</p> <p>M3.5 Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets).</p> <p>M3.6 Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>M3.7 Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases.</p> | <p>Singing</p> <p>M3.1 Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression</p> <p>M3.2 Perform forte and piano.</p> <p>M3.3 Perform actions confidently and in time to a range of action songs.</p> <p>M3.4 Walk, move, or clap a steady beat with others, <u>changing the speed of the beat as the tempo</u> of the music changes.</p> <p>Reading Notation</p> <p>M3.8 Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>M3.9 Introduce and understand the differences between crotchets and paired quavers.</p> | <p>Improvise</p> <p>M3.10 Become more skilled in improvising inventing short 'on-the-spot' responses using a limited note-range.</p> <p>M3.11 Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose</p> <p>M3.12 Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>M3.13 Compose song accompaniments on untuned percussion using known rhythms and note values.</p> |



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| PE | <p>Swimming PE3.43 swim competently, confidently and proficiently over a distance of at least 25 metres PE3.44 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) PE3.45 perform safe self-rescue in different water-based situations</p> <p>Fundamentals PE3.7 able to jump and turn a skipping rope PE3.8 can change direction quickly PE3.9 can link hopping and jumping actions PE3.10 demonstrate balance when performing other fundamental skills PE3.11 understand how the body moves differently at different speeds PE3.12 understand why it is important to warm up</p> <p>Ball Skills; Basketball PE3.40 provide feedback using key words PE3.24 catch different sized objects with increasing consistency with two hands PE3.25 dribble a ball with self-control PE3.26 throw with accuracy and increasing consistency to meet target PE3.27 track the path of a ball that is not sent directly to me PE3.28 dribble, pass, receive and shoot the ball with some control PE3.13 beginning to use simple tactics PE3.14 learning the rule of the game, beginning to use them honestly and fairly PE3.17 understand my role as an attacker and defender PE3.15 find space away from others and near to my goal PE3.16 track an opponent and slow them down PE3.18 work co-operatively with my group to self-manage games</p> <p>PE3.40 provide feedback using key words</p> | <p>Gymnastics PE3.1 adapt sequences to suite different types of apparatus PE3.2 choose actions that flow well into one another PE3.3 complete actions with increasing balance and control PE3.4 use matching and contrasting actions in a partner sequence PE3.5 use a greater number of own ideas for movement in response to a task PE3.6 recognise, with help, how performances could be improved</p> <p>Football PE3.13 beginning to use simple tactics PE3.14 learning the rule of the game, beginning to use them honestly and fairly PE3.28 dribble, pass, receive and shoot the ball with some control PE3.15 find space away from others and near to my goal PE3.16 track an opponent and slow them down PE3.17 understand my role as an attacker and defender PE3.18 work co-operatively with my group to self-manage games</p> <p>Athletics PE3.29 developing jumping for distance PE3.30 take part in a relay activity, remembering when to run and what to do PE3.31 throw a variety of objects, changing action for accuracy and distance PE3.32 use different take off and landings when jumping PE3.33 use key points to help improve sprinting technique PE3.42 show determination to achieve my personal best</p> <p>PE3.40 provide feedback using key words</p> | <p>Dance PE3.34 respectful of others when watching them perform PE3.35 repeat, remember and perform a dance phrase PE3.36 use counts to keep in time with a partner and a group PE3.37 use dynamic and expressive qualities in relation to an idea PE3.38 work with a partner and in a small group sharing ideas PE3.39 create short dance phrases that communicate an idea</p> <p>Rounders PE3.14 learning the rule of the game, beginning to use them honestly and fairly PE3.19 able to bowl a ball towards a target PE3.20 beginning to strike a bowled ball PE3.21 use overarm and under throwing and catching skills PE3.18 work co-operatively with my group to self-manage games</p> <p>Swimming PE3.43 swim competently, confidently and proficiently over a distance of at least 25 metres PE3.44 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) PE3.45 perform safe self-rescue in different water-based situations</p> <p>Tennis PE3.14 learning the rule of the game, beginning to use them honestly and fairly PE3.19 able to bowl a ball towards a target PE3.20 beginning to strike a bowled ball PE3.21 use overarm and under throwing and catching skills PE3.22 return a ball to a partner PE3.23 use basic racket skills PE3.41 understand the benefits of exercise</p> <p>PE3.40 provide feedback using key words</p> |
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| PSHE | <p>PSHE3.4 know every day things can affect feelings and the importance of expressing feelings</p> <p>PSHE3.5 know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health</p> <p>PSHE3.16 know the importance of friendships and how to build positive friendships and how positive friendships support wellbeing</p> <p>PSHE3.26 know about the different ways to pay for things and the choices people have about this</p> <p>PSHE3.27 know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>PSHE3.28 know positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>PSHE3.29 know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> | <p>PSHE3.6 know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>PSHE3.18 know what it means to 'know someone online' and how this differs from face to face and risks of communicating online with others not known face-to-face</p> <p>PSHE3.19 know about the impact of bullying both online and offline, and the consequences of hurtful behaviour</p> <p>PSHE3.20 know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>PSHE3.21 know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>PSHE3.22 know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and</p> | <p>PSHE3.7 know how to manage setbacks/perceived failures and how to re-frame unhelpful thinking</p> <p>PSHE3.9 know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>PSHE3.17 know the importance of seeking support if feeling lonely or excluded</p> | <p>PSHE3.1 know how to make informed decisions about health</p> <p>PSHE3.2 know the elements of a balanced, healthy lifestyle</p> <p>PSHE3.3 know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>PSHE3.10 know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>PSHE3.11 know how to predict, assess and manage risk in different situations</p> <p>PSHE3.12 know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> | <p>PSHE3.14 know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>PSHE3.15 know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> | <p>PSHE3.13 know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>PSHE3.8 know that some for people gender identity does not correspond with biological sex</p> |
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| | | contact; how to report concerns PSHE3.23 know reasons for rules and laws; consequences of not adhering to rules and laws PSHE3.24 know about the different groups that make up their community; what living in a community means PSHE3.25 know ways in which the internet and social media can be used both positively and negatively | | | | |
| Religious Education | RE3.1 Describe some of the ways in which Christians Hindus and/or Muslims describe God RE3.2 Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation RE3.3 Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings RE3.4 Describe some ways in which Christian express their faith through hymns and modern worship songs RE3.5 Make connections between stories, symbols and beliefs with what happens in at least two festivals RE3.6 Describe the practice of prayer in the religions studied RE3.7 Make connections between what people believe about prayer and what they do when they pray RE3.8 Identify similarities and differences in the way festivals are celebrated within and between religions | RE3.9 Identify how and say why it makes a difference in people's lives to believe in God RE3.10 Give examples of how and suggest reasons why Christians use the Bible today RE3.11 Suggest why having a faith or belief in something can be hard RE3.12 Describe ways in which prayer can comfort and challenge believers RE3.13 Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) | RE3.14 Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes RE3.15 Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray RE3.16 Ask questions and suggest some of their own responses to ideas about God RE3.17 Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives RE3.18 Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others RE3.19 Discuss their own and others' ideas about why humans do bad things and how people try to put things right | | | |
| Science | Working Scientifically WSLKS2.1 ask relevant questions and use different types of scientific enquiries to answer them; WSLKS2.2 set up simple practical enquiries, comparative and fair tests ; WSLKS2.3 make systematic and careful observations and, where appropriate, take accurate measurements using standard units , using a range of equipment , including thermometers and data loggers ; WSLKS2.4 gather, record, classify and present data in a variety of ways to help in answering questions; WSLKS2.5 record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ; WSLKS2.6 report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; | | | | | |



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| | WSLKS2.7 Use results to draw simple conclusions , make predictions for new values, suggest improvements and raise further questions ; | | |
| | Rocks SC3.1 compare and group together different kinds of rocks on the basis of their appearance. SC3.2 compare and group together different kinds of rocks on the basis of their physical properties. SC3.3 explain how some rocks are formed. SC3.4 explain how the Earth is made up of different layers of rocks and soils. SC3.5 describe how fossils are formed when things that have lived are trapped within rock. Light SP3.7 recognise that there needs to be light in order to see things and that darkness is the absence of light. SP3.8 notice that light is reflected from surfaces. SP3.9 recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun. SP3.10 recognise that shadows are formed when light from a light source is blocked by an opaque object. SP3.11 know that shadows take on the shape of the opaque object. SP3.12 predict where a shadow will form in relation to an opaque object and a light source. SP3.13 find patterns in the way that the length of shadows change. | Forces and Magnets SP3.1 compare how different things move. SP3.2 compare how objects move on different surfaces SP3.3 explore how magnetic forces act at a distance. SP3.4 compare and group various everyday materials based on whether they are attracted to a magnet. SP3.5 predict whether two magnets will attract or repel each other, depending on which poles are facing. SP3.6 record my findings using simple scientific vocabulary. Plants SB3.4 explore the requirements of plants for life and growth. SB3.5 identify, locate and describe the function of different parts of flowering plants. SB3.6 identify, locate and describe the function of the roots in plants. SB3.7 investigate the way in which water is transported within plants. SB3.8 explore the part that flowers play in the life cycle of flowering plants, including pollination. SB3.9 explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal. | Animals, Including Humans SB3.1 identify that humans have bones for support, protection and movement. SB3.2 identify that some other animals have bones for support, protection and movement. SB3.3 understand that animals, including humans, need the right type of nutrition. |