

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	Why did our ancestors need to scavenge and which factors made them into settlers?		What makes the Earth so active and what impact does it have on humans?		Why was the age of Ancient Greece described as Golden?	
<b>Geography</b>						
Knowledge	<ul style="list-style-type: none"> <li><u>Physical geography- settlements and land use</u></li> </ul>		<u>Natural disasters</u>		<ul style="list-style-type: none"> <li><u>Local area</u></li> </ul>	
Skills	Human geography, including: settlements and land use.		<p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use.</p>		Describe how the locality of the school has changed over time.	
Key Vocabulary			<p>Volcano, crust, dormant, magma, lava, plates, core, mantle, active, ash, eruption, extinct, ring of fire, Disaster, natural, earthquake, Richter scale, tremor, tornado, flood, climate, destruction, tsunami, surface, extreme, tidal</p> <p>Word mat: <a href="..\..\Geography\word mats\T2-G-347-Volcano-Word-Mat Year 3.pdf">..\..\Geography\word mats\T2-G-347-Volcano-Word-Mat Year 3.pdf</a></p> <p><a href="..\..\Geography\word mats\T2-G-345-Rocks-Volcanoes-and-Fossils-Word-Mat Yr 3.pdf">..\..\Geography\word mats\T2-G-345-Rocks-Volcanoes-and-Fossils-Word-Mat Yr 3.pdf</a></p>			
<b>History</b>						
Knowledge	<ul style="list-style-type: none"> <li>Learn about Stone age hunters including what they looked like, how they created and used different tools to help them to survive, what they ate and how they hunted.</li> <li>Learn about when the Stone Ages was and plot this on a timeline using historical sources to help.</li> <li>Learn about Skara Brae.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about past natural disasters and how these affected our world today.</li> <li>Find out about Krakatoa past and present.</li> <li>Learn about the Pompeii eruption and find out why this is so important to our lives today.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about the Ancient Greeks-where they lived, what they wore, what they used to help them to survive and what they ate.</li> <li>Look at different archaeologists and find out what they have used to help them to discover more about the Ancient Greeks.</li> <li>Find out what artefacts have been discovered to teach</li> </ul>	

	<ul style="list-style-type: none"> <li>Find out about how and why Avebury stone circle came into existence.</li> <li>Research and learn about civilisations from the Bronze Age and compare these to civilisations of today.</li> <li>Learn about the Celts and how their lives compared to our lives.</li> <li>Discover how people in the Iron age lived and what their homes were made of.</li> </ul> <p style="text-align: center;"><b>Black History- Mary Seacole</b></p> <ul style="list-style-type: none"> <li>Learn about who Mary Seacole was (nurse who helped soldiers during the Crimean War) and why she was important and influential to black history.</li> </ul>		<p>us about the Ancient Greeks and why these are classed as 'treasures'.</p> <ul style="list-style-type: none"> <li>Learn about the buildings from Ancient Greek times and find out how modern buildings have been influenced by this architecture.</li> <li>Learn about Ancient Greek myths and legends and find out how these have helped to provide up with evidence of life in Ancient Greek times.</li> </ul> <p>Learn about the Ancient Olympic games and compare these to the present day Olympic games including rules, etiquette and competitors.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can choose suitable sources of information to help with my historical learning.</li> <li>I can suggest reasons why historical events and changes may have happened.</li> <li>I can suggest consequences of historical events and changes.</li> <li>I can study an area of local history.</li> <li>I can make comparisons between one period of history and another.</li> <li>I can place the time I am studying on a time line.</li> <li>I can sequence several events or artefacts.</li> <li>I can use key dates and terms to explain the period of history I am studying.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> </ul> <p>I can use literacy, numeracy and computing skills to show what I know about the past.</p>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can use historical evidence to find answers to questions about the past.</li> <li>I can suggest reasons why historical events and changes may have happened.</li> <li>I can suggest consequences of historical events and changes.</li> <li>I can sequence several events or artefacts.</li> <li>I can use key dates and terms to explain the period of history I am studying.</li> <li>I can use historical vocabulary in my learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical evidence to ask questions about the past.</li> <li>I can choose suitable sources of information to help with my historical learning.</li> <li>I can suggest reasons why historical events and changes may have happened.</li> <li>I can suggest consequences of historical events and changes.</li> <li>I can make comparisons between one period of history and another.</li> <li>I can place the time I am studying on a time line.</li> <li>I can sequence several events or artefacts.</li> <li>I can use key dates and terms to explain the period of history I am studying.</li> <li>learning including words such as: dates, time, period, era, change and chronology.</li> <li>I can use literacy, numeracy and computing skills to show what I know about the past.</li> <li>.</li> </ul>
<b>Key Vocabulary</b>	Stone age, hunting, tools, Bronze Age, Iron age, Celts, sources, evidence, consequence, compare, period, era, chance, chronology	Natural disaster, affect, eruption, change, evidence, compare, period, era, chronology	Ancient Greece, archaeologist, architecture, influence, Olympic, change, compare, period, era, chronology

MFL

Knowledge	<u>Moi (All about me)</u> * greetings * numbers to 10 * ages	<u>Jeux et chansons (games and songs)</u> * numbers to 20 * some hobbies/games * some animals	<u>On fait la fete (celebrations)</u> *hobbies *months of the year *birthdays	<u>Portraits</u> *colours *body parts *descriptions	<u>Les quatre amis (the four friends)</u> *animals *stories	<u>Ca pousse (growing things)</u> *food *likes and dislikes *shopping
Skills	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>Appreciate songs in the language.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Appreciate songs in the language.</li> <li>Express opinions and respond to those of others.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>Appreciate songs in the language.</li> <li>Ask and answer questions; express opinions and respond to those of others.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>Appreciate songs in the language.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> <li>Understand basic grammar appropriate to the language being studied, including key features and patterns of the language.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Describe things and actions orally and in writing.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> <li>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.</li> <li>Appreciate songs in the language.</li> <li>Ask and answer questions; express opinions and respond to those of others.</li> <li>Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.</li> </ul>

Key Vocabulary	<p>Bonjour! Hello!</p> <p>Salut! Hi!/Bye!</p> <p>Ça va? How are you?</p> <p>Ça va bien/mal. I'm fine/not very well.</p> <p>Et toi? And you?</p> <p>Au revoir! Goodbye!</p> <p>Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher)</p> <p>oui, non yes, no</p> <p>Je m'appelle ... My name is ...</p> <p>Comment tu t'appelles? What's your name?</p> <p>voici ... here is ...</p>	<p>11-20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p>Combien de ...? How many ...?</p> <p>Je préfère ... I prefer ...</p> <p>J'ai ... I have ...</p>	<p>11-20: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> <p>How many ...?</p> <p>I prefer ...</p> <p>I have ...</p>	<p>(très) bien (very) well/good</p> <p>Je joue bien au football. I'm good at playing football.</p> <p>Je nage bien. I'm a good swimmer.</p> <p>Je nage. I swim/I'm swimming.</p> <p>Je danse. I dance/I'm dancing.</p> <p>Je chante. I sing/I'm singing.</p> <p>Je lis. I read/I'm reading.</p> <p>Bravo! Well done!</p> <p>Super! Chouette! Super! Cool!</p> <p>Fantastique! Fantastic!</p> <p>Je suis/Tu es un génie/génial(e)! I'm/You're a genius!</p> <p>Joyeux anniversaire! Happy birthday!</p> <p>Les mois: (en) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>The months: (in) January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Je peux .../Je peux ...? I can .../Can I ...?</p> <p>s'il te plaît please (informal singular)</p>	<p>Les couleurs: The colours:</p> <p>rouge red</p> <p>rose pink</p> <p>jaune yellow</p> <p>bleu(e) blue</p> <p>vert(e) green</p> <p>noir(e) black</p> <p>blanc(he) white</p> <p>violet(te) purple</p> <p>(Add -s to all the above if plural)</p> <p>marron (invariable) brown</p> <p>orange (invariable) orange</p> <p>J'ai ... I have ...</p> <p>un nez a nose</p> <p>une bouche a mouth</p> <p>des yeux the eyes</p> <p>un bras an arm</p> <p>une jambe a leg</p> <p>Il/Elle a ... He/She has ...</p> <p>... le nez bleu. ... a blue nose.</p> <p>... la bouche bleue. ... a blue mouth.</p> <p>... les yeux/cheveux bleus. ... blue eyes/hair.</p> <p>Il/Elle est grand(e)/petit(e). He/She is big/small.</p>	<p>le cheval the horse</p> <p>le mouton the sheep</p> <p>le lapin the rabbit</p> <p>la souris the mouse</p> <p>il galope. He/It gallops.</p> <p>Elle court. She/It runs.</p> <p>Il/Elle est ... He/She/It is ...</p> <p>gris(e) grey</p> <p>Non, le lapin ne galope pas, etc. No, the rabbit doesn't gallop, etc.</p>	<p>Tu aimes ...? Do you like ...?</p> <p>J'aime ... I like ...</p> <p>Je n'aime pas ... I don't like ...</p> <p>beaucoup a lot</p> <p>Je voudrais ... I would like ...</p> <p>s'il vous plaît please (formal or plural)</p> <p>Vous désirez? What would you like? (formal or plural)</p> <p>Voilà. There you are.</p> <p>Merçi. Thank you.</p> <p>Au revoir. Goodbye.</p> <p>Dans mon panier In my basket</p> <p>il y a there is/there are</p>
	<b>Art</b>						

<b>Knowledge</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Focus: Disney</li> <li>Observing facial features of Disney characters</li> <li>Understand physical features and appearance of characters can affect how the audience interpret them</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Focus: Jackson Pollock</li> <li>Understand primary and secondary colours to match paint using a mixing palette</li> <li>Compare artwork and nature</li> <li>Understanding different ways of applying paint using a brush</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Focus: M. C. Escher</li> <li>Use ICT to create a repeating stamp/design</li> <li>Evaluate aesthetic qualities</li> <li>Relief printing</li> <li>Understand layering</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Focus: Bernard Leach/ Beaker Culture</li> <li>Select appropriate tools for cutting, marking, joining</li> <li>Using long-lasting joining techniques</li> <li>Understand the Beaker Culture during the Bronze Age</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Focus: Tie dye</li> <li>Understand different ways of joining materials together</li> <li>Use embellishments to enhance their design</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Focus: Gary Drostle/ Greek mosaics</li> <li>What is collage?</li> <li>Mosaics build up small pieces to a picture</li> <li>Greek culture and art</li> <li>Selecting appropriate tools and adhesive</li> <li>Aesthetics</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Use size, shape and spacing to give a desired effect</li> <li>Experiment with different grades of pencil</li> <li>Use a pencils to show tone, shadow and light</li> <li>Use a sketch book to record the media explorations</li> <li>Create textures using a range of different marks</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Mix powder paints</li> <li>Mix and match colours with increased confidence</li> <li>Use different brush strokes for effect</li> <li>Begin to use paint to give different textures (eg adding sand, plaster)</li> <li>Use black and white to show shade within a painting</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Using brushes and rollers</li> <li>Adding PVA to poster paint to print a sharp image</li> <li>Think about how the design will look and the aesthetics</li> <li>Make a relief printing tile</li> <li>Print with more than 1 colour</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Cutting, shaping and moulding clay with increasing confidence</li> <li>Begin to join clay using lasting joints</li> <li>Turn a 2D design into a 3D shape (Character)</li> <li>Use a variety of tools to add texture and pattern</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Thread a needle independently</li> <li>As well as glue, begin use a needle and thread to join material together</li> <li>As well as glue, begin to use a needle and thread to add embellishments to materials</li> <li>Develop skills on stitching, cutting and joining</li> <li>Design, make, evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Be inspired by artists and time periods</li> <li>Begin to select materials with purpose thinking about shape, colour and texture</li> <li>Begin to select colours to create a mood or feelings</li> <li>Begin to use a variety of tools and adhesives</li> <li>Design, make, evaluate</li> </ul>

<b>Key Vocabulary</b>	Expression, appearance, line, tone, colour, shape, size, space	Primary colours, secondary colours, texture, shade, light, dark	Pattern, print making, colour, relief printing, overlay, aesthetic,	Cutting, marking, joining, shaping, moulding, crosshatch, clay slip, texture, carve	Embellishment, sew, join, needle, thread, aesthetics,	Layering, pattern, texture, colour, joining, adhesive, mood, over-lapping,
<b>RE</b>						
<b>Strand</b>	<b>Living</b>	<b>Believing</b>	<b>Expressing</b>	<b>Expressing</b>	<b>Believing</b>	
<b>Knowledge</b>	Christian family rituals and non-religious family rituals. Rituals in your house. Christian everyday activities e.g. food bank. Look at Christian churches notice board and see how activities linked to everyday life are influenced by being Christian. Local Christian visit to share their life. Pope Francis leading by example – non-materialism. Story of Rosa parks. Bible quotes, Christian music in worship and bread and wine.	Christian focus and either or both Hindus and Muslims. Christians Trinity, Moses and the burning bush and Paul's conversion. The story of first revelation of the Qur'an to Prophet Muhammad [PBUH]. Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer); Similarities & differences between varied ideas about God.	Easter focus possibly an RE week. Comparing what MATTERS most TO BELIEVERS IN FESTIVALS of Diwali and spring festival of Holi (story of Lakshmi and Rama and Sita in Hinduism)- Symbols of Easter -washing the disciples feet. The last supper and the Eucharist. Rejoicing and weeping, crucifixion of Jesus and conscience alley Roman soldier.	Christian prayer, the Lord's prayer comparing with Hindu Mantra prayer 7, the Muslim first Surah prayer. Sorry please thank you prayers. Hannah story and brief touch on Jonah story. Hindu shrines, prayer objects & music. Prayer as a pillar of Islam. Tools for prayer –prayer beads.	New and old testament, metaphors for the Bible. Creation, the fall, incarnation and the salvation. The creation story and Adam and eve. The lost son –God wants sinners to turn back to him. Special books display – Torah, Bible, Qu'ran, favourite wise words.	
<b>Skills</b>	<u>Describe</u> two things that Christians do to show their faith <u>making connections</u> to a Christian belief or teaching for each. <u>Reason</u> of two things that might be hard or a challenge about being a Christian. <u>Make comparisons</u> - note similarities and differences between the reasons that religious people and on religious people give for helping people.	<u>Create metaphors</u> about God and give reasons ( <u>reasoning</u> ). <u>Reasoning and conjecture</u> - Supply reasons why some people believe in God and some do not. <u>Discover</u> what Christians mean when they say 'Father, Son and Holy Spirit' for God.	<u>Make links</u> between beliefs about Jesus and the celebration of Easter. <u>Make links</u> between symbols and their corresponding celebration e.g. Easter. <u>Identify similarities and differences</u> between the celebration of two festivals.	<u>Describe and outline</u> some ways Christians pray, Muslims and Hindu's pray. <u>Make connections</u> between what Christians, Muslims and Hindus believe about prayer and what they do to pray. <u>Explain</u> any similarities and/or differences.	<u>Describe</u> what Christians and/or people from other religions believe makes their book sacred or holy. <u>Research and discover</u> more about the ways Christians think of God and see the world	
<b>Key Vocabulary</b>	Rituals, non-materialism,	Holy Trinity, Hindu, Muslim, conversion, revelation, Trimurti, Brahma, Vishnu, Shiva.	Diwali, Holi, Lakshmi, Rama, Sita, Symbol, disciple, Eucharist, Crucifixion	Hindu Mantra, Ohm, First Surah, prayer beads, pillars of Islam	Metaphor, creation, incarnation, salvation, sinner, Torah, Biblr, Qu'ran	
<b>Music</b>						
<b>Knowledge</b>	<b>Active Music – Rhythm and Pulse Unit</b>	<b>Active Music – Pitch Unit</b>	<b>Active Music – Instrumental Unit</b>	<b>Singing</b>	<b>Active Music – Singing Games unit</b>	<b>Catch up/overflow unit</b>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• To create musical patterns.</li> <li>• To sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse.</li> <li>• To learn to recognise and read rhythm symbols within phrases using TA, Te-Te- and REST.</li> <li>• To work in a group to create 4-beat rhythm sequences with words, based around a theme.</li> <li>• To rehearse and present performances.</li> <li>• To add instrumental accompaniments.</li> <li>• To feel and play the different rhythms of the words.</li> <li>• To appraise and improve their work.</li> <li>• To improvise rhythm patterns as part of a class performance.</li> <li>• To relate rhythm symbols to actions.</li> <li>• To internalise and recall rhythmic phrases with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with different ways the voice can be used.</li> <li>• To read simple notated rhythm and pitch patterns using Bb A G and <b>So Mi</b>.</li> <li>• To learn the solfa name and hand sign of notes, <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To recognise and sing the intervals between <b>Do, Re, Mi, So</b> and <b>La</b>.</li> <li>• To sing from notated rhythm and pitch patterns using Bb A G and <b>Do,Re, Mi, So, La</b> (full pentatonic notation).</li> <li>• To use tuned instruments to play pulse, rhythm and to pick out melodies.</li> <li>• To experiment with ostinatos and begin to layer sounds.</li> <li>• To perform in 2 parts.</li> <li>• To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy.</li> <li>• To practise and perform as a class and individually.</li> <li>• To compose own rhythm and pitch notations for the class to practice and perform.</li> </ul>	<ul style="list-style-type: none"> <li>• To play un-tuned instruments with rhythmic accuracy.</li> <li>• To improvise melodic phrases on xylophones.</li> <li>• To play while using thinking voices.</li> <li>• To perform and appraise.</li> <li>• To create layers of sound with ostinatos.</li> <li>• To appraise.</li> <li>• To play pulse and rhythm on tuned instruments with control and accuracy.</li> <li>• To internalise the rhythm and melody of a song.</li> <li>• To play as an accompaniment to chanting and on key words.</li> <li>• To choose and organise rhythm patterns in groups.</li> <li>• To practise and perform rhythm compositions in groups.</li> </ul>	<p style="text-align: center;">Y3 Performance 26<sup>TH</sup> March Singing practise lessons</p>	<ul style="list-style-type: none"> <li>• To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around the circle.</li> <li>• To create own hand clapping sequences to a steady pulse. To perform and appraise.</li> <li>• To read and perform rhythm patterns accurately.</li> <li>• To internalise, memorise and pass on rhythms.</li> <li>• To practise and perform in a group.</li> <li>• To sing with melodic and rhythmic accuracy both in unison and in 2 parts.</li> <li>• To learn new singing games.</li> <li>• To improvise actions to a steady pulse.</li> <li>• To move within a musical time frame and to walk, clap and stamp to a steady pulse.</li> <li>• To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.</li> </ul>	<p style="text-align: center;"><b>Catch up/overflow unit</b></p>
<b>Key Vocabulary</b>	Unison, pitch, pulse, rhythm, rest, beat, appraise, phrases		Rhythm, pentatonic, melody, pitch tuned/untuned, pulse ostinatos, notation		Rhythm, pulse, melody, cue words, improvise	
<b>PSHE</b>						

<p><b>Knowledge</b></p>	<p>I know how to set personal goals</p> <p>I know strategies to face new challenges positively</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others</p> <p>I know how to make responsible choices</p> <p>I understand my behaviour brings rewards/consequences</p>	<p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I can recognise obstacles which might hinder my achievement</p>	<p>I understand how exercise affects my body and know why my heart and lungs are important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from</p> <p>I know strategies and who to go to for help</p> <p>I understand that some household substances, including medicine, can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>I can identify the roles and responsibilities of each member in my family and reflect of the expectations for males and females</p> <p>I know some strategies to keep myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives might be different</p> <p>I know how to show appreciation to friends and family</p>	<p>I understand lots of changes happen for humans and animals from conception and growing up</p> <p>I know it is usually the female who has a baby</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify the changes made to girls' and boys' bodies on the outside</p> <p>I can understand how boys' and girls' bodies change on the inside</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to in Year 4</p>
<p><b>Skills</b></p>	<p>I value myself and can make someone else feel welcome and valued</p>	<p>I appreciate my family/the people who care for me</p>	<p>I respect and admire people who overcome obstacles and achieve their</p>	<p>I can set myself a fitness challenge</p>	<p>I can describe how taking some responsibility in my family makes me feel</p>	<p>I can express how I feel when I see babies or baby animals</p>

	<p>I recognise how it feels to be happy, sad or scared and identify if other people are feeling these emotions</p> <p>I can work cooperatively in a group</p> <p>I choose to follow the rules</p>	<p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can give and receive compliments and know how this feels</p>	<p>dreams and goals (e.g. through disability)</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p> <p>can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p> <p>I am confident in sharing my success with others</p>	<p>I can identify how I feel towards drugs</p> <p>I can express how being anxious or scared feels</p> <p>I can take responsibility for keeping myself and others safe at home</p> <p>I respect my body and appreciate what it does for me</p>	<p>I know how to negotiate in conflict situation to try and find a win-win solution</p> <p>I know who to ask for help if I'm worried or concerned</p> <p>I can show awareness of how others influences can affect my choices</p> <p>I can empathise with children whose lives are different to mine and appreciate what I might learn from them</p> <p>I enjoy being part of a family and friendship groups</p>	<p>I can express how I might feel if I had a new baby in the family</p> <p>I can recognise how I feel about the changes happening to me and how to cope with those changes</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my idea sometimes</p> <p>I can start to think about changes I will make when I go to Year 4 and how to go about it</p>
<b>Key Vocabulary</b>	Responsibility, choice, achievement, value, feelings	Bullying, isolation, problem-solve, hurtful, compliments	Frustration, steps, strengths, confidence, success	Exercise, healthy, substances, emotions	Friendship, family, influence, expectation, roles, responsibilities	Changes, conception, uterus, womb, growth, family roles
<b>MENTAL HEALTH:</b> (Lesson to be taught at end of each unit)	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	<b>Mental Health unit Lesson 1: Everyday feelings</b>	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	<b>Mental Health unit Lesson 2: Expressing feelings</b>	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	<b>Mental Health unit Lesson 3: Managing feelings</b>
Computing						
<b>Knowledge</b>	<b>Coding - 6 weeks (2Code)</b> To design algorithms using flowcharts.	<b>Online Safety - 3 weeks</b> To know what makes a safe password.	<b>Touch Typing - 4 weeks (2Type)</b>	<b>Emails (cont) - 4 weeks (2Email, 2 Connect and 2 DIY)</b>	<b>Branching Databases (cont) - 2 weeks (2Question)</b>	<b>Graph - 3 weeks (2Graph)</b>

	<p>To design an algorithm that represents a physical system and code this representation.</p> <p>To understand variables in 2Code.</p> <p>To deepen understanding of the different between</p>	<p>Methods for keeping passwords safe.</p> <p>To understand how the Internet can be used in effective communication.</p> <p>To understand how a blog can be used to communicate with a wider audience.</p> <p>To consider the truth of the content of websites.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b> To understand the symbols more than, less than and equal to, to compare values.</p>	<p>To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys.</p> <p><b>Emails - 2 weeks (2Email, 2 Connect and 2 DIY)</b> To think about different methods of communication.</p> <p>To learn how to use email safely.</p> <p>To explore a simulated email scenario.</p>	<p>(see previous column)</p> <p><b>Branching Databases - 2 weeks (2Question)</b></p> <p>To understand a branching database and how to sort objects using just 'yes' or 'no' questions.</p>	<p>(see previous column)</p> <p><b>Simulations - 3 weeks (2Simulate and 2Publish)</b> To consider what simulations are.</p> <p>To explore a simulation.</p>	<p>To know how to enter data into a graph and answer questions.</p> <p><b>Assessment for Learning based intervention.</b></p>
Skills	<p><b>Coding - 6 weeks (2Code)</b> To use selection in coding with the 'if' command.</p> <p>To use variables in 2Code.</p>	<p><b>Online Safety - 3 weeks</b> To create a safe password and keep it protected</p> <p>To being using a blog to communicate</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b></p>	<p><b>Touch Typing - 4 weeks (2Type)</b> To practice typing with the left and right hand.</p> <p><b>Emails - 2 weeks (2Email, 2 Connect and 2 DIY)</b></p>	<p><b>Emails (cont) - 4 weeks (2Email, 2 Connect and 2 DIY)</b> (see previous column)</p> <p><b>Branching Databases - 2 weeks (2Question)</b></p>	<p><b>Branching Databases (cont) - 2 weeks (2Question)</b> (see previous column)</p> <p><b>Simulations - 3 weeks (2Simulate and 2Publish)</b></p>	<p><b>Graph - 3 weeks (2Graph)</b> To solve an investigation and present the results in graphic form.</p>

		<p>To use the symbols more than, less than and equal to, to compare values.</p> <p>To use 2Calculate to collect data and produce a variety of graphs.</p> <p>To use the advanced mode of 2Calculate to learn about cell references.</p>	<p>To open and respond to an email using an address book.</p> <p>To add an attachment to an email.</p>	<p>To complete a branching database using 2Question.</p> <p>To create a branching database of the children's choice.</p>	<p>To analyse and evaluate a simulation.</p>	<p><b>Assessment for Learning based intervention.</b></p>
<b>Key Vocabulary</b>	<p>Action, Algorithm, Bug, Code block, Code design, Command, Control, Debug/debugging, Design mode, Event, If, Input, Output, Object, Properties, Repeat, Computer simulation, Selection, Timer, Variable</p>	<p>Password, Internet, Blog, Concept map, Username, Website, Webpage, Spoof website, PEGI rating</p> <p>&lt;=&gt;, Advance mode, Copy and Paste, Columns, Cells, Delete key, Equals tool, Move cell tool, Rows, Spin tool, Spreadsheet</p>	<p>Posture, Top row keys, Home row keys, Bottom row keys, Space bar</p> <p>Communication, Email, Compose, Send, Report to the teacher, Attachment, Address book, Save to draft, Password, CC, Formatting</p>	<p>Communication, Email, Compose, Send, Report to the teacher, Attachment, Address book, Save to draft, Password, CC, Formatting</p> <p>Branching database, Data, Database, Question</p>	<p>Branching database, Data, Database, Question</p> <p>Simulation</p>	<p>Graph, Field, Data, Bar chart, Block graph, Line graph</p>
<b>DT</b>						
<b>Knowledge</b>	<p><b>Structures:</b> shell structure (History link) <b>Element resistant ancient settlers home</b></p> <p>D1- Share ideas through words, labelled sketches &amp; models, recognising that designs have to meet a range of needs, including being fit for purpose D2- Use ICT packages to create a labelled design or plan, in detail D3- Make realistic plans, identifying processes, equipment &amp; materials needed. E1- Investigate the design features of familiar existing products.</p>	<p><b>Cookery:</b> Prepare and cook a simple nutritional dish... <b>Design a health lunch using homemade wrap/ tortilla</b></p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose D3- Make realistic plans, identifying processes, equipment &amp; ingredients needed. E1- Investigate the design features (including identifying ingredients) of familiar existing products.</p>	<p><b>Mechanisms:</b> Levers/ pneumatics (Geography link) <b>Warning System for Earthquakes</b></p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose D3- Make realistic plans, identifying processes, equipment and materials needed. E1- Investigate the design features of familiar existing products. E2- Suggest improvements to products made and describe how</p>	<p><b>Cookery:</b> Prepare &amp; cook a simple nutritional dish.. <b>Kebabs using medium resistance foods</b> eg. Canned potato, tomatoes, cucumber</p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose D3- Make realistic plans, identifying processes, equipment and materials needed. E1- Investigate the design features (including identifying ingredients) of familiar existing products.</p>		<p><b>Cookery:</b> Prepare &amp; cook a simple nutritional dish Project: <b>eg. Greek salad with dressing/ tzatziki and feta cheese, grilled bread with feta,</b></p> <p>D1- Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose D3- Make realistic plans, identifying processes, equipment and materials needed. E1- Investigate the design features (including identifying</p>

	<p>E2- Suggest improvements to products made &amp; describe how to implement them (taking the views of others into account)</p> <p>M1-Select the appropriate tools &amp; explain choices.</p> <p>M2- Plan which materials are needed for a task &amp; explain why.</p> <p>M3- Follow health &amp; safety rules.</p> <p>T2- Measure &amp; mark wood /dowel</p> <p>T3- Use a glue gun with close supervision</p> <p>T4- Create a shell structure using diagonal struts to strengthen</p>	<p>E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>M1- Select the appropriate tools and explain choices.</p> <p>M2- Plan which ingredients &amp; equipment will be needed for a task &amp; explain why.</p> <p>M3- Follow health &amp; safety rules for cooking.</p> <p>F1- Combine a variety of ingredients using a range of cooking techniques</p> <p>F2- Describe what a balanced diet is.</p> <p>F3- Identify food which comes from the UK &amp; other countries.</p>	<p>to implement them (taking the views of others into account)</p> <p>E3- Explain the impact of a design or designer on design history and how this has helped to shape the world.</p> <p>M1- Select the appropriate tools/ explain choices.</p> <p>M2- Plan which materials will be needed for a task &amp; explain why.</p> <p>M3- Follow health and safety rules activities.</p> <p>T2- Measure &amp; mark wood/dowel</p> <p>T3-Use a glue gun with close supervision</p> <p>T5- Create &amp; use levers and/or pneumatics in their products</p>	<p>E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>M1- Select the appropriate tools and explain choices.</p> <p>M2- Plan which materials will be needed for a task and explain why.</p> <p>M3- Follow health and safety rules for cooking activities.</p> <p>F1- Combine a variety of ingredients using a range of cooking techniques</p> <p>F2- Describe what a balanced diet is.</p> <p>F3- Identify food which comes from the UK and other countries.</p>	<p>components or ingredients) of familiar existing products.</p> <p>E2- Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>M1- Select the appropriate tools and explain choices.</p> <p>M2- Plan which materials will be needed for a task and explain why.</p> <p>M3- Follow health and safety rules for cooking and baking activities.</p> <p>F1- Combine a variety of ingredients using a range of cooking techniques</p> <p>F2- Describe what a balanced diet is.</p> <p>F3- Identify food which comes from the UK and other countries.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Research, evaluate different products &amp; identify specific users</li> <li>*Make labelled diagrams showing specific features</li> <li>*Communicate ideas</li> <li>*Compare ideas &amp; select best idea which meets design brief</li> <li>*follow procedures for safety</li> <li>*use a wider range of materials and components than they have in KS1; including construction materials and kits, textiles, mechanical/ electrical components</li> <li>*Make a design that meets arrange of requirements</li> <li>*Describe a design that shows specific features using accurately labelled sketches &amp; words</li> <li>*Plan how to make product</li> <li>*Make pattern/ template</li> <li>*Measure/ cut from a pattern with some accuracy</li> <li>*Use simple decorative techniques</li> </ul>	<ul style="list-style-type: none"> <li>*Create visually appealing product with support.</li> <li>*Follow a simple recipe with guidance from an adult &amp; carry out instructions independently</li> <li>* Begin to use jug for measuring liquids/ to use digital weighing scales.</li> <li>*Knead and shape dough into evenly sized shapes</li> <li>*Use a rolling pin to flatten &amp; roll out dough</li> <li>*Assemble &amp; arrange ingredients for simple dishes, recognise appropriate ingredients to garnish</li> <li>*Sieve, mix, stir and combine ingredients form dough</li> <li>*Pupils should understand how to use hob/oven safely by observing adults cooking</li> <li>*Cut medium resistance food with a vegetable knife eg. cucumber</li> </ul>	<ul style="list-style-type: none"> <li>*Research, evaluate different products &amp; identify specific users</li> <li>*Make labelled diagrams showing specific features</li> <li>*Communicate ideas</li> <li>*Compare ideas &amp; select best idea which meets design brief</li> <li>*follow procedures for safety</li> <li>*use a wider range of materials and components than they have in KS1; including construction materials and kits, textiles, mechanical/ electrical components</li> <li>*Make a design that meets arrange of requirements</li> <li>*Describe a design that shows specific features using accurately labelled sketches &amp; words</li> <li>*Plan how to make product</li> <li>*Make pattern/ template</li> <li>*Measure/ cut from a pattern with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>*Create visually appealing product with support</li> <li>*Follow a simple recipe with guidance from an adult and carry out instructions independently</li> <li>*Assemble and arrange ingredients for simple dishes</li> <li>*Cut medium resistance food with a vegetable knife eg. Cucumber, mushroom</li> <li>*Use a fork or a claw grip to secure food</li> <li>* Cut medium resistant or partly cooked food using a bridge hold eg. cut half a tomato into quarter, halve canned potatoes, halve large grapes</li> <li>*Thread and cut medium resistant food</li> <li>*Begin to understand appropriate portion sizes &amp; what types of food</li> </ul>	<ul style="list-style-type: none"> <li>*Follow a recipe with guidance from an adult</li> <li>*Carry out instructions with some independence</li> <li>*Use 2 spoons to transfer ingredients with support</li> <li>*Use a measuring jug/digital &amp; analogue scales with support to obtain accuracy</li> <li>*Mix ingredients together</li> <li>*Whisk foods using a hand whisk</li> <li>*Grate firmer foods eg. carrots</li> <li>*Snip to shred lettuce with greater control &amp; with supervision</li> <li>* To use a vegetable knife to cut medium resistance food safely</li> <li>*Use bridge grip for cutting medium resistant or cooked food eg. half tomatoes into quarters</li> </ul>

	<ul style="list-style-type: none"> <li>* Select &amp; use appropriate tools, equipment and materials &amp; use them accurately</li> <li>*Evaluate own product identifying strengths &amp; any areas for development against the original specification</li> <li>*Identify any improvements</li> <li>*With a partner evaluate each other's designs</li> <li>* follow procedures for safety</li> <li>* use a widening range of materials/components, including construction materials and kits, mechanical components</li> <li>*assemble, join &amp; combine materials/ components with some accuracy</li> <li>* apply a range of finishing techniques with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>*Use a fork or a claw grip to secure food</li> <li>*Grate firmer food eg. carrots</li> <li>*Use spoons or jugs to serve equal portions of food</li> <li>*Begin to understand types of food can be served together to make a balanced meal</li> </ul>	<ul style="list-style-type: none"> <li>*Use simple decorative techniques</li> <li>* Select &amp; use appropriate tools, equipment and materials &amp; use them accurately</li> <li>*Evaluate own product identifying strengths &amp; any areas for development against the original specification</li> <li>*Identify any improvements</li> <li>*With a partner evaluate each other's designs</li> <li>* follow procedures for safety</li> <li>* use a widening range of materials/components, including construction materials and kits, mechanical components</li> <li>*assemble, join &amp; combine materials/ components with some accuracy</li> <li>* apply a range of finishing techniques with some accuracy</li> </ul>	can be served together to make a balanced meal		<ul style="list-style-type: none"> <li>*Use fork claw grip to secure food when cutting using a vegetable knife</li> <li>*Begin to recognise appropriate ingredients to garnish hot and cold food</li> <li>*With supervision, sprinkle garnish</li> <li>*Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</li> <li>*Begin to understand appropriate portion sizes &amp; what types of food can be served together to make a balanced meal</li> </ul>
<b>Vocabulary</b>	Glue gun, junior hacksaw, G clamp, bench hook, joint, attaching, joining, strengthen, jinks corner, prototype, modify, design brief/purpose	Knead, shape, claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish	Lever, linkage, cogs, dowel, pneumatics, Adhesives, mechanism	peeling, thread, claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish		claw grip, bridge hold, vegetable knife, assemble, combine, serve, portion, garnish

**Science**

<b>Knowledge</b>	<p><b>Animals including humans</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> </ul>	<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</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Forces</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 of whether they are attracted to a magnet and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other</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</li> <li>Explore the requirements of plants for life and growth</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life</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 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> </ul>
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				<p>cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul> <p>Find patterns in the way that the size of shadows change.</p>
Skills	<p>Identifying differences, similarities or changes by looking at animals with and without skeletons - How do they move? Where do they live?</p> <p>Using straightforward scientific evidence to answer questions or to support their findings linked to nutrition and the different food groups</p>	<p>Ask relevant questions about how fossils are formed</p> <p>Setting up simple practical enquiries, to compare different rock types</p> <p>Recording findings using simple scientific language, drawings and labelled diagrams of rocks.</p> <p>Create a table to sort and classify different rocks</p> <p>Using straightforward scientific evidence to answer questions linked to the formation of soil</p>	<p>Investigate how things move on different surfaces by asking relevant questions link to force of attraction</p> <p>Gather, record, classify and present data to show materials and objects that are attracted or repelled to magnets</p> <p>Using results to draw simple conclusions about materials that are attracted or repelled by a magnet. Make predictions for untested materials</p> <p>Using straightforward scientific evidence to answer questions based of magnetic poles and force of attraction</p>	<p>Setting up simple practical enquiries, comparative and fair tests based on MRS GREN - withdraw a need and compare the results</p> <p>Take appropriate and accurate measurements when completing the above</p> <p>Making systematic and careful observations to investigate how water is transported. Record findings.</p> <p>Recording the function of different parts of a flower using a labelled diagrams</p> <p>Using straightforward scientific evidence to answer questions based on pollination, seed formation and seed dispersal</p>	<p>Making systematic and careful observations by recording the position of shadows dependent on where the sun appears to be in the sky</p> <p>Taking appropriate and accurate measurements with the above</p> <p>Reporting on findings from enquiries and display findings in a bar graph</p> <p>Explain how shadows sizes change</p> <p>Using straightforward scientific evidence to answer questions or to support their findings based on light and dark and how we see. Completed a labelled diagram to show how we see</p>
Key Vocabulary	Nutrition, hinge, socket and ball, nutrients, skeleton, muscles, support, protect, movement, vertebrates, exoskeleton,	Fossils, organic matter, erosion, minerals, microorganisms, sedimentary, metamorphic or igneous	Magnetic field, north and south pole, repel, attract, force, magnetism,	Root, stem, leaves, flowers, carpel/ pistil, style, petal, stigma, anther, stamen, filament, sepal, ovary,	Reflection, reflective surfaces, shadow, light source, emit, reflect,

endoskeleton, carbohydrates, fats, proteins, vitamins and minerals, fibre, water			eggs/ovules, air, light, water, nutrients, soil, transportation, pollination, seed formation, seed dispersal, chlorophyll, photosynthesis	opaque, translucent and transparent
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Curriculum Enhancements

Year: 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry entry point	Caveman & dress-up day. Activities involved include: <ul style="list-style-type: none"> <li>• Campfire</li> <li>• Cave paintings</li> <li>• Natural art</li> <li>• Stone Age stories</li> <li>• Caveman role-play</li> </ul>		Role play day in all 'Day of disaster' <ul style="list-style-type: none"> <li>• Children to bring in survival kits</li> <li>• Children to role play reactions to different natural disasters</li> <li>• Children to be given materials to build shelters</li> </ul>		Greek dress-up day <ul style="list-style-type: none"> <li>• Taste Greek food</li> <li>• Greek activities</li> <li>• Learn Greek alphabet</li> </ul>	
Enquiry Exit point	Make pre-historic tools and shelters and use knowledge and skills learnt in a survival challenge.		Children to have made sturdy models to withstand a natural disaster. Models to be tested against elements e.g. water, leaf blower, shaking tray		Greek Olympic day. <ul style="list-style-type: none"> <li>• Olympic games</li> <li>• Olympic ceremony</li> </ul>	
Trips, visitors and workshops	<ul style="list-style-type: none"> <li>• Avebury</li> <li>• Caveman visitor</li> </ul>		<ul style="list-style-type: none"> <li>• Virtual reality workshop</li> <li>• Shelter building workshop</li> </ul>		<ul style="list-style-type: none"> <li>• Ashmolean museum</li> <li>• Greek workshop</li> <li>• Greek visitor</li> </ul>	
Curriculum Enhancements (Termly)	<ul style="list-style-type: none"> <li>• Dress-up day.</li> <li>• School pond</li> <li>• Forest area</li> <li>• Local history</li> <li>• Black history</li> <li>• Enterprise week</li> <li>• Staff panto</li> <li>• Music roadshow</li> <li>• Anti-bullying</li> </ul>		<ul style="list-style-type: none"> <li>• School play</li> <li>• Dress-up day</li> <li>• Science day</li> <li>• World Book Day</li> <li>• Young Voices</li> </ul>		<ul style="list-style-type: none"> <li>• International day</li> <li>• Music roadshow</li> <li>• Science Fayre</li> <li>• International day</li> <li>• Dress-up day</li> <li>• Spelling bee</li> </ul>	

Curriculum Enhancements (On-going)	Class dojo – Helping hands – BLP – Relative readings & partner reading – Poetry Days – Charity events – Outdoor learning – BSL – No pens day – Peer massage – Values – Breakfast club & acorns – Parent workshops – Music lessons – Gardening – House competitions – Visitors – School pets – FORO – Access to technology – Clubs – Family learning events – Parent book looks – Outdoor equipment and outdoor areas – Golden mile – Pupil premium offers – Eco monitors – Kiss and Drop – Cyber mentors
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Year 3						
PE						
PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Dance Space	Gymnastics Linking Movements Together	Dance Around the World	Gymnastics Symmetry & Asymmetry (partners)	Athletics	Gymnastics Receiving Body Weight
Knowledge:	To perform, review and improve a finished performance piece 38-48 count space-themed motif (whole group choreography)	Perform a sequence by taking weight on hands and link with other moves	To perform, review and improve a finished performance piece 38-48 count around the world-themed motif (whole group choreography)	Combine a range of symmetrical and asymmetrical gymnastic moves to create a sequence with a wide variety of gymnastic moves	Accurately replicate techniques of sporting events in competitive situations	Receive weight on a range of body parts and perform with control and a range of dynamics
Skills:	Show good timing, posture and extension Changes in levels and in pathway Using pictures creatively Use mirror images and changes in levels Working groups to show good cooperation skills Use of cannon and changes in formation	Step through various degrees of turn Move from one balance to another at different levels Show graceful ways of getting from floor to ground (vice-versa) Use a variety of rolls to link a sequence of balances Travel on patches close to the ground and contrasting higher levels	Show good timing, posture and extension Changes in levels and in pathway Using pictures creatively Use mirror images and changes in levels Working groups to show good cooperation skills Use of cannon and changes in formation Use peer feedback	Spin on patches Spins into a sequence Smooth transitions Spin on points at different levels and put spins in a sequence Spin symmetrically/asymmetrically at different levels Rolls at different levels in a sequence Paired balance within a sequence	Correct technique to start a sprint Develop coordination to improve speed Combine sprinting with low hurdles Consistency of jumps Develop technique of accuracy and consistency of overarm throw Accurately replicate techniques of sporting events	Taking weight on patches Create symmetrical and asymmetrical shapes in balances on patches Take body weight on back and shoulders Create sequences of moves on apparatus Take weight on hands to support balance Take weight on back, bottom and shoulders to transfer a routine onto apparatus
Vocabulary:	Cannon Formation Cooperation	90, 180, 270, 360 degrees Graceful Sequence	Cannon Formation Cooperation	Symmetrical Asymmetrical Spins	Replicate Competitive Overarm	Symmetrical Asymmetrical Spins

	Mirror Images Posture Timing Extension	Balance Series Contrasting	Mirror Images Posture Timing Extension	Sequences Rolls Balance Points/patches Transitions	Jumps Sprints Hurdles Coordination Improve speed	Sequences Rolls Balance Points/patches Transitions
Units:	Netball	Hockey	Tennis	Health Related Fitness	Cricket	Football
Knowledge:	Starting to play High 5 netball related games and officiate by taking on roles and responsibilities	Compete in a hockey tournament by competing effectively in a team	Using tactics against opponents	Competing and challenging oneself to improve	Taking on roles in competitive games	Demonstrate skills within a competitive environment using tactics
Skills:	Passing a ball Defend individually and as part of a team Shoot Evaluate performance Playing games and officiating	Control of hockey stick Dribble ball in a race Dribble and change direction easily Pass ball accurately Control a ball pass Perform a jab-stick tackle	Ready positions Judging bounce of ball Hit consistently forehand/backhand Volley a ball front/back Striking ball downwards Move to correct positions to play a variety of shots	Understand stamina Sustain physical exertion Flexibility Balance, agility, coordination Core muscles understanding Muscular control Compete against oneself	Position to receive balls bowled Bowl overarm/straight arm Take on wicket-keeping stance Take on bowls either side Throw accurately and powerfully Slide bat to make your ground Communicate effectively Bowl with run up Teamwork skills	Accept rules and decisions Identify components to pass ball effectively Dribble ball with both feet using different parts of the feet Turn with a football Defend 1:1 Attack and defensive principles in game situation
Vocabulary:	Officiate Rules Attack/defend Passing and shooting Netball	Jab-stick Tackle Control Tournament Direction Dribble Race Hockey	Volley Ready positions Forehand/backhand Bounce of ball Variety	Plyometrics Core muscles Stamina Flexibility Coordination Muscles	Teamwork/communication Bowl Wicket-keeper Accuracy Power Overarm/straight arm	Decisions Dribble Turn Attack/defend