Medium Term Planning - Year 3 Curriculum

YEAR 3	How did the lives of ancient Britons change during the Stone Age?	Incredible Egyptians What was Extraordinary about the Egyptians?	Why are Rainforests so wet and deserts so dry?
	AUTUMN	**SPRING**	**SUMMER**
English COVERAGE	**Narrative** Historical Text-Stone Age Boy (3 weeks) Narrative Diary- Beyond the Horizon	**Narrative** Traditional Tales for Different Cultures- Cinderella Film narrative – Tadeo's adventure	**Narrative** The Great Kapok Tree (3 weeks)
	Non-Fiction Instructions- How to Wash a Woolly Mammoth Recount- Kent's Cavern	**Non- Fiction** Newspaper Report- Tutankhamun Murder Mystery	**Non-Fiction** Letter Writing-Persuasive Letters- Plastic in the Ocean Information Text- Super Heroes
	Poetry Diversity-PAFC Narrative Poetry- Coming Home	**Poetry** Performance Poetry- Please Mrs Butler Noisy Poems	**Poetry** Play Scripts
	Big Writes Story in a historical setting **(N)** Recount **(NF)** Instructions **(NF)**	**Big Writes** Traditional tales from other cultures **(N)** Newspaper reports **(NF)**	**Big Writes** Stories with speech **(N)** Letter writing **(NF)** Information text **(NF)**

<table>
<tr>
<td rowspan="2">Transcription</td>
<td>Grammar</td>
<td>Objective: To punctuate accurately
Develop understanding of writing concepts by:
• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
• Using the present perfect form of verbs in contrast to the past tense.
• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
• Using conjunctions, (e.g. when, before, after, while, so, because) adverbs (then, soon, therefore) and prepositions to express time and cause. (before, after, during, because of)
• Indicate grammatical and other features by:
➢ Using commas after fronted adverbials.
➢ Indicating possession by using the possessive apostrophe with singular nouns.
➢ Use a & an according to whether the next words begins with a consonant or a vowel.
Terminology for pupils: Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</td>
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• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. (Formation of nouns using a range of prefixes e.g. super- anti- auto -)
• Using conjunctions, (e.g. when, before, after, while, so, because) adverbs (then, soon, therefore) and prepositions to express time and cause. (before, after, during, because of)
• Using fronted adverbials
• Indicate grammatical and other features by:
➢ Using commas after fronted adverbials.
➢ Indicating possession by using the possessive apostrophe with plural nouns.
➢ Introduction to inverted commas to punctuate direct speech.</td>
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<td>Spelling (See NC Spelling List)</td>
<td>Objective: To spell correctly
• Use prefixes and suffixes and understand how to add them.
• Spell further homophones.
• Spell correctly often misspelt words.
• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
• Use the first two or three letters of a word to check its spelling in a dictionary.
• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</td>
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	Presentation	**Objective: To present neatly.** • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately		**Objective: To present neatly.** • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately		**Objective: To present neatly.** • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately
Composition	**Purpose**	**Objective: To write with purpose** • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.		**Objective: To write with purpose** • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.		**Objective: To write with purpose** • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.
	Imaginative Description	**Objective: To use imaginative description** • Create characters, settings and plots. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.		**Objective: To use imaginative description** • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.		**Objective: To use imaginative description** • Create characters, settings and plots. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.
	Organisation	**Objective: To organise writing appropriately and use paragraphs** • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Introduction to paragraphs as a way to group related material. • Sequence paragraphs.		**Objective: To organise writing appropriately and use paragraphs** • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting • Introduction to paragraphs as a way to group related material. • Sequence paragraphs.		**Objective: To organise writing appropriately and use paragraphs** • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting • Introduction to paragraphs as a way to group related material. • Sequence paragraphs.

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Use a mixture of simple, compound and complex sentences.
Write sentences that include:
conjunctions
adverbs
direct speech, punctuated correctly
clauses
adverbial phrases.</td><td></td><td><u>Objective: To use sentences appropriately</u>
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Use and understand grammatical terminology when discussing writing and reading:
Year 3
Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</td><td></td><td><u>Objective: To analyse writing</u>
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<tr><td><u>Reading</u></td><td colspan="5"><u>Essential Opportunities</u>
Read and listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Listen to and discuss a wide range of texts.
Learn poetry by heart.
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
Take part in conversations about books.
Learn a wide range of poetry by heart.
Use the school and community libraries.
Look at classification systems.
Read and listen to whole books.
Read books that are structured in different ways and reading for a range of purposes.
Used dictionaries to check the meaning of words they have read.</td></tr>
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	Accuracy	**Objective: To read words accurately** • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings		**Objective: To read words accurately** • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings		**Objective: To read words accurately** • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings
	Understanding Texts	**Objective: To understand texts** • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text		**Objective: To understand texts** • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text		**Objective: To understand texts** • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text

	Listening	**Objective: To listen carefully and understand** • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation		**Objective: To listen carefully and understand** • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation		**Objective: To listen carefully and understand** • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation
Communication	**Developing vocabulary**	**Objective: To develop a wide and interesting vocabulary** • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.		**Objective: To develop a wide and interesting vocabulary** • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.		**Objective: To develop a wide and interesting vocabulary** • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
	Speaking	**Objective: To speak with clarity** • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.		**Objective: To speak with clarity** • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.		**Objective: To speak with clarity** • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.
	Story Telling	**Objective: To tell stories with structure** • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.		**Objective: To tell stories with structure** • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.		**Objective: To tell stories with structure** • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.
	Conversation	**Objective: To hold conversations and debates** • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.		**Objective: To hold conversations and debates** • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.		Objective: To hold conversations and debates • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.

Maths (Strands from Active Learn – Abacus)	**Autumn Term 1**	**Spring Term 1**	**Summer Term 1**
	MAS.15 Use number facts to 10 to solve problems including word problems MAS.18 Add several 1-digit numbers MAS.34 Know the multiple of 10 bonds to 100 and use to derive the multiple of 5 bonds to 100 MAS.26 Add and subtract 9 and 11 to and from 2-digit numbers MAS.23 Add 1-digit to 2-digit numbers, bridging 10 and using known facts NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.34 Order and compare 3-digit numbers and say a number between NPV.29 Count in 1s beyond 100 NPV.40 Count in 10s and 100s up to 1000 MAS.25 Add and subtract multiples of 10 to and from a 2-digit number MAS.32 Add and subtract near multiples of 10 to and from 2-digit numbers MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100) MMD.20 Recall multiplication and division facts for the ×10 table MMD.27 Count in 5s and recall multiplication and division facts for the ×5 table MMD.26 Count in 2s and recall multiplication and division facts for the ×2 table MMD.33 Count on and back in 4s MMD.34 Recall multiplication and division facts for the ×4 table MMD.30 Recall multiplication and division facts for the ×3 table MMD.19 Double numbers to 12 and find related halves MMD.21 Double numbers to 20, including partitioning teen numbers, and find related halves MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers	NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.34 Order and compare 3-digit numbers and say a number between NPV.38 Multiply 2-digit numbers by 10 NPV.39 Divide 3-digit multiples of 10 by 10 NPV.54 Divide large multiples of 10 and 100 by 10 and 100 to give whole number answers NPV.40 Count in 10s and 100s up to 1000 NPV.41 Count on and back in 50s MAS.41 Add multiples of 10 and 100 to 3-digit numbers MAS.42 Subtract multiples of 10 and 100 from 3-digit numbers MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100) MAS.31 Add pairs of 2-digit numbers with a total ≤ 198 MAS.46 Mentally add two friendly 3-digit numbers MMD.39 Understand what a multiple is and identify multiples MMD.40 Count in 8s and recall multiplication and division facts for the ×8 table MMD.41 Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers STA.11 Sort objects on to a Venn diagram (two overlapping sets) FRP.24 Understand the concept of a non-unit fraction (non-unit halves, non-unit thirds, non-unit quarters, non-unit eighths) FRP.32 Add fractions with the same denominator to make one whole FRP.41 Understand unit and non-unit fractions with denominators ≤ 12 FRP.43 Know fraction complements to 1 (fractions with denominators ≤12) FRP.34 Begin to understand equivalence by placing fractions on a number line	MAS.38 Add and subtract 1-digit to and from 3-digit numbers MAS.41 Add multiples of 10 and 100 to 3-digit numbers MAS.42 Subtract multiples of 10 and 100 from 3-digit numbers PRA.44 Spot patterns and relationships and make predictions PRA.47 Explain methods using appropriate mathematical language FRP.34 Begin to understand equivalence by placing fractions on a number line FRP.35 Compare fractions using number lines and fraction strips FRP.32 Add fractions with the same denominator to make one whole FRP.44 Add and subtract fractions with the same denominator MMD.26 Count in 2s and recall multiplication and division facts for the ×2 table MMD.27 Count in 5s and recall multiplication and division facts for the ×5 table MMD.30 Recall multiplication and division facts for the ×3 table MMD.31 Understand that multiplication is commutative and use it in mental calculations MMD.35 Understand multiplication as repeated addition and as scaling MMD.38 Learn to divide with remainders MMD.42 Multiply multiples of 10 by 1-digit numbers PRA.48 Solve problems involving multiplication and division, including missing number problems WMD.43 Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method WMD.55 Solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (partitioning) MMD.44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) WMD.43 Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method WMD.55 Solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (partitioning)

	MEA.49 Know the number of seconds in a minute, minutes in an hour, hours in a day and days in a week MEA.50 Know the number of days in each month, and days in a year and leap year MEA.28 Tell the time to the nearest quarter of an hour using digital and analogue clocks MEA.40 Tell the time to the nearest five minutes using digital and analogue clocks GPS.33 Sort and categorise 3D shapes according to the number of faces, vertices and edges GPS.34 Name and describe 3D shapes using the terms: faces, edges and vertices GPS.29 Begin to identify edges, vertices, faces on cones, pyramids, triangular prisms, cubes, cuboids GPS.39 Recognise and identify 3D shapes in different orientations GPS.46 Describe 3D shapes using mathematical language with accuracy NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.34 Order and compare 3-digit numbers and say a number between NPV.36 Round 3-digit numbers up or down to the nearest 100 and 10 MAS.24 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts MAS.20 Add or subtract 10 from 2-digit numbers **<u>Autumn Term 2</u>** MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers FRP.35 Compare fractions using number lines and fraction strips FRP.25 Use fraction strips to find fractions of amounts FRP.23 Understand the concept of a unit fraction; 1/2, 1/3, 1/4, 1/8 FRP.26 Find unit fractions of small numbers		FRP.24 Understand the concept of a non-unit fraction (non-unit halves, non-unit thirds, non-unit quarters, non-unit eighths) FRP.32 Add fractions with the same denominator to make one whole FRP.41 Understand unit and non-unit fractions with denominators ≤ 12 FRP.43 Know fraction complements to 1 (fractions with denominators ≤12) FRP.34 Begin to understand equivalence by placing fractions on a number line FRP.46 Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s FRP.33 Place fractions with denominators ≤ 8 on a number line FRP.25 Use fraction strips to find fractions of amounts FRP.30 Find familiar fractions of small amounts GPS.48 Identify whether angles are greater than or less than a right angle GPS.50 Begin to understand that angles are measured in degrees GPS.54 Estimate and measure angles, recognising that they are measured in degrees GPS.24 Understand that 2D shapes with straight sides are polygons and so identify polygons GPS.25 Name and identify 2D shapes including circles, ovals and simple polygons GPS.30 Identify right angles in 2D shapes GPS.53 Identify and describe angles as more than 90°, less than 90° or right angles in 2D shapes GPD.29 Associate angle with a measure of turn GPD.30 Identify right angles (90°) as quarter turns GPD.41 Identify right angles, recognising one right angle as a quarter turn and two right angles as half a turn GPD.44 Identify right angles, recognising three right angles as a three-quarter turn and four right angles as a whole turn GPD.46 Associate angles smaller and larger than 90° with turn MEA.53 Measure the perimeter of simple shapes NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions up		STA.34 Interpret and complete pictograms where 1 symbol represents 2 items STA.41 Ask and answer questions about the data represented in pictograms and block graphs STA.30 Collect and organise data in tally charts STA.35 Interpret and complete block graphs where 1 block represents 2 items STA.49 Interpret and present data in bar charts where division represents 2 units STA.51 Work out how many more/fewer using data displayed in scaled bar charts, pictograms and tables STA.52 Draw and interpret bar charts where 1 division 1 represents 100 units PRA.43 Apply reasoning skills to problems MEA.30 Choose and use appropriate standard units to measure weights (mass) MEA.32 Solve simple problems by comparing and ordering lengths, weights (masses), capacities and record the results using <, >, and = MEA.58 Begin to convert between different units of measure MAS.45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on MAS.46 Mentally add two friendly 3-digit numbers WAS.43 Use compact column addition to add pairs of 3-digit numbers with a total < 1000 WAS.41 Use expanded column addition to add pairs of 3-digit numbers WAS.44 Use column addition to add three 3-digit numbers with a total < 1000 PRA.43 Apply reasoning skills to problems PRA.49 Use trial and improvement PRA.50 Solve problems involving more complex addition and subtraction, including missing number problems **<u>Summer 2</u>** WAS.44 Use column addition to add three 3-digit numbers with a total < 1000 WAS.46 Use column addition to add several 3-digit numbers with a total > 1000 MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MAS.44 Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up ml

	MEA.22 Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins MEA.33 Combine amounts to make particular values; match different combinations of coins to make equal amounts of money MEA.38 Recognise and use symbols for pounds and pence. Record amounts using £.p notation MEA.34 Add and subtract money of the same unit; solving money problems in a practical context MAS.36 Know number bonds to 100 MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MEA.29 Choose and use appropriate standard units to measure lengths and heights in any direction MEA.37 Read relevant scales to the nearest numbered unit MEA.44 Measure, compare, add and subtract capacities or volumes using l/ml NPV.19 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.34 Order and compare 3-digit numbers and say a number between NPV.36 Round 3-digit numbers up or down to the nearest 100 and 10 MAS.24 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts MAS.33 Subtract 2-digit from 2-digit numbers by counting up MAS.37 Subtract by counting up from a 2-digit to a 3-digit number < 200 MMD.54 Securely memorise all multiplication and division facts MMD.38 Learn to divide with remainders MAS.28 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100) MAS.32 Add and subtract near multiples of 10 to and from 2-digit numbers MAS.33 Subtract 2-digit from 2-digit numbers by counting up		NPV.36 Round 3-digit numbers up or down to the nearest 100 and 10 MAS.33 Subtract 2-digit from 2-digit numbers by counting MAS.37 Subtract by counting up from a 2-digit to a 3-digit number < 200 MAS.40 Find change from £5, £10 and £20 by counting up **<u>Spring Term 2</u>** NPV.33 Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions NPV.48 Read and write numbers to at least 1000 in numerals and in words WAS.41 Use expanded column addition to add pairs of 3-digit numbers WAS.45 Use column addition to add several 2-digit numbers MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100) MAS.45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on MAS.46 Mentally add two friendly 3-digit numbers WAS.41 Use expanded column addition to add pairs of 3-digit numbers MEA.51 Recognise Roman numerals on analogue clocks MEA.54 Write and tell the time to the nearest minute using analogue and digital clocks MEA.48 Estimate and read time with increasing accuracy; record and compare time using seconds, minutes, hours MEA.49 Know the number of seconds in a minute, minutes in an hour, hours in a day and days in a week MEA.52 Compare durations of events to calculate the time taken by particular events or tasks NPV.34 Order and compare 3-digit numbers and say a number between MAS.43 Add to the next multiple of 100 by counting up from any 2-digit or 3-digit number MAS.44 Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.33 Subtract 2-digit from 2-digit numbers by counting up MAS.37 Subtract by counting up from a 2-digit to a 3-digit number < 200		MAS.45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on WAS.44 Use column addition to add three 3-digit numbers with a total < 1000 WAS.45 Use column addition to add several 2-digit numbers WAS.46 Use column addition to add several 3-digit numbers with a total > 1000 MEA.42 Measure, compare, add and subtract lengths or heights using m/cm/mm MEA.43 Measure, compare, add and subtract weights (masses) using kg/g MEA.44 Measure, compare, add and subtract capacities or volumes using l/ MAS.44 Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on MAS.46 Mentally add two friendly 3-digit numbers PRA.42 Work systematically, using logical reasoning and deduction GPS.31 Draw 2D shapes with specified simple properties, e.g. four straight edges GPS.41 Identify and draw horizontal, vertical, parallel, perpendicular and curved lines GPS.30 Identify right angles in 2D shapes GPS.40 Recognise angles as a property of shape and identify right angles and other angles in shapes GPS.42 Identify parallel and perpendicular lines in 2D shapes GPS.44 Identify line symmetry in 2D shapes presented in different orientations GPS.49 Classify 2D shapes according to their properties: right angles, lines of symmetry, parallel and perpendicular lines. MEA.53 Measure the perimeter of simple shapes MEA.41 Begin to say the time ten minutes, or twenty minutes, later or earlier MEA.47 Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hour clocks MEA.54 Write and tell the time to the nearest minute using analogue and digital clocks MEA.40 Tell the time to the nearest five minutes using digital and analogue clocks MEA.55 Use 24 hour clocks

			MAS.42 Subtract multiples of 10 and 100 from 3-digit numbers MMD.36 Double and halve numbers to 100, including partitioning 2-digit numbers MMD.43 Multiply mentally 2-digit by 1-digit numbers using partitioning MMD.37 Understand division as the inverse of multiplication WMD.43 Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method WMD.55 Solve problems involving multiplying and adding using the distributive law to multiply 2-digit numbers by 1-digit numbers (grid method)		WMD.43 Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method WMD.45 Divide numbers just beyond the tables by subtracting the multiple of 10 WMD.46 Divide numbers just beyond the tables, with integer remainders PRA.45 Begin to make generalisations PRA.48 Solve problems involving multiplication and division, including missing number problems MMD.44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) FRP.34 Begin to understand equivalence by placing fractions on a number line FRP.46 Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s FRP.37 Find unit fractions of amounts and relate to division FRP.38 Find fractions of amounts and relate to division and multiplication DPE.40 Understand tenths (1/10s) as fractions and place them on a line MAS.46 Mentally add two friendly 3-digit numbers MAS.48 Add mentally several 1-digit numbers, multiples of 10 or 100 MAS.42 Subtract multiples of 10 and 100 from 3-digit numbers MAS.49 Count up to subtract any 3-digit from 3-digit number MAS.40 Find change from £5, £10 and £20 by counting up WAS.44 Use column addition to add three 3-digit numbers with a total < 1000 PRA.43 Apply reasoning skills to problems PRA.38 Begin to identify and use patterns to predict answers, and mathematical reasoning to explain them PRA.48 Solve problems involving multiplication and division, including missing number problems WMD.44 Multiply 2-digit by 1-digit numbers using the grid method WMD.46 Divide numbers just beyond the tables, with integer remainders MMD.44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders)

	Key vocab for geography: Equator, Northern & Southern Hemisphere, Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones, rivers, mountains, volcanoes, & earthquakes and the water cycle, settlements & land use, north, south, east, west. North east, north west, south east, south west, 4 figure grid references, symbols and keys.			
Geography	**Exciting Europe** **<u>Objective: To investigate Places</u>** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		-	**<u>Rainforests</u>** (Geography Connect -Earthquakes and the Magic Kingdom) **<u>Objective: To investigate places</u>** • Ask and answer geographical questions about the physical and human characteristics of a location. • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. . **<u>To investigate patterns</u>** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries.

History

Britain Stone Age to Iron Age

Key vocab: Stone Age, BCE –Before Common Era, BC-Before Christ, early humans, Neanderthals, homo sapiens, Stonehenge, woolly mammoth, flax, animals, rhinoceros, mastodon, sabre-toothed tiger, tools, axe, weapons, stone, handaxe, borer, hammerstone.

Paleolithic Period-This period began when they first made tools using stone.
Mesolithic Period-The Middle Stone Age. Hunter gatherers began to use farming methods and store food.
Neolithic Period-People began to trade, wanting things they did not have.

Objective: To investigate and interpret the past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Suggest causes and consequences of some of the main events and changes in history.

Objective: To build an overview of world history

- Give a broad overview of life in Britain.
- Describe the social, ethnic, cultural or religious diversity of past society.

Objective: To understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

Use dates and terms accurately in describing events.

Ancient Egypt

Objective: To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Objective: To build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Objective: To understand chronology

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events

Objective: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Science

Forces and Magnets

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Objective: To understand movement, forces and magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- 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.
- Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of

Objective: To understand Light and Seeing

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the size of shadows change.

Plants

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Objective: To understand animals and humans

- Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Objective: To understand plants

- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.

Science	**<u>Objective: To investigate materials: Rocks</u>** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary) • Describe in simple terms how fossils are formed when things that have lived are trapped within the rock • Recognise that soils are made from rocks and organic matter				• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

RE	Plymouth Agreed Syllabus **Unit 2.1 What do Christians learn from the Creation story?** *Place the concepts of God and Creation on a timeline of the Bible's 'big story'. *Make links between Genesis 1 and what Christians believe about God and Creation *Recognise the story of 'The Fall' in Genesis 3. *Describe what Christians do because they believe God is Creator *Describe how and why Christians might pray to God, say sorry or ask for forgiveness. *Ask questions and suggest answers about what might be important in the Creation story. **Unit 2.2 What is it like for someone to follow God?** *Make clear links between the story of Noah and the idea of covenant *Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony *Make links between the story of Noah and how we live in school and the wider world.	Plymouth Agreed Syllabus **Unit 2.9 How do festivals and worship show what matters to a Muslim?** *Identify some beliefs about God in Islam *Make links between beliefs about God and Ibadah *Know examples of Ibadah (worship) in Islam *Make links between Muslim beliefs about God and a range of ways in which Muslims worship. *Raise questions and suggest answers about the value of submission and self-control to Muslims. *Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony. **Unit 2.10 How do festivals and family life show to Jewish people?** *Identify Jewish beliefs about God *Make links between the story of Exodus and Jewish beliefs *Consider the meaning of the story of the Exodus *Make links between Jewish beliefs about God and his people and how Jews live. *Describe how Jews show their beliefs through worship in festivals, at home and in the wider community Raise questions about whether it is good for Jews to remember the past and look forward to the future. *Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today	Plymouth Agreed Syllabus **Unit 2.4 What kind of world did Jesus want?** *Identify texts that come from the Gospel *Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. *Suggest ideas about Jesus' actions towards outcasts. *Give examples of Christians showing love for all *Make links between the importance in the Bible stories and life in the world today. **Unit 2.12 How and why do people try to make the world a better place?** *Identify some beliefs about the world and why the world is not always a good place *Make links between religious beliefs and teachings and why people try to live and make the world a better place. Make links between teachings about how to live and ways in which people try to make the world a better place *Describe examples of how people try to live *Identify differences in how people put their beliefs into action *Raise questions and suggest answers about why the world is not always a good place *Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. *Express their own ideas about how to make the world a better place,

Computing (Switched On Computing)	Unit 3.5: Connect and communicate - **We are communicators (Switched on)** - Understand computer network, including the internet; how they can provide multiple services, eg www. And the opportunities they offer for communication and collaboration - Use technology respectfully and responsibly; recognise acceptable unacceptable behaviour; identify a range of ways to report concerns about content and contact. - Use some of the advanced features of applications and devices to communicate ideas, work or messages professionally. Expectations: • Children write and send emails to a partner in another class • To develop basic understanding of how email works • To be aware of broader issues surrounding e-safety • To gain communication skills		Unit 3.1: Coding – **We are Programmers (Switched on)** - Looks: Set the appearance of objects and create sequences of changes - Draw: Control the shade of pens. - Sound: Create and edit sounds. Control when they are heard, their volume, duration and rests. - Motion: Use specified screen coordinates to control movement. - **Design, write and debug programs that accomplish specific goals including controlling or stimulating physical systems, solve problems by decoding them into smaller parts.** - **Use sequence, selection and repetition in programs, work with variables and various forms of input and output.** Expectations • Create an algorithm for an animated scene in the form of a storyboard • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs.		Unit 3.6: Collect and connect **We are opinion pollsters:** - **Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.** -

Design & Technology

PoaP Unit: Healthy and Varied Diet **(Food)**

Key learning in design and technology

Prior learning

- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and *The eatwell plate.*
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.

-Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

PoaP Unit: Shell Structures and Shell Structures using computer-aided design. **(Structures)**

Key learning in design and technology

Prior learning

- Experience of using different joining, cutting and finishing techniques with paper and card.
- A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.
- Familiarity with general purpose software that can be used to draw accurate shapes, such as Microsoft Word, or simple computer-aided design (CAD), such as 2D Primary by Techsoft.

Designing

- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

Making

- Order the main stages of making.
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- Test and evaluate their own products against design criteria and the intended user and purpose.

Technical knowledge and understanding

- Develop and use knowledge of how to construct strong, stiff shell structures.

PoaP Unit: Levers and Linkages and Pneumatics **(Mechanisms)**

Key learning in design and technology

Prior learning

- Explored and used mechanisms such as flaps, sliders and levers.
- Gained experience of basic cutting, joining and finishing techniques with paper and card.

Designing

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

Technical knowledge and understanding

- Understand and use lever and linkage mechanisms.
- Distinguish between fixed and loose pivots.
- Know and use technical vocabulary relevant to the project.

Art & Design	**Cave Paintings -Historical Paintings** **Objective: To develop ideas** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. **Objective: To master techniques** **Drawing** • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly.		Ancient Egyptians **Objective: To develop ideas** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. **Painting** • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.		**Henri Rousseau** **Objective: To develop ideas** • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. **Objective: To master techniques** **Drawing** • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture **Objective: To take inspiration from the greats (classic and modern)** • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

Music	**Charanga:**
	
	Term 1: Let Your Spirit Fly
	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.
	Musical Activities - a new activity is added until Step 4:
	● **Games** - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.
	● **Singing -** continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
	● **Playing -** Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.
	● **Improvisation --** continue to explore and create your own responses, melodies and rhythms.
	● **Composition -** continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.
	Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. DIscuss/respect/improve your work together.
	
	Term 2: Glockenspiel Stage
	Listen & Appraise (descriptions for all strands as above)
	Musical Activities:
	● Games
	● Singing
	● Playing
	Perform/Share
	
	Singing practice: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	
	Assembly: Listen with concentration and understanding to a range of high-quality live and recorded music
		Charanga:
		
		Term 3 Three Little Birds
		Listen & Appraise (descriptions for all strands as above)
		Musical Activities - a new activity is added until Step 4:
		● Games
		● Singing
		● Playing
		● Improvisation
		● Composition
		Perform/Share
		
		Term 4: The Dragon Song
		Listen & Appraise (descriptions for all strands as above)
		Musical Activities - a new activity is added until Step 4:
		● Games
		● Singing
		● Playing
		● Improvisation
		● Composition
		
		Singing practice: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
		
		Assembly: Listen with concentration and understanding to a range of high-quality live and recorded music
			Ukulele First Access-Plymouth Music Hub (10 weeks)
			
			• Pupils can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
			
			• Sing or play from memory with confidence
			• Combine a variety of musical devices including melody, rhythm and chords
			• Understand and use the sharp, flat and staff symbols and other musical notations.
			
			• Choose from a wide range of musical vocabulary to accurately describe and appraise music including
			  ○ Pitch, dynamics, timbre
			  ○ Tempo, texture
			  ○ Cultural context
			  ○ Sense of occasion
			  ○ Expressive
			  ○ Combination of musical elements
			  ○ Listen with attention to detail and recall sounds with increasing aural memory
			
			Charanga:
			Bringing Us Together
			Listen & Appraise (descriptions for all strands as above)
			Musical Activities - a new activity is added until Step 4:
			● Games
			● Singing
			● Playing
			● Improvisation
			● Composition
			Perform/Share
			
			Singing practice: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
			
			Assembly: Listen with concentration and understanding to a range of high-quality live and recorded music
			
			KS2 production.

PE	**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle** **REAL PE Unit 1 and 2** **Unit 1 – Coordination: Footwork (FUNS 10)** **Static Balance : One Leg (FUNS1)** • Develop physical strength and suppleness by practising moves and stretching. **Unit 2 – Development Balance to Agility: Jumping and Landing (FUNS6)** **Static Balance: Seated (FUNS 2)** **Term 1 Invasion Games – Hockey (Power of PE)** • **Use running, jumping, throwing and catching in isolation and in combination** • **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Term 2 Dance – Power of PE • **Perform dances using a range of movement patterns** • **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.** • Plan, perform and repeat sequences using a range of movement patterns • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle** **REAL PE Unit 3 and 4** **Unit 3 – Dynamic Balance: On a line (FUNS 5)** **Coordination: Ball Skills (FUNS 9)** **Unit 4 –Coordination: Sending and Receiving (FUNS 8)** **Counter Balance: With a Partner (FUNS 7)** **Term 3 –(Cricket) – Striking and Fielding – (Power of PE/Coach)** • **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.** • **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. **Term 4 – Gymnastics – Body shapes, jumps and rolls and taking weight on hands (Kingsbury).** • **Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.** • **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.** • Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle** **Real PE Unit 5 and 6** **Unit 5 –Agility: Reaction/Response (FUNS 12)** **Static Balance: Floor Work (FUNS 3)** **Unit 6 – Agility: Ball Chasing (FUNS 11)** **Static Balance: Stance (FUNS 4)** **Term 5 Tennis – Net and Barrier – Power of PE** • **Develop flexibility, strength, technique, control and balance** • **Compare their performance with previous ones and demonstrate improvement to achieve their personal best.** • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. **Term 6 Athletics – Power of PE** • **Use running, jumping, throwing and catching in isolation and in combination** **OAA – South Downs School Sports Partnership** **Orienteering: Take part in outdoor and adventurous activity challenges both individually and within a team.** **Geography Objectives:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

French

To read fluently

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.

To write imaginatively

- Write a few short sentences using familiar expressions.
- Express personal experiences and responses
- Write short phrases from memory with spelling that is readily understandable.

To speak confidently

- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

1: Word order and opinions
2: The enormous turnip
3: Numbers 1-10
4: Numbers and j'ai
5: Age

- Use two different colours and a connective to describe an animal.
- Give an opinion about the animal.
- Listen and respond to a simple story using repetition and gestures.
- Sing a well-known traditional French song.
- Learn how to pronounce the phoneme ai.
- Understand and act out a simple story
- Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers.
- Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers.
- Understand and use j'ai and know the difference between j'ai and je suis.
- Understand someone asking how old they are (quel âge as-tu?) and reply using a sentence stating their age.
- Learn how to pronounce the phoneme ai.

6: Definite (le,le,les) and indefinite articles (un,une)
7: Je voudrais
8: The connective 'mais'
9: C'est & the Hare and the Tortoise
10: Aussi

- Understand the difference between le/la/les and un/une in French and know when to use each type of article.
- Take part in a simple role play based on a story.
- Understand the phrase Qu'est-ce que tu voudrais?
- Use the phrase je voudrais in appropriate contexts.
- Create sentences using the language j'adore/ je déteste … mais je voudrais.
- Practise opinion phrases j'adore/ je déteste …
- Practise extending sentences with mais.
- Learn the high frequency phrase c'est.
- Learn some new animal nouns.
- Ask questions with c'est qui?
- Extend sentences with et and aussi.

11: Numbers 1-15
12: Days of the week
13: Revision and raps
14: Assessment & rap performance
15: Paris

- Revise numbers 1-10
- Learn numbers 11-15.
- Learn how to pronounce the nasal phoneme on.
- Revise j'adore/et toi?
- Learn days of the week.
- Learn how to pronounce the r phoneme correctly.
- Revise days of the week.
- Create a rap based on much of the language they have covered in Y3 in French.
- Perform a rap based on much of the language they have covered in Y3 in French.
- Complete an assessment in the different language skills, if desired.
- Revise opinions and connectives.
- Learn about location of Paris.
- Learn about four famous Paris landmarks.

PSHE/SMSC	**Jigsaw Scheme of Work** **Being Me in My World** *Setting personal goals *Self-identity and worth *Positivity in challenges *Rules, rights and responsibilities *Rewards and consequences *Responsible choices *Seeing things from others' perspectives **Celebrating Difference** *Families and their differences *Family conflict and how to manage it *Witnessing bullying and how to solve it *Recognising how words can be hurtful *Giving and receiving compliments		**Jigsaw Scheme of Work** **Dreams and Goals** *Difficult challenges and achieving success *Dreams and ambitions *New challenges *Motivation and enthusiasm *Recognising and trying to overcome obstacles *Evaluating learning processes *Managing feelings *Simple budgeting **Healthy Me** *Exercise *Fitness challenges *Food labelling and healthy swaps *Attitudes towards drugs *Keeping safe and why it's important online and off-line scenarios *Respect for myself and others *Healthy and safe choices		**Jigsaw Scheme of Work** **Relationships** *Family roles and responsibilities *Friendship and negotiation *Keeping safe online and who to go to for help *Being a global citizen *Being aware of how my choices affect others *Awareness of how other children have different lives *Expressing appreciation for family and friends **Changing Me** *How babies grow *Understanding a baby's needs *Outside body changes *Inside body changes *Family stereotypes *Challenging my ideas *Preparing for transition