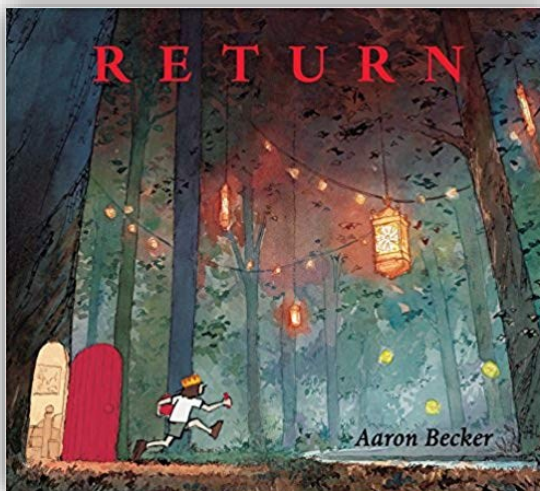


Maths

Number and Place Value / Addition and Subtraction

- ♦ Count from 0 in multiples of 4,8,50 and 100; finding 10 or 100 more or less than a given number
- ♦ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- ♦ Compare and order numbers up to 1000
Identify, represent and estimate numbers using different representations
- ♦ Read and write numbers up to 1000 in numerals and in words
- ♦ Add and subtract numbers with up to three digits, mentally and using formal written methods

Year 3 Curriculum Map Kingsley Primary School Autumn 1



Be Kind Be safe Be Respectful

English

Text—Return By Aaron Becker

Writing Outcomes— Setting Description & Travel Report

- ♦ Discussing words and phrases that capture the reader's interest and imagination
- ♦ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ♦ Ask questions to improve their understanding of a text
- ♦ Identify how language, structure, and presentation contribute to meaning
- ♦ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ♦ organising paragraphs around a theme
- ♦ In narratives, creating settings, characters and plot
- ♦ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Religious Education

Key Strand - Believing

Big Question: What do different people believe about God?

- ♦ Seeing is Believing – is it?
- ♦ What do Christians believe about God?
- ♦ What do I think about believing in God?
- ♦ What do the stories of Moses and the Burning Bush tell us about God in Christianity?
- ♦ What do Muslims believe about Allah?
- ♦ What do Muslims believe about the Holy Qur'an?

Geography

Local Area Study – Contrasting Local Area

- ♦ Compare different parts of areas
- ♦ Use ordnance survey symbols
- ♦ Draw basic maps, including appropriate symbols and pictures to represent places or features.
- ♦ Use 4 figure grid references and 4 figure compass directions.
- ♦ Create a simple scale drawing.
- ♦ Use standard symbols and understand the importance of a key

Science

Topic – Rocks and Soils

- ♦ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- ♦ Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- ♦ Recognise that soils are made from rocks and organic matter

Work scientifically by Year 3:

- ♦ Asking relevant questions and using different types of scientific enquiries to answer them
- ♦ Setting up simple practical enquiries, comparative and fair tests
- ♦ Make systematic and careful observations and, where appropriate, taking accurate measurements
- ♦ Gather, record, classify and present data in a variety of ways to help answering questions

Be Kind Be safe Be Respectful

P.E.

Dodgeball

In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are taught the importance of being honest whilst playing to the rules.

Outdoor Adventurous Activities

OAA allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes.

Design Technology

Focus: Structures (Bridge Building)

Designing

- ♦ Generate realistic ideas and design criteria collaboratively through discussion,
- ♦ 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.

Evaluating

- ♦ Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.

PSHE

Relationships—How Can We Be a Good Friend?

- ♦ How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- ♦ How to recognise if others are feeling lonely and excluded and strategies to include them
- ♦ How to build good friendships, including identifying qualities that contribute to positive friendships
- ♦ How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

Computing

Information Technology Composing Emails

Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.

Trip / Visitor

English

As Creatives – Reading Visitor
CSI: Bookmark Literacy Workshop

Spanish

Self, family and friends

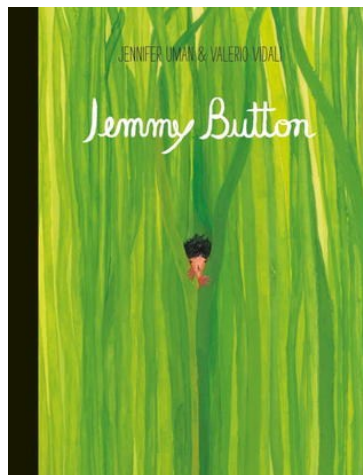
Name, age, feelings, where you live
Numbers 1-10 (in and out of sequence)
Body Parts with definite article
Colours

Maths

Multiplication and division / Fractions

- ♦ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- ♦ Write and calculate mathematical Statements for multiplication and division using the multiplication tables that they know,.
- ♦ *Count up and down in tenths*; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10
- ♦ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- ♦ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- ♦ Recognise and show, using diagrams, equivalent fractions with small denominators
- ♦ Compare and order unit fractions, and fractions with the same denominator

Year 3 Curriculum Map Kingsley Primary School Autumn 2



Be Kind Be safe Be Respectful

English

Text- Jemmy Button by Valerio Vidal

Writing Outcomes: Return Story & Letters

- ♦ Identify themes and conventions in a wide range of books
- ♦ Identify main ideas drawn from more than one paragraph and summarising these
- ♦ Identifying how language, structure, and presentation contribute to meaning
- ♦ Use and punctuating direct speech
- ♦ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ♦ Use conjunctions, adverbs and prepositions to express time and cause
- ♦ Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)

Religious Education

Key Strand - Believing

Big Question: What do different people believe about God?

- ♦ How do Hindu people show what they believe about gods and goddesses?
- ♦ What are three of the gods of the Hindu way especially important?
- ♦ What difference does it make to life if you believe there is no God?
- ♦ What is a humanist?
- ♦ What are the similarities and differences between different ideas about God?

History

Topic: Stone Age to Iron Age

Historical Focus: Changes in Britain from Stone Age to Iron Age

- ♦ Learn how people lived during the Stone Age.
- ♦ Understand how life changed from the Stone Age to the Bronze Age.
- ♦ Use evidence to learn about people, buildings and life in the past.
- ♦ Use timelines to put important historical events in order.

Science

Light

- ◆ 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 an opaque object
- ◆ Find patterns in the way that the size of shadows change.

Work scientifically by Year 3:

- ◆ Asking relevant questions and using different types of scientific enquiries to answer them
- ◆ Setting up simple practical enquiries, comparative and fair tests.
- ◆ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ◆ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Be Kind Be safe Be Respectful

P.E.

Hockey

Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score.

Dance

Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback

Art and Design

Topic: Art—Cave Paintings

- ◆ To know when cave paintings were made and what they represent.
- ◆ To know when and where cave paintings were discovered.
- ◆ To know how to mix brown paint from primary colours and create different hues, tints and shades.
- ◆ To use different techniques for pastel/charcoal/fine liner work which creates different effects - draw with the end of the pastel, using the edge of the pastel, cross hatching and blend pastels.
- ◆ To know how to create a watercolour wash as the background to own 'cave painting'.
- ◆ To use a mixture of materials to create different effects when drawing (pen, pastel, chalk, charcoal, paint).

PSHE

Health and Well Being—What keeps us safe?

- ◆ Recognise dangers and risks and know how to stay safe.
- ◆ Understand body safety, personal boundaries and when to tell a trusted adult.
- ◆ Follow health, hygiene and medicine safety routines.
- ◆ Know what to do for minor injuries and emergencies, including calling for help.

Music

Ballads

- ◆ Identify the key features of a ballad and perform a ballad using actions.
- ◆ Sing in time and in tune with a song and incorporate actions.
- ◆ Retell a summary of an animation's story.
- ◆ Write a verse with rhyming words which tell part of a story.
- ◆ Perform their lyrics fluently and with actions.

Computing

Computer Science

Introduction to Scratch

Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects

Trip / Visitor

Science

Hands on Science Workshop Light

Spanish

School Life

Objects in pencil case with indefinite article
Classroom instructions (basic)
Numbers 1-20 (in and out of sequence, number bonds to 20)
Further colours including written words—linked to Christmas

Maths

Measurement

- ◆ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- ◆ Measure the perimeter of simple 2-D shapes
- ◆ Add and subtract amounts of money to give change, using both £ and p in practical contexts
- ◆ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- ◆ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight
- ◆ Know the number of seconds in a minute and the number of days in each month, year and leap year
- ◆ Compare duration of events, for example to calculate the time taken by particular events or tasks

Year 3 Curriculum Map Kingsley Primary School Spring 1



Be Kind Be safe Be Respectful

English

Text— Seen and Not Heard Katie May Green

Writing Outcomes- Character Narrative & Instructions

- ◆ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ◆ Identifying how language, structure and presentation contribute to meaning
- ◆ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ◆ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ◆ Organising paragraphs around a theme
- ◆ In narratives, creating settings, characters and plot
- ◆ Assessing the effectiveness of their own and others' writings and suggesting improvements
- ◆ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Religious Education

Key Strand: Expressing

Big Question: Why are festivals important to religious communities?

- ◆ Understand why festivals and celebrations are important.
- ◆ Learn what Christians celebrate at Easter.
- ◆ Understand the importance of Diwali to Hindus.
- ◆ Learn why Muslims celebrate the end of Ramadan
- ◆ Understand why Jewish people celebrate Pesach.

History

Topic: The Romans

Historical Focus: The Roman Empire and its impact on Britain

- ◆ Learn about Julius Caesar, Boudicca and the Roman invasion of Britain.
 - ◆ Understand how the Romans changed Britain and influenced life today.
 - ◆ Use evidence to learn about Roman life, culture and leisure.
 - ◆ Put important Roman events and dates in chronological order.
- Explore different accounts of history and communicate ideas about the past.

Science

Animals Including Humans

- ◆ 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.
- ◆ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- ◆ Asking relevant questions and using different types of scientific enquiries to answer them.
- ◆ Setting up simple practical enquiries, comparative and fair tests

Work scientifically by Year 3:

- ◆ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ◆ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Be Kind Be safe Be Respectful

P.E.

Fitness

pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness.

Gymnastics

pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow.

Art and Design

Topic: Silhouette Pictures

Artists: Auguste Edouart (compare with Sumuyya Khader)

- ◆ A silhouette is a 2D representation of the outline of an object, as a cut-out or drawing, filled in with black, especially a black-paper.
- ◆ To study the work of Auguste Edouart, commenting on the features, similarities and differences and subject matter of his work.
- ◆ Contrast the work of Auguste Edouart to that of a more recent artist who works in silhouette, such as Sumuyya Khader.
- ◆ Experiment with layering of silhouettes to create movement and/or perspective.
- ◆ Create a watercolour wash for the background of their final piece, mixing and blending colours to contrast with the silhouette.

PSHE

Relationships—What are families like?

- ◆ Understand that families can be different.
- ◆ Recognise how families share special times and experiences.
- ◆ Understand how family members care for each other.
- ◆ Know who to ask for help if family life causes worry or feels unsafe.

Music

Developing Singing Techniques

- ◆ Move and sing together as a team.
- ◆ Recognise minims, crotchets and quavers.
- ◆ Perform and combine simple rhythms.
- ◆ Add sound effects using percussion.
- ◆ Perform confidently and in time.
- ◆ Suggest ways to improve the performance.

Computing

Computer Science

Prediction and Debugging

Pupils will learn how to use prediction when coding to test and debug written programs.

Trip / Visitor

History

DEVA Roman Discovery Day

Spanish

Days and months

1-10 (R/W)

1-31 (Odd and Even)

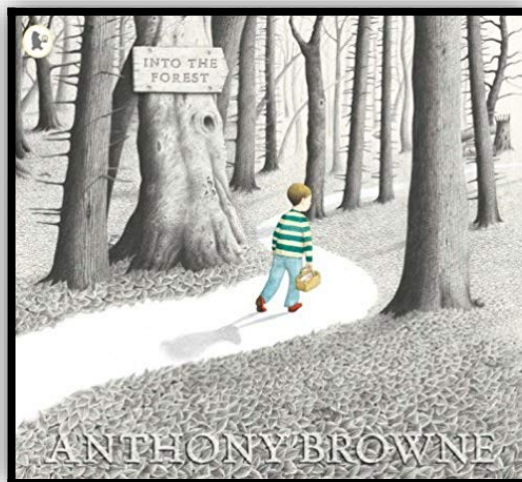
Birthdays (saying own and others)

Maths

Properties of Shape

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

Year 3 Curriculum Map Kingsley Primary School Spring 2



Be Kind Be safe Be Respectful

English

Text: Into the Forest by Anthony Browne

Writing Outcomes: Lost Narrative and Newspaper Report

- ◆ Use commas after fronted adverbials
- ◆ Indicate possession by using the possessive apostrophe with plural nouns
- ◆ Use and punctuating direct speech
- ◆ 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
- ◆ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Religious Education

Key Strand: Expressing

Big Question: Why are festivals important to religious communities?

- ◆ Understand why festivals and celebrations are important.
- ◆ Learn what Christians celebrate at Easter.
- ◆ Understand the importance of Diwali to Hindus.
- ◆ Learn why Muslims celebrate the end of Ramadan
- ◆ Understand why Jewish people celebrate Pesach

Geography

Topic—Rivers and the Water Cycle

Geographical Focus—Describe and understand key aspects of physical geography including rivers and the water cycle.

- ◆ Name and locate UK geographical regions and features, including hills, mountains, valleys, rivers, coasts and plains
- ◆ Use maps, atlases, globes and digital/computer mapping to locate places and describe the features studied.
- ◆ Recognise and explain important river features including tributary, confluence, meander, floodplain, oxbow lake, source and mouth

Science

Plants

Pupils should be taught to:

- ◆ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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
- ◆ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Be Kind Be safe Be Respectful

Art and Design

Topic: Printing

Artist: William Morris

- ◆ Research and respond to the works of William Morris.
- ◆ Experiment with types of relief printing (lino and/or block printing) and intaglio printing (collagraph printing) to imitate the work of William Morris.
- ◆ Experiment with composition involving patterns – repeated pattern, half drop, full drop and random positioning of print.
- ◆ Choose preferred printing method to create their own print using repeated pattern inspired by William Morris.

P.E.

Netball

Pupils will develop their throwing and catching skills. They will learn to use a range of different passes to keep possession & attack towards goal. Pupils will learn about defending and attacking play as they start to play even-sided versions of High 5 Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.

Gymnastics

Pupils focus on improving the quality of their movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop performance skills considering the quality and control of their actions.

PSHE

Living in the Wider World - What Makes a Community

- ◆ How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- ◆ What is meant by a diverse community; how different groups make up the wider/local community around the school
- ◆ How the community helps everyone to feel included and values the different contributions that people make
- ◆ How to be respectful towards people who may live differently to them

Computing

Information Technology

Altering Media

Pupils to look at the skills behind taking a good photograph and how these photos can be edited in various ways.

Trip / Visitor

Religious Education

Liverpool Cathedral

Spanish

Animals and Home Environments

Zoo Animals descriptions (singular adjectival agreement)

Dear zoo story (join in with simple repetitive sentences)

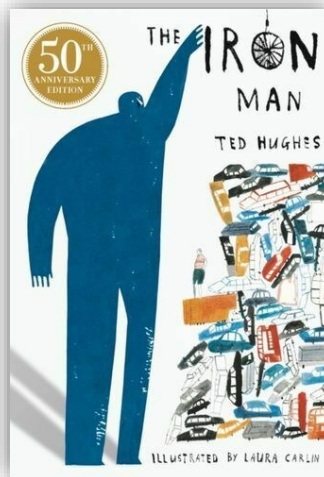
1-39 (count in 2s)

Maths

Statistics

- ♦ Interpret and present data using bar charts, pictograms and tables
- ♦ Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables

Year 3 Curriculum Map Kingsley Primary School Summer 1



Be Kind Be safe Be Respectful

English

Text— The Iron Man by Ted Hughes & Chris Mould

Writing Opportunities: Approaching Threat Narrative and Explanation

- ♦ 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 .
- ♦ Organise paragraphs around a theme
- ♦ In narratives, create settings, characters and plot
- ♦ Use conjunctions, adverbs and prepositions to express time and cause
- ♦ Use fronted adverbials

Religious Education

Key Strand - Living

Big Question: What does it mean to be a Christian in Britain today?

- Understand what it means to be a Christian in Britain today.
- Explore how Christians show their beliefs at home and church.
- Learn how Christians use music and Holy Communion in worship.
- Understand how Christians support their local community.
- ♦ Explore how Christian beliefs can inspire people to stand against injustice.

History

Topic: A Sporting City

Historical focus: A local history study

- ♦ Learn about Liverpool's football clubs, Anfield and the Grand National.
- ♦ Use evidence to learn about buildings and their uses in the past.
- ♦ Use dates and historical terms to describe events.
- ♦ Share ideas about the past in different ways.
- ♦ Ask questions and find answers about the past.

Science

Forces and Magnets

Pupils should be taught to:

- ♦ 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.

Be Kind Be safe Be Respectful

P.E.

Badminton

Pupils develop key badminton skills including serving, striking and controlling the shuttlecock. They learn to move effectively around the court, play simple rallies and apply basic tactics when playing with others.

Athletics

Pupils develop running, jumping and throwing techniques through a range of challenges. They work on improving their speed, distance, height and accuracy, while learning to measure, time and record their performances.

Design Technology

Topic: Mechanical System

Focus: - Levers and linkages

- ♦ Generate ideas and create design criteria based on the user's needs.
- ♦ Use labelled sketches and prototypes to develop and share ideas.
- ♦ Plan the main stages of making in the correct order.
- ♦ Choose and use suitable tools and techniques to cut, shape, join and finish materials.
- ♦ Explore and analyse products that use levers and linkages.
- ♦ Evaluate and improve their product against the design criteria and user's needs.

PSHE

Health and Well Being - Why Should We Eat Well and Look After Our Teeth

- ♦ Understand the importance of a healthy, balanced diet.
- ♦ Know how to look after teeth, including brushing and visiting the dentist.
- ♦ Understand how food and drink choices affect health.
- ♦ Know where to get help and advice about healthy eating and dental care.

Music

Melodies and Composition

- ♦ Match their movements to the music, explaining why they chose these movements.
- ♦ Accurately notate and play a pentatonic melody.
- ♦ Play their part in a composition confidently.
- ♦ Work as a group to perform a piece of music.

Computing

Computer Science

Inside a computer

Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years.

Trip / Visitor

History

Anfield Stadium Tour

Spanish

Leisure

Sports 1 aand opinions (simple sentences)

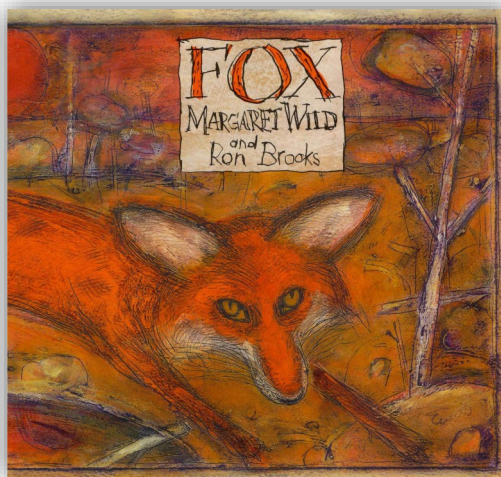
1-39 (random order / backwards)

Maths

Continuous Objectives

- ◆ Solve number problems and practical problems involving the ideas from number and place value
- ◆ Estimate the answer to a calculation and use inverse operations to check answers
- ◆ Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction
- ◆ Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects
- ◆ Solve problems involving fractions

Year 3 Curriculum Map Kingsley Primary School Summer 2



Be Kind Be safe Be Respectful

English

Text— Fox by Margaret Wild and Ron Brooks Writing Opportunities— Fable Narrative and Persuasion

- ◆ Discuss words and phrases that capture the reader's interest and imagination
- ◆ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ◆ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ◆ Use and punctuating direct speech
- ◆ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ◆ Use the present perfect form of verbs in contrast to the past tense
- ◆ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Religious Education

Key Strand - Living

Big Question: What does it mean to be a Christian in Britain today?

- ◆ Understand what it means to be a Christian in Britain today.
- ◆ Explore how Christians show their beliefs at home and church.
- ◆ Learn how Christians use music and Holy Communion in worship.
- ◆ Understand how Christians support their local community.
- ◆ Explore how Christian beliefs can inspire people to stand against injustice.

Geography

Topic—Costa Brava

Geographical Focus—Understand geographical similarities and differences through the study of human and physical geography of Costa Brava a region in a European country

- ◆ Locate countries in Europe and identify their physical and human characteristics
- ◆ Understand latitude, longitude and the Equator
- ◆ Describe aspects of physical and human geography
- ◆ Use maps, atlases, globes and digital mapping to locate places and describe their

Science

Revisit and Review

Rocks and Soils
Light
Animals Including Humans
Plants
Forces and Magnets

Be Kind Be safe Be Respectful

P.E.

Rounders

Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.

Athletics

Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.

Design Technology

Topic: Food

Focus: Healthy and Varied Diet

- ◆ Design appealing products for a particular user based on simple design criteria
- ◆ Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- ◆ Communicating their ideas through talk and drawings.
- ◆ Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- ◆ Select from a range of apples according to their characteristics e.g. colour, texture and taste to create a chosen product.
- ◆ Taste and evaluate a range of fruit and vegetables to determine the intended user's preference.
- ◆ Evaluate ideas and finished products against design criteria, including intended user and purpose.

PSHE

Health and Well Being—Why should we keep active and sleep well

- ◆ How regular physical activity benefits bodies and feelings
- ◆ How to be active on a daily and weekly basis - how to balance time online with other activities
- ◆ How to make choices about physical activity, including what and who influences decisions
- ◆ How the lack of physical activity can affect health and well-being
- ◆ How lack of sleep can affect the body and mood and simple routines that support good quality sleep
- ◆ How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Computing

Information Technology / Digital Literacy

Publishing Online

Content Pupils will be introduced to graphic design, marketing, and will develop their publishing skills.

Trip / Visitor

Design Technology

Food for Thought

Spanish

- ◆ Jungle animals
- ◆ Exotic fruits and opinions
- ◆ Handa's surprise (performance: simple repetitive sentences)
- ◆ 1-39 (calculations—halving / doubling)