

Curriculum Intent & Progression Document

YEAR 3

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: Emma Glover

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent: YEAR 3 (2022-23)

Year 3 English Reading					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class text: 'The Stone Age Boy' by Satoshi Kitamura Poetry 'Literacy Shed + VIPERS' - 'Leon and the Place Between' by Angela McAllister;	Class text: 'The Iron Man' by Ted Hughes 'Literacy Shed + VIPERS' - 'The Tunnel' by Anthony Browne	Class texts: 'The Street Beneath my Feet' by Charlotte Guillain. 'When The Giant Stirred; Legend of a Volcanic Island' by Celia Godkin 'Literacy Shed + VIPERS' - 'The Bear and the Piano' by David Litchfield	Class text: 'Medusa's Curse' by AJ Hunter Poetry 'Literacy Shed + VIPERS' - 'Leo and The Gorgon's Curse' by Joe Todd-Stanton	Class text: '101 Dalmatians' by Dodie Smith 'Literacy Shed + VIPERS' - 'Young, Gifted and Black' by Jamia Wilson	Class texts: 'A River' by Marc Martin 'Journey' by Aaron Becker 'Tuesday' by David Weisner 'Literacy Shed + VIPERS' - 'An alien in the Jam Factory' by Chrissie Sands

Reading Objectives

Children will:

- Know how to develop positive attitudes to reading and understanding of what they read by:
 - Knowing how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Knowing that reading books that are structured in different ways and reading for a range of purposes
 - Knowing how to use dictionaries to check the meaning of words that they have read
 - Know, with increasing their familiarity, a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - Knowing how to identify themes and conventions in a wide range of books
 - Knowing how to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - Knowing how to discuss words and phrases that capture the reader's interest and imagination
 - Knowing how to recognise some different forms of poetry [for example, free verse, narrative poetry]
- Know how to understand what they read, in books they can read independently, by:
 - Knowing how to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - Knowing how to ask questions to improve their understanding of a text

- Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Knowing how to predict what might happen from details stated and implied
- Knowing how to identify main ideas drawn from more than one paragraph and summarising these
- Knowing how to identify how language, structure, and presentation contribute to meaning
- Know how to retrieve and record information from non-fiction
- Know how to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading Statement

Children accessing the Year 3 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 3 curriculum will be provided with a reading book which will be selected by the children from our extensive lower key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension.

In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

For children not yet able to access the Year 3 curriculum, phonics, reading (decoding) and comprehension will be taught through our 'Read, Write, Inc' programme. This will include the provision of reading books to match their phonic level.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 3 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 3 book spine are:

Classic Texts

Five children and It - Lucy M Boston

A Bear called Paddington – Michael Bond

How the Camel got his Hump – Rudyard Kipling

Non-linear Texts

Nim's Island – Wendy Orr

The Legend of Captain Crow's Teeth – Eoin Culfer

Complexity of Narrator

George's Marvellous Medicine – Roald Dahl

The Sheep Pig – Dick King Smith

The Midnight Fox – Betsy Briars

Figurative Texts

The Tin Forest – Helen Ward

Journey – Aaron Becker

Resistant Texts

The Mysteries of Harris Burdick - Chris Van Allsburg

Cloud Busting - Malorie Blackman

Non-fiction Texts

The Street Beneath my Feet - Charlotte Guillian

A Moment in Time: A perpetual picture atlas – Thomas Hegbrook

Great Women Who Changed the World – Kate Pankhurst

Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers
- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication.

English Writing

Fiction: Diary – historical Non-fiction: Biography of Roald Dahl	Fiction: Fantasy narrative inc. character and setting work. Poetry: Catholic Christmas calligrams.	Non-fiction: Explanation text.	Fiction: Myths and Legends inc. character and setting work.	Non-fiction: Informal letter Advert – wanted poster Poetry: Villainous verses	Non-fiction: Recount – river trip Instructions
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Handwriting

Children will:

- Know how to 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
- Know how to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Grammar

Children will:

- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

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- Know how to use the present perfect form of verbs in contrast to the past tense
- Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Know how to use conjunctions, adverbs and prepositions to express time and cause
- Know how to use fronted adverbials
- Know how to indicate grammatical and other features by:
 - Knowing how to use commas after fronted adverbials
 - Knowing how to indicate possession by using the possessive apostrophe with plural nouns
 - Knowing how to use and punctuate direct speech
- Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- Know how to use headings and sub-headings to aid presentation
- Know how to form nouns using a range of prefixes, including super -, anti-, auto-

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Vocabulary

Key stage 1 vocabulary plus: Preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel inverted commas, speech marks, word families

Spelling

L1 & 2: Adding the prefixes dis- and in- L3 & 4: Adding the prefix im- to root words beginning with m or p L5 & 6::Adding the suffix -ous	L1& 2: Adding the suffix -ly (<i>to adjectives to form adverbs</i>) L3 & 4: Words ending in -ture L5 & 6: Adding -ation to verbs to form nouns	L1& 2: Words with the c sound spelt ch L3 & 4: Words with the sh sound spelt ch L5 & 6: Adding the suffix -ion (<i>to root words ending in t or te</i>)	L1& 2: Adding the suffix -ian (<i>to root words ending in c or cs</i>) L3 & 4: Adding the prefix re- L5 & 6: Adding the prefix anti-	L1& 2: Adding the prefix super- L3 & 4: Adding the prefix sub- L5 & 6: Revision	Revision of all units.
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MATHS

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Number: Place Value L1: know how to represent numbers to 100. L2: know how to use tens and ones using addition. L3: know how to represent numbers to 1000. L4: know the value of 100s, 10s and 1s. L5: know how to use a number line to 1000. L6: know how to find 1, 10 and 100 more or less than a given number. L7: know how to compare objects and numbers to 1000. L8: know how to order numbers. L9: know how to counts in 50s.</p>	<p>Number: Addition and Subtraction L10: know how to subtract a 2-digit number from a 3-digit number (crossing 10 or 100) L11: know how to add two 3-digit numbers (not crossing 10 or 100). L12: know how to add two 3-digit numbers (crossing 10 or 100). L13: know how to subtract a 3-digit number from a 3-digit number (no exchange). L14: know how to subtract a 3-digit number from a 3-digit number (exchange). L15: know how to estimate and check answers to calculations.</p>	<p>Number: Multiplication and Division L1: know how to consolidate 2, 4 and 8 times tables. L2: know how to compare statements. L3: know how to find related calculations. L4: know how to multiply 2-digits by 1-digit (1). L5: know how to multiply 2-digits by 1-digit (2). L6: know how to divide 2-digits by 1-digit (1). L7: know how to divide 2-digits by 1-digit (2). L8: know how to scale numbers. L9: know how to find how many ways you can make a number.</p> <p>Measurement: Money</p>	<p>Measurement: Perimeter L1: know how to measure length. L2: know how to measure length (m). L3: know how to find equivalent lengths (m and cm). L4: know how to find equivalent lengths (mm and cm). L5: know how to compare lengths. L6: know how to add lengths. L7: know how to subtract lengths. L8: know how to measure perimeter. L9: know how to calculate perimeter.</p> <p>Number: Fractions L1: know how to recognise and find a half.</p>	<p>Number: Fractions L1: know how to make the whole. L2: know how to count in tenths. L3: know how to convert tenths into decimals. L4: know how to represent fractions on a number line. L5: know to find fractions of a set of objects. L6: know how to find equivalent fractions. L7: know how to compare fractions. L8: know how to order fractions. L9: know how to add and subtract fractions (same denominator).</p> <p>Measurement: Time L1: know how to tell the time (o'clock/ half past/</p>	<p>Geometry: Properties of Shape L1: know what turns and angles are. L2: know how to find right angles in shapes. L3: know how to compare angles. L4: know what horizontal and vertical mean. L5: know what parallel and perpendicular mean. L6: know how to recognise and describe 2D and 3D shapes.</p> <p>Measurement: Mass and Capacity L1: know how to compare mass. L2: know how to measure mass. L3: know how to compare mass.</p>

<p>Number: Addition and Subtraction L1: know how to add and subtract multiples of 100. L2: know how to add and subtract 3-digit and 1-digit numbers (not crossing 10). L3: know how to add 2-digit/ 3-digit and 1-digit numbers (crossing 10). L4: know how to subtract a 1-digit number from a 2-digit/ 3-digit number (crossing 10). L5: know how to add and subtract 3-digit and 2-digit numbers (not crossing 100). L6: know how to add and subtract 3-digit and 2-digit numbers (crossing 100). L7: know how to add and subtract 100s, spotting patterns. L8: know how to add a 2-digit number and 3-digit numbers (crossing 10 or 100). L9: know how to subtract a 2-digit</p>	<p>Number: Multiplication and Division L1: know how to multiply using equal groups. L2: know the multiplication symbol and how to use arrays. L3: know the 2 times table and divide by 2. L4: know the 5 times table and divide by 5. L5: know how to make equal groups using sharing. L6: know how to make equal groups using grouping. L7: know how to divide by 10. L8: know how to multiply by 3. L9: know how to divide by 3. L10: know how to multiply and divide by 4. L11: know how to multiply by 8. L12: know how to divide by 8.</p>	<p>L1: know how to count money in pounds and pence. L2: know how to convert pounds and pence. L3: know how to add money. L4: know how to subtract money and give change.</p> <p>Statistics L1: know how to make tally charts. L2: know how to draw pictograms (2, 5 and 10). L3: know how to interpret pictograms (2, 5 and 10). L4: know how to explore pictograms. L5: know how to explore bar charts. L6: know how to explore tables.</p>	<p>L2: know how to recognise and find a quarter. L3: know how to recognise and find a third. L4: know the difference between unit and non-unit fractions. L5: know the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. L6: know how to count in fractions.</p> <p>Consolidation and Assessment</p>	<p>quarter past/ quarter to). L2: know months and years. L3: know how to tell the time to 5 minutes. L4: know how to tell the time to the minute. L5: know how to use am and pm. L6: know how to use the 24-hour clock. L7: know how to find and compare durations. L8: know how to find start and end times. L9: know how to measure time in seconds.</p>	<p>L4: know how to add and subtract mass. L5: know how to compare volume. L6: know how to measure capacity. L7: know how to compare capacity. L8: know how to add and subtract capacity. L9: know what temperature is.</p> <p>Consolidation and Assessment</p>
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number from a 3-digit number (crossing 10 or 100)					
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VOCABULARY

<p>Number: Place Value Hundreds, tens, ones, zero, greater than, less than, order, more, less, partition, digit</p>	<p>Number: Addition and Subtraction Add, total, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, exchange, estimate, inverse operation, solve problems, number facts, place value</p>	<p>Number: Multiplication and Division Times tables, multiply by, divide by, array, fact families, regrouping</p>	<p>Measurement: Perimeter Metre (m), centimetre (cm), millimetre (mm), height, length, width, perimeter, further, furthest, higher, highest, longer, longest, shorter, shortest, taller, tallest</p>	<p>Number: Fractions Numerator, denominator, unit fraction, non-unit fraction, equivalent, halves, thirds, quarters, fifths, sixths, eighths, tenths, decimal tenths</p>	<p>Geometry: Properties of Shape Quarter turn, half turn, three-quarter turn, angle, right angle, acute, obtuse, horizontal, vertical, parallel, perpendicular, polygon, two-dimensional, three-dimensional, flat face, curved surface, edge, curved edge, vertex, vertices, apex, heptagon, octagon, tetrahedron</p>
<p>Number: Addition and Subtraction Add, total, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction,</p>	<p>Number: Multiplication and Division Times tables, multiply by, divide by, array, fact families, regrouping</p>	<p>Measurement: Money Amount, change, coin, combinations, convert, note, pence, penny, pounds, value</p>	<p>Number: Fractions Numerator, denominator, unit fraction, non-unit fraction, equivalent, halves, thirds, quarters, fifths, sixths, eighths, tenths, decimal tenths</p>	<p>Measurement: Time 12-hour time, 24-hour time, roman numerals, analogue, digital, hours, minutes, seconds, o'clock, half past, quarter past, quarter to, midday, midnight, noon</p>	<p>Measurement: Mass and Capacity Mass, gram, kilogram, capacity, volume, millilitre, litre, lighter, heavier</p>

exchange, estimate, inverse operation, solve problems, number facts, place value					
		Statistics Data, pictogram, symbol, bar chart, horizontal axis, vertical axis, axes, scale, intervals, table, interpret			

RE/RSE				
Journey In Love: How we live in love.				
PENTECOST 2				
Children will...				
LO: I will know what makes a good friend. I will know that God is our best friend.				
<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
<p>Focus on ways of growing healthily and keeping safe.</p> <p>Look at photos of themselves taken over the years and notice changes.</p> <p>Who takes care of me? How do I look after myself? e.g. Safety, crossing the road, healthy eating. How am I changing?</p> <p>Pause, reflect and prayer.</p>	<p>List the people who care for you at home, at school and in the community.</p> <p>Look at ways of making and keeping a friend.</p> <p>How do friendships make us feel happy and secure? Who would you turn to if you didn't feel safe in a friendship? What is the difference between a relative, a friend and an acquaintance? What might be the best way to resolve conflict in friendships?</p>	<p>Read a story highlighting how a friend feels when they are not helped.</p> <p>Compose a friendship promise.</p> <p>How do you feel when a friend is not there for you? How do your friends feel when you are not there for them? How could you be a more supportive friend? How would you respond to an adult you did not know who made you feel uncomfortable or unsafe?</p>	<p>Consider the meaning of 'personal space'.</p> <p>Discuss the differences between being alone and being lonely.</p> <p>How important is it to have 'personal space'? Why would we need personal space? What could we do in this time? Can you recognise the difference between being alone and being lonely?</p> <p>Pause, reflect and prayer.</p>	<p>Share a sign of peace and friendship.</p> <p>Read the Scripture reading about Zacchaeus.</p> <p>How does the gift of the Sacrament of reconciliation help restore friendship with God and others? How can I forgive and include others like Jesus? How can these words inspire, help and guide us to improve our friendships? What bible stories teach us about the beauty of forgiveness?</p>

	<p>Healthy friendships make people feel included; how should we react if we see others feel lonely or excluded?</p> <p>Pause, reflect and prayer.</p>	<p>What are the qualities of a true friend? How can friendships change? What things trigger disagreements between friends and within friendship groups? How do these make people feel?</p> <p>Pause, reflect and prayer.</p>		<p>What does the phrase 'to err is human, to forgive divine' mean to you? St Francis De Sales said 'a quarrel between friends when made up, adds a new tie to the relationship.' How would you explain this to your friends and others? Link to being a Missionary Disciple.</p> <p>Pause, reflect and prayer.</p>
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VOCABULARY

God-given, community, belonging, family, diverse, father/mother, carer/guardian, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful, community, changing, difference, lonely, alone, forgiving.

HISTORY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Changes in Britain- Stone age to Iron age.</p> <p>L1: Know where to place the stone age on a timeline; to know what humans needed for survival in the stone age. L2: Know what was discovered at Skara Brae and know why this is important.</p>		<p>Ancient Greece.</p> <p>L1: Know where to place the ancient Greeks on a timeline; know where Greece is on a world map and to know what the ancient Greeks are famous for. L2/3: Know what daily life was like in ancient Greece including clothing and schooling.</p>		<p>Romans</p> <p>L1: Know where to place the Romans on a timeline; know where Rome is on the map and know the extent of the Roman empire. L2: Know the key facts about the Roman invasion of Britain. L3: Know that Romans constructed a road network and to know</p>	

<p>L3: Know what Stonehenge is and how it gives us different answers about the past. L4: Know where to place the bronze age on a timeline; know the impact of copper mining on bronze age people. L5: Know where to place the iron age on a timeline; to know how and why hillforts were develop in the iron age. L6: Know who the Iron age Druids were and how they give us different answers about the past.</p>		<p>L4: Know that Ancient Greeks had many Gods and Goddesses. L5/6: Know that the Olympics originated in Ancient Greek times; know some similarities and differences between the Olympic games then and now.</p>		<p>some of the main Roman settlements in England. L4: Know when, how and why Hadrian's wall was built. L5: Know about daily life in Roman Britain with particular regards to Roman Baths and the water system. L6: Know about the religious beliefs of the Romans and some of their Gods and Goddesses.</p>	
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VOCABULARY

<p>lint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source, Skara Brae, prehistoric, dwelling, inhabited, artefacts, Neolithic, Stonehenge, excavations, archaeological, livestock, mining, copper, bronze, alloy, earthwork, Celt, Druid, sacrifice, copper, chronological, roundhouse, hillfort, offering.</p>		<p>ancient, civilisation, empire, trade, timeline, chronology, chronologically, BC, AD, similarities, differences, gods, goddesses, beliefs, altar, temple, era religion, priests, immortal, mortal, myths.</p>		<p>Roman empire, Rome, emperor, invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, highway, Hadrian, turret, milecastle, fort, Picts, Gods, goddesses, ritual, sacrifice, worship, festival, superstition, prayer, Roman baths, tepidarium, frigidarium,</p>	
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				caldarium, springs, strigil, aqueduct, hypocaust, Boudicca, Iceni, legion, great bath	
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GEOGRAPHY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<p><u>Volcanoes, Earthquakes and Tsunamis-</u></p> <p>L1: know the main layers of soil and the main layers of earth L2: know what tectonic plates are and that they move; know how a volcano is formed and know the names of the parts of a volcano. L3: know where most volcanos are located; know the terms active dormant and extinct in relation to volcanoes. L4: know why some people may choose to live near a volcano. L5: know why and where earthquakes happen; know what the effects of an earthquake are.</p>		<p><u>UK-</u></p> <p>L1: know the difference between GB and the UK; know the 8 compass points and to use these to locate cities in the UK. L2: know some of the major rivers in the UK. L3: know what a county is; know the name of our county and what we are famous for (food, landmarks, people). L4: know how to topographical map and know how to locate the main areas of hills and mountains in the UK; know what the weather might be like up a mountain. L5: know how London has changed overtime</p>		<p><u>Land Use-</u></p> <p>L1: Fieldtrip of the local area. L2: know how to draw a sketch map of the land use of a familiar area and compare it to a published map. L3: know some of the symbols used on OS maps and use these on our map of the familiar area including the key. L4: know the terms urban and rural and how much of our country is urban and rural. L5: know some of the land uses for urban areas. L6: know some of the land uses for rural areas.</p>

	L6: know what a tsunami is and how it is caused; know its effect on communities		and its importance in the world then and now. L6: know how Grantham has changed overtime with particular regard to population.		
VOCABULARY					
	Tsunami, earthquake, tectonic plates, hurricane, volcano, lava, epicentre, dormant, extinct, active, impact, cause, effect, magma, core, vent, eruption, conduit, epicentre, fault line, crust, vibration, displaced		North, south, east, west, compass, direction, capital city, Great Britain, United Kingdom, topographical, map, locate, landmark, population,		Sketch map, rural, agriculture, retail, urban, recreation, symbol, key, field trip

COMPUTING					
ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REFORCED AND REITERATED THROUGHOUT THE YEAR					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
COMPUTING SYSTEMS AND NETWORKS – Connecting Computers L1 Know how digital devices function L2 Know how to identify input and output devices L3 Know how digital devices can change the way we work	CREATING MEDIA – Stop-frame animation L1 Know how to explain that animation is a sequence of drawings or photographs L2 Know how to relate animated movement with a sequence of images L3 Know how to plan an animation	PROGRAMMING A – Sequencing sounds L1 Know how to explore a new programming environment L2 Know how to identify that commands have an outcome L3 Know how to explain that a program has a start	DATA AND INFORMATION – Branching databases L1 Know how to create questions with yes/no answers L2 Know how to identify the attributes needed to collect data about an object L3 Know how to create a branching database	CREATING MEDIA – Desktop publishing L1 Know how to recognise how text and images convey information L2 Know how to recognise that text and layout can be edited L3 Know how to choose appropriate page settings	PROGRAMMING B – Events and actions in programs L1 Know how to explain how a sprite moves in an existing project L2 Know how to create a program to move a sprite in four directions L3 Know how to adapt a program to a new context

L4 Know how a computer network can be used to share information L5 Know how digital devices can be connected L6 Know how to recognise the physical components of a network	L4 Know how to identify the need to work consistently and carefully L5 Know how to review and improve an animation L6 Know how to evaluate the impact of adding other media to an animation	L4 Know how to recognise that a sequence of commands can have an order L5 Know how to change the appearance of my project L6 Know how to create a project from a task description	L4 Know how to explain why it is helpful for a database to be well structured L5 Know how to plan the structure of a branching database L6 Know how to independently create an identification tool	L4 Know how to add content to a desktop publishing publication L5 Know how to consider how different layouts can suit different purposes L6 Know how to consider the benefits of desktop publishing	L4 Know how to develop my program by adding features L5 Know how to identify and fix bugs in a program L6 Know how to design and create a maze-based challenge
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VOCABULARY

Digital device, input, process, output, program, digital, non-digital, connection, network, network switch, server, wireless access point, network cables, network sockets	Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, animation, delete, media, import, transition	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, sprites, programming blocks, motion, turn, point in direction, go to, glide, sequence, event, task, design, code, run the code, order, note, chord, stage, costume, backdrop, algorithm, bug, debug	Attribute, value, questions, table, objects, branching database, database, objects, equal, even, separate, questions, structure, compare, order, organise, selecting, information, decision tree	Text, images, advantages, disadvantages, communicate, font, font style, communicate, template, choose appropriate page settings, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, layout, purpose, benefits	Motion, event, sprite, algorithm, logic, move, resize, algorithm, extension block, pen up, set up, design, event, action, debugging, errors, code, test, debug
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MUSIC

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
MMC Y3 Unit 1	Glockenspiel 1 – Charanga Original	Recorders 1 – Charanga	MMC Y3 Unit 2	MMC Y3 Unit 3	MMC Y3 Unit 5

<p>How does music bring us closer together?</p> <p>L1: Know that the 5 lines on which we write music is called a staff (or staff); know that we write the notes on the lines and in the spaces</p> <p>L2: Know that we know the names of the lines and spaces by looking at the clef; know the names of the lines and spaces for the treble clef ('Every Good Boy Deserves Football' and 'FACE')</p> <p>L3: Know that a crotchet is worth 1 beat (and what a crotchet looks like); know that a quaver is worth a half beat, so that two quavers together also make 1 beat and they are called 'paired quavers' (and what paired quavers look like); know that crotchets are counted in 1's ('1, 2, 3, 4...') and paired quavers are counted: 'one and, two and, three and...' etc.</p> <p>L4: Know that music is broken up into small</p>	<p>Scheme Y3, Autumn 2</p> <p>L1: Know how to play the note E and play it in a simple one-note tune; know how to play the note D and play it in a simple one-note tune</p> <p>L2: Know how to play the notes D and E in a tune together</p> <p>L3: Know how to play the note C; know how to play simple tunes with both the notes C and D</p> <p>L4: Know how to play the note F; know how to play simple tunes using the notes D, E and F</p> <p>L5: Know how to play simple tunes with the notes C, D and E</p> <p>L6: Compose for the glockenspiel using the notes C, D, E and F</p>	<p>'Instruments' tab 'Blown Away 1'</p> <p>L1: Know how to hold the recorder; know that the different holes are covered/uncovered to make different pitched notes; know how hard to blow into the instrument to make a sound; know how to play the note B; know how to clap the rhythm of simple tunes on the note B; know how to play these simple tunes</p> <p>L2: Know how to play the note A; know how to clap the rhythm of simple tunes containing the notes A and B; know how to play these simple tunes</p> <p>L3: Know how to play the note G; know how to clap the rhythm of simple tunes containing the notes G, A and B; know how to play these simple tunes</p> <p>L4: Know how to play the note E; know how to clap the rhythm of simple tunes containing the notes G, A, B and E; know how to play these simple tunes</p>	<p>What stories does music tell us about the past?</p> <p>L1: Know that the song 'Love What We Do' is a disco song and be able to discuss the features of the song using musical vocabulary</p> <p>L2: Know how to place disco music in its historical, cultural and global context</p> <p>L3: Know that the song 'When the Saints Go Marchin' In' is a New Orleans Jazz song and be able to discuss the features of the song using musical vocabulary</p> <p>L4: Know how to place New Orleans Jazz in its historical, cultural and global context</p> <p>L5: Know that the song 'My Bonnie Lies Over the Ocean' is a sea shanty folk song and be able to discuss the features of the song using musical vocabulary</p> <p>L6: Know that sea shanties are only one form of folk songs and that there are many</p>	<p>How does music make the world a better place?</p> <p>L1: Whilst learning to sing the pop song 'Your Imagination', know how to maintain correct posture and breath control; know the meaning/intent of the song</p> <p>L2: Know that all melodies have a key; know that we can play a scale of the key; know that the song 'Your Imagination' is in the key of C Major and is in 4/4 time, which means 4 crotchet beats in a bar</p> <p>L3: Know that music in 3/4 time (ie music that has the 3/4 time signature) has 3 crotchet beats in a bar; know how to clap along to the first beat of the bar in this time signature</p> <p>L4: Know how to improvise as a whole class using the given the 3 notes G, A, B; then know how to take turns improvising either</p>	<p>How does music make a difference to us every day?</p> <p>L1: Know the song 'He's Got the Whole World in his Hands' is a Gospel song; know and recognise some of the musical features of the song; know to begin to place Gospel in its historical, cultural and global context</p> <p>L2: Know that some music changes key part way through and listen to identify this in today's song; know that when singers sing different tunes at the same time, but they sound lovely, this is them singing in harmony; know that when singers all sing the same tune together, this is them singing in unison</p> <p>L3: Know that 'allegro' means fast and 'adagio' means slow in music; know how to improvise using the instructions allegro, adagio, forte, piano (Y2 Pent 1)</p> <p>L4: Know that the key of F Major contains a Bflat and listen to the</p>
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<p>pieces called bars, shown by bar lines on the music; know that each bar has the same number of beats in it; know that the number of beats is determined by the time signature; know that we go back to counting from 1 at the beginning of every bar</p> <p>L5: Know that the top number on a time signature tells us how many beats in the bar and the bottom number tells us what type of beats they are; know that '4' on the bottom means crotchet beats</p> <p>L6: Know that a minim is worth two beats (and what a minim looks like)</p>		<p>L5: Know how to play the note D; know how to clap the rhythm of simple tunes containing the notes G, A, B, D and E; know how to play these simple tunes</p> <p>L6: Know how to play the note F; know how to clap the rhythm of simple tunes containing the notes G, A, D, E and F; know how to play these simple tunes</p>	<p>others; know that folk songs are traditional stories in music, are often old and passed down and are found all over the world</p>	<p>as a solo or in small groups</p> <p>L5: Know that the G Major scale includes an F# and this is shown in the key signature; know the similarities and differences between C Major and G Major</p> <p>L6: Using the Charanga 'Music Notepad' app and prior knowledge, know how to compose a 4 bar melody in G major (with a clef and key signature); know how to save your work in the app</p>	<p>scale; know that the time signature 2/4 means 2 crotchet beats in a bar; know how to apply this knowledge to improvise using 3 notes F, G, A in 2/4 time</p> <p>L5: Know that practice is vital for every performance; select favourite song/songs for final performance in the last lesson, allocate parts/instruments</p> <p>L6: Know how to perform with increasing confidence</p>
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VOCABULARY

<p>Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature</p>	<p>Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature</p>	<p>Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature</p>	<p>Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature, disco, New Orleans jazz, sea shanty, folk song</p>	<p>Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature, disco, New Orleans jazz, sea shanty, folk song, key, scale, C Major, 4/4 time, 3/4 time, solo,</p>	<p>Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature, disco, New Orleans jazz, sea shanty, folk song, key, scale, C Major, 4/4 time, 3/4 time, solo, key signature, sharp (#), flat</p>
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				key, signature, sharp (#), flat (b), G Major	(b), G Major, gospel, harmony, unison, allegro, adagio, F Major, 2/4 time
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ART		
ADVENT - Drawing Children will...	LENT - Sculpture Children will...	PENTECOST - Mosaic Children will...
<p>L1: Know the features of Stone Age cave art</p> <p>L2: Know that a colour wash blends colours together gradually</p> <p>L3: know that sketches can help us build up a range of ideas</p> <p>L4: Know how to identify when art is from a different historical period</p> <p>L5: Know how to use a range of pastel and chalk mark making techniques to show texture.</p> <p>L6: Know how to create a cave painting inspired picture using pastel on sandpaper.</p>	<p>L1: Know what a sculpture is (Twinkl PPT)</p> <p>L2: Know how to explore different clay techniques (Twinkl)</p> <p>L3: Know how to sketch the human form</p> <p>L4: Know how to use clay to make a sculpture</p> <p>L5: Know how to use paints to add shade, depth and shadow to their sculpture</p> <p>L6: Know how to exhibit their sculptures and appraise the work of their peers constructively.</p>	<p>L1: Know that the Romans used Mosaics and what purpose they served</p> <p>L2: Know who Antoni Gaudi was and discuss his use of mosaic in his work. (He was described as God's architect)</p> <p>L3: Know how Pentecost is represented in art and appraise examples.</p> <p>L4: Know how to design their own mosaic pattern for Pentecost using a squared grid and coloured pencils.</p> <p>L5/6: Know how to make a mosaic for Pentecost and exhibit these with description. (Exhibit in Church?)</p>
VOCABULARY		
Colour wash, water colour, gradual, blending, pastel, charcoal, stippling, smudging, sgraffito	Clay, man-made, natural, marble, stone, form, line, rolling, coiling, smoothing, squashing, pinching	Tile, grid, pattern, fire, flames, wind, Pentecost, red, shape, display, exhibit

DT		
ADVENT – Battery Operated Lights	LENT - Let's Go Fly a Kite	PENTECOST – Edible Garden

Children will...	Children will...	Children will...
<p>L1 Know how key events and individuals in design and technology have helped shape the world and the way we light our homes</p> <p>L2 Know how to use electrical systems in their products and in particular, how a series and parallel circuit can be used to light a bulb.</p> <p>L3 Know how switches can be made and used in circuits.</p> <p>L4 Know how to develop design criteria for a light.</p> <p>L5 Know how to select materials and components to make my light and then create a well-finished product</p> <p>L6 Know how to complete a detailed evaluation of my finished product against design criteria</p>	<p>L1 Know how to communicate my existing understanding about kites</p> <p>L2 Know how to name and explain the function of the different parts of a kite.</p> <p>L3 Know how to investigate kite shapes and then select from and use different materials and components</p> <p>L4 Know how to develop design criteria and be able to communicate a design for my kite</p> <p>L5 Know how to make a strong and stiff frame structure to support the kite, using accurate measurements, cutting and joining.</p> <p>L6 Know how to evaluate my kite using their design criteria</p>	<p>L1. Know how to name some herbs and know how to grow them. (Liaise with Syston re possible visit)</p> <p>L2. Know how to explain what makes a diet healthy and varied and can cook a healthy balanced meal.</p> <p>L3. Know how to explain where, when and how strawberries are grown in the United Kingdom</p> <p>L4 Know how to use kitchen tools correctly to prepare and make a tasty and nutritious drink.</p> <p>L5 Know how to explain when tomatoes are in season in the United Kingdom and can say where and how they are grown.</p> <p>L6 Know how to can prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient</p>
VOCABULARY		
<p>STEM, science, design and technology, engineering, mathematics, chronological, events, individuals, changing, inventors, mains, battery, operated, energy, electricity, conductor, insulator, connect, series, fault, parallel, circuit, components, symbol, electrical systems, design brief, switch, turn switch, micro switch, connect, circuit, components, design criteria, specification, prioritise, decoration, shape, materials, annotate,</p>	<p>Key events, design and technology, ideas, Kite, parts, function, bridle, line, tow point, keel, sail, spars, tail, kite, shape, delta, diamond, rokkaku, sled, design criteria, prioritise, decoration, shape, materials structure, frame, strength, stiffen, test, evaluate.</p>	<p>herb, thyme, mint, parsley, tarragon, rosemary, basil, seed, balanced meal, complex carbohydrates, vitamins, minerals, dairy, fats, sugars, nutrition, poly-tunnels, glass houses, seeds, plants, calyx, pollinate, seasonality, smoothie, measure, millilitre, litre, seed, pinch out, sow boil, simmer, seasoning, bruschetta, grate, chop, heat source, hob.</p>

sketch, cross-sectional, original, innovative, purpose functional, aesthetic, finished, quality, assemble, evaluate, specification, design criteria.		
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FRENCH					
ADVENT 1 Getting to know you Children will...	ADVENT 2 Getting to know you Children will...	LENT 1 – All about me Children will...	LENT 2 – All about me Children will...	PENTECOST 1 – Food, Glorious Food Children will...	PENTECOST 2 – Food, Glorious Food Children will...
L1: Know how to greet people in different ways (oral work)	L1: Know how to say goodbye (oral work)	L1: Know how to listen and respond to instructions (oral work)	L1: Know the names of colours in French (oral work)	L1: Know the names of some foods in French (oral work)	L1: Know how to describe the colour of something (oral work)
L2: Know how to greet people in different ways (written work)	L2: Know how to say goodbye (written work)	L2: Know how to listen and respond to instructions (written work)	L2: Know the names of colours in French (written work)	L2: Know the names of some foods in French (written work)	L2: Know how to describe the colour of something (written work)
L3: Know how to ask and respond to the question; what is your name? (oral work)	L3: Know how to count to 10 in French (oral work)	L3: Know the different body parts (oral work)	L3: Know the names of some clothes in French; know that some nouns are masculine and that others are feminine. (oral work)	L3: Know how to make a polite request, know how to say 'some' (oral work)	L3: Know how to use some adjectives with familiar vocabulary. (oral work)
L4: Know how to ask and respond to the question; what is your name? (written work)	L4: Know how to count to 10 in French (written work)	L4: Know the different body parts (written work)	L4: Know the names of some clothes in French; know that some nouns are masculine and that others are feminine. (written work)	L4: Know how to make a polite request, know how to say 'some' (written work)	L4: Know how to use some adjectives with familiar vocabulary. (written work)
L5: Know how to express how they are feeling (oral work)	L5: Know how to ask someone's age (oral work)	L5: Know some French action words (oral work)	L5: Know the names of some accessories in French; know how to	L5: Know how to express a preference, know how to use le, la and les (oral work)	L5: Know how to apply learnt vocabulary to make sentences. (oral work)
L6: Know how to express how they are feeling (written work)	L6: Know how to ask someone's age (written work)	L6: Know some French action words (written work)		L6: Know how to express a preference,	

			use the conjunction 'et' (oral work) L6: Know the names of some accessories in French; know how to use the conjunction 'et'	know how to use le, la and les (written work)	L6: Know how to apply learnt vocabulary to make sentences (written work)
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VOCABULARY

Bonjour, Salut, Bonsoir, Bonne nuit, Je m'appelle, Mademoiselle, Madam, Monsieur, Comment t'appelles-tu?, comment ca va?, ca va bien, merci, ne va pas bien, et toi? tres bien, comme ci comme ca, mal,	Au revoir, a bientot, a tout a l'heure, a demain, bon week-end, zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, Quel age as-tu?, j'ai x ans,	Asseyez-vous, taisez-vous, levez-vous, rangez vous affaires, regardez, ecoutez, repetez, regardez moi, allez, venez au tapis, rangez vous chaises, allons jouer, voici, nez, epaules, tete, genoux, pieds, les yeux, la bouche, les oreilles, corps, non, oui, allez-y, comment dit...en francais, touche, Jaques a dit, croisez les bras, la main, tapez, courez, sautez, prenez, posez, marches, touchez, T'es elimine	bleu, blanc, rouge, noir, jaune, vert, rose, marron, orange, gris, violet, montrez-moi, C'est de quelle couleur?, Qu'est qu'il y a dans l'armoire?, Il y a, une jupe, un pantalon, un pull, un tee-shirt, une chemise, un short, une robe, un maillot de corps, un sweat, un slip, des chaussures, des chaussettes, Qu'est-que tu portes?, Je porte, une echarpe, un manteau, des lunettes, un impermeable, des bottes, un chapeau, une ceinture, des gants, une montre, et	Le chien tres gourmand, as x heures, il mange, elle mange, du diner, mange rien, une pomme, poires, prunes, fraises, gateau, glace, cornichon, fromage, saucisson, sucette, tarte au cerises, saucisse, brioche, la pasteque, je voudrais, s'il vous plait, voila, de la, du, soupe, chocolat, des, manger, tu aimes, J'aime, je deteste, Qu'est-ce que tu prefers?, je n'aime pas, j'adore,	C'est de quelle couleur?, clair, fonce, vif, petit, petite, grand, grande, familles, as-tu, je n'ai pas, lavez-vous, l'eau, du savon, de la mousse, une serviette, ouvrez, coupez, le sachet,
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PE

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Tag Rugby	Football	Ball Skills	Cricket	Swimming (Y1/2) <i>External provider may</i>	Swimming (Y3/4)

<p>L1: know how to develop throwing, catching and running with the ball. L2: know how to develop an understanding of tagging rules. L3: know how to begin to use the 'forward pass' and 'offside' rule. L4: know how to dodge a defender and move into space when running towards the goal. L5: know how to develop defending skills and use them in a game situation. L6: know how to apply the rules and skills you have learnt and play in a tag rugby tournament.</p> <p>Gymnastics L1: know how to create interesting point and patch balances. L2: know how to develop stepping into shape jumps with control.</p>	<p>L1: know how to develop controlling the ball and dribbling under pressure. L2: know how to develop passing to a teammate. L3: know how to control the ball with different parts of the body. L4: know how to develop changing direction with the ball using an inside and outside hook. L5: know how to jockey/ track an opponent. L6: know how to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>Dance L1: know how to create actions in response to a stimulus and move in unison with a partner. L2: know how to create actions to move in contact with a partner or interact with a partner.</p>	<p>L1: know how to develop confidence and accuracy when tracking a ball. L2: know how to develop confidence and accuracy when tracking a ball. L3: know how to explore and develop a variety of throwing techniques. L4: know how to develop catching skills using one and two hands. L5: know how to develop dribbling a ball with hands. L6: know how to use tracking, sending and dribbling skills with feet.</p> <p>Fundamentals L1: know how to develop balancing and understand the importance of this skill. L2: know how to understand how to change speed and demonstrate good technique when running at different speeds.</p>	<p>L1: know how to develop overarm throwing and catching. L2: know how to develop underarm throwing. L3: know how to learn how to grip the bat and develop a batting technique. L4: know how to field a ball using a two handed pick up and a short barrier. L5: know how to develop overarm bowling technique. L6: know how to play and apply skills learnt to mini cricket.</p> <p>Tennis L1: know how to develop racket and ball control. L2: know how to develop returning the ball using a forehand groundstroke. L3: know how to rally using a forehand. L4: know how to develop the two handed backhand.</p>	<p><i>have a sequence of lessons that they follow.</i> L1: know how to develop confidence when entering and moving in the water. L2: know how to safely enter and exit the pool as well as developing confidence in the water. L3: know how to develop confidence when travelling in the water and begin to develop floating. L4: know how to develop confidence to submerge in the water. L5: know how to develop confidence when submerging. L6: know how to develop floating on front and back.</p> <p>Golf L1: know how to explore hitting technique and aiming towards a target. L2: know how to explore shot accuracy.</p>	<p><i>External provider may have a sequence of lessons that they follow.</i> L1: know how to develop an understanding of buoyancy and balance in the water. L2: know how to develop independent movement and submersion. L3: know how to develop gliding and crawl legs. L4: know how to develop front crawl breathing. L5: know how to develop gliding and backstroke. L6: know how to develop rotation, sculling and treading water.</p> <p>Athletics L1: know how to develop the sprinting technique and improve on your personal best. L2: know how to develop changeover in relay events.</p>
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<p>L3: know how to develop the straight, barrel and forward roll.</p> <p>L4: know how to transition smoothly into and out of balances.</p> <p>L5: know how to create a sequence with matching and contrasting actions and shapes.</p> <p>L6: know how to create a partner sequence incorporating equipment.</p>	<p>L3: know how dynamics affect the actions performed and select and use actions to represent an idea.</p> <p>L4: know how to work with a partner to choose actions that relate to an idea.</p> <p>L5: know how to remember and repeat actions, using dynamics to clearly show different phrases.</p> <p>L6: know how to choose actions which relate to the idea, using space and timing to make my work look interesting.</p>	<p>L3: know how to demonstrate a change of speed and direction to outwit others.</p> <p>L4: know how to develop technique and control when jumping hopping and landing.</p> <p>L5: know how to develop skipping in a rope.</p> <p>L6: know how to apply fundamental skills to a variety of challenges.</p>	<p>L5: know how to learn how to score and develop playing against an opponent.</p> <p>L6: know how to work collaboratively with a partner and compete against others.</p>	<p>L3: know how to explore the technique for putting.</p> <p>L4: know how to explore the technique for chipping.</p> <p>L5: know how to explore the techniques used for a short game.</p> <p>L6: know how to explore the technique for a long game.</p>	<p>L3: know how to develop jumping technique in a range of approaches and take off positions.</p> <p>L4: know how to develop throwing for distance and accuracy.</p> <p>L5: know how to develop throwing for distance in a pull throw.</p> <p>L6: know how to develop officiating and performing skills.</p>
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VOCABULARY

<p>Tag Rugby</p> <p>Defence, receiver, mark, tag, try, dodge, opponent, possession, offside, opposition, onside, score, outwit</p>	<p>Football</p> <p>Goal keeper, attacker, outside, opponent, communicate, possession, opposition, tracking, inside, dribbling, control, available, defender, tackle</p>	<p>Ball Skills</p> <p>Track, overhead, accurate, bounce, receive, persevere, release, chest, technique, consistency, select, control</p>	<p>Cricket</p> <p>Runs, technique, wicket keeper, strike, retrieve, bowl, fielding, stumped, two-handed pick up, stance, wicket, short barrier, grip, batting</p>	<p>Swimming</p> <p>Safely, enter, rules, front, travel, kicking, exit, back, pulling, breathing, unaided, gliding, floating, splash</p>	<p>Swimming</p> <p>Sculling, crawl, breaststroke, submersion, rotation backstroke, buoyancy, survival, alternate, huddle, stroke, treading water</p>
<p>Gymnastics</p> <p>Matching, contrasting, sequence, direction, interesting, flow, explore, control, shape, create</p>	<p>Dance</p> <p>Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions</p>	<p>Fundamentals</p> <p>Distance, control, pace, technique, momentum, rhythm, accelerate, co-ordination, tension, decelerate, stability, transfer</p>	<p>Tennis</p> <p>Ready position, racket, track, rally, control, return, opponent, accurately</p>	<p>Golf</p> <p>Rules, putt, drive, club, strike, target, course, distance, least, align, putter, tee, accurately, swing, chipping</p>	<p>Athletics</p> <p>Speed, accurately, power, personal best, determination, further, faster, control, strength, pace</p>

PSHE

Statements to Live By – Odd numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes. L5/6 I try to keep going when things are difficult and not give up hope.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others. L5/6 I notice that we are the same and we are different.

VOCABULARY

special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different
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PSHE

Statements to Live By – Even numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.

VOCABULARY

good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept
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SCIENCE					
ADVENT 1– Rocks (Physics) Children will...	ADVENT 2– Light (Physics) Children will...	LENT 1– Animals including Humans (Biology) Children will...	LENT 2– Animals including Humans (Biology) Children will...	PENTECOST 1– Forces and Magnets (Physics) Children will...	PENTECOST 2– Plants (Biology) Children will...
<p>L1: Know what a rock is and that they vary in appearance.</p> <p>L2: Know how to classify rocks using appearance and simple physical properties. (igneous, metamorphic and sedimentary)</p> <p>L3: Know that magnets attract or repel different materials; Know which rocks are magnetic and non-magnetic.</p> <p>L4: Know what is a fossil is and how they are formed (link to Mary Anning Y1 History)</p> <p>L5: Know how rocks are formed</p>	<p>L1: Know that we need light in order to see and that dark is the absence of light; know what a light source is.</p> <p>L2: (use lesson 3) Know that our primary light source is the sun; that it can be dangerous and how we can protect ourselves (especially eyes)</p> <p>L3:(use lesson 2) Know that light is made up of different colours; know what a reflection is and that light is reflected light from surfaces.</p> <p>L4: Know that shadows are formed when the</p>	<p>L1: Know what a skeleton is and the names of some of the bones in the human body</p> <p>L2: Know what the purpose of a skeleton is</p> <p>L3: Know what a muscle is and what they do</p> <p>L4: Know how to apply their knowledge of the skeleton and muscles to create a bionic hand.</p> <p>L5: Know that some animals do not have a back bone and that they are called invertebrates and that some animals have no bones at all.</p>	<p>L1: Know that skeletons and muscles provide protection and allow us to move.</p> <p>L2: Know how muscles contract and relax</p> <p>L3: Know that Humans and Animals cannot make their own food and have to get their nutrition from what they eat; Know what nutritional value is and how this helps us decide if a food choice is healthy or not.</p> <p>L4: Know represent nutritional data in graph form</p>	<p>L1: Know what a force is; know that friction and gravity are forces and what they do.</p> <p>L2: Know how things move on different surfaces</p> <p>L3: Know that magnets attract or repel each other and different materials and sort a range of objects accordingly</p> <p>L4: Know that some forces need contact between 2 objects; know that magnetic forces can act from a distance</p> <p>L5: Know that magnets have 2 poles</p>	<p>L1: Know the names of the reproductive parts of a flower (lily) and describe their functions</p> <p>L2: Know that plants require light, water and the correct temperature for healthy growth</p> <p>L3: Know how water is transported in plants</p> <p>L4: Know what pollination is and how it works</p> <p>L5: Know that seeds are dispersed by animals, wind, explosion and water.</p> <p>L6: Know how to apply their knowledge to</p>

<p>L6: Know that there is more than one type of soil and that it is made from rock and organic matter.</p>	<p>light source is blocked by a solid object</p> <p>L5: Know what can cause the size of a shadow to change</p> <p>L6: Know what type of shadows form when light is shone on transparent, translucent and opaque materials</p>		<p>L5: Know how to apply their knowledge to play the Eatwell game.</p>	<p>L6: Know how to predict whether 2 magnets will attract or repel each other depending upon which poles are facing</p>	<p>complete a knowledge quiz.</p>
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VOCABULARY

<p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb, water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil.</p>	<p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, support, protect, skull, ribs, spine, muscles, joints</p>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, support, protect, skull, ribs, spine, muscles, joints</p>	<p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel. Magnetic material, metal, iron, steel, poles, north pole, south pole</p>	<p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal- wind dispersal, animal dispersal, water dispersal, pollen, roots, stem, trunk, leaves, absorb, nutrients, reproduce, germination, stamen, style</p>
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