

Curriculum Overview Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / Christian Value / Focus Question	Dignity – Respect / Kindness	Community – Generosity / Trust	God is Good – Love / Joy	Hope and Forgiveness – Patience / Peace	Wisdom – Truth / Understanding	Taking Flight – Celebrate / Achieve
Core Learning						
Reading Spine Focus Text	The Iron Man 	Firework Makers Daughter (Kai and the Monkey King series) 	The Stone Age Hunters, Gatherers and Woolly Mammoths 	Stig of the Dump 	Into the Volcano 	Escape from Pompeii 
English Writing	The Iron Man (Character/Setting Description) (Narrative)	Kai and the Monkey King (Narrative) (Character description)	Stone Age Boy (Narrative) (Diary)	Non Chronological Reports (Stone Age Animals) How to wash a woolly mammoth (Instructions)	When the Giant Stirred (Brochure/Persuasive writing) (Poetry)	Escape from Pompeii (Newspaper Report) (Letter)

BELONG BELIEVE ACHIEVE

Love one another; as I have loved you, that ye also love one another. John 13: 34-35
 RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Money Statistics	Length and Perimeter Fractions	Fractions Time	Properties of Shape Mass and Capacity
R.E.	<p>CREATION <i>Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.</i></p> <p>Understanding Christianity What do Christians learn from the Creation story? 3.1: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>Know: · Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. · God the Creator cares for the creation, including human beings ·</p>	<p>INCARNATION <i>Understand that Jesus was Jewish. Discuss Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God. Contrast this belief with the Jewish faith which does not think Jesus is the Messiah Analyse why Christians see Jesus as their Saviour</i></p> <p>GOD <i>Understand why Christians believe God is omnipotent, omniscient and eternal Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving. Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love. Debate about what God is like</i></p> <p>Understanding Christianity What is the Trinity? 3.1: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus,</p>	<p>GOSPEL <i>Analyse how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world</i></p> <p>What kind of world did Jesus want? 3.3: Where, how and why do people worship? Investigating places of worship in Nottinghamshire City and Nottinghamshire.</p> <p>Know · Where Christians, Hindus and Muslim people worship. · names of places of worship for Hindus and Muslims</p>	<p>SALVATION <i>Consider why Christians read the 'big story' of the Bible, including Gospels and the New Testament Discuss the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven). Explore how Christians believe that Jesus calls them to sacrifice</i></p>	<p>PEOPLE OF GOD <i>Trace the people of God throughout the Bible: Abraham, Jacob to David Explore stories from the Bible and analyse how Christians today apply these ideas to living today Explore how Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God, for example as light in the world.</i></p> <p>What is it like to follow God?</p> <p>3.2: How do religious families and communities practice their faith? The example of prayer.</p> <p>Know: The People of God try to live in the way God wants, following his commands and worshipping him.</p>	<p>KINGDOM OF GOD <i>Explore the parables about the Kingdom of God and consider what they mean. Consider why many Christians challenge unjust social structures in their locality and in the world.</i></p> <p>When Jesus left, what was the impact of Pentecost? 3.4: What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>Know: · Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. · Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.</p>

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RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

		<p>the world and others have impact on their lives?</p> <p>Know:</p> <ul style="list-style-type: none"> · Christians believe God is Trinity: Father, Son and Holy Spirit. · Jesus the Son is seen by Christians as revealing what God the Father is like. · Christians believe that, through Jesus, all people can become the People of God. 	<ul style="list-style-type: none"> · how Mosques are very special to Muslims · similarities and differences between places of worship 	<p><i>their own needs to the needs of others</i></p> <p>Why do Christians call the day Jesus Died Good Friday?</p> <p>Know:</p> <ul style="list-style-type: none"> · Christians today trust that Jesus really did rise from the dead, and so is still alive today. They remember and celebrate Jesus' last week, death and resurrection. 	<p>They believe he promises to stay with them, and Bible stories show how God keeps his promises. Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.</p>	
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Human Sciences Learning

Curriculum Heroes	House Leader – Aderin		
Theme Week History	<p>Remembrance World War 2 Focus – Rationing</p> <p>Achievements of the earliest civilizations: Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of China.</p> <p>In depth study of Shang Dynasty of China Why did the Shang Dynasty flourish and why did it fall?</p> <p><u>Significance</u></p> <ul style="list-style-type: none"> - Know the concepts of movement and migration, achievements and legacy, society, governance and culture as significant recurring themes. - Know why The Shang Dynasty flourished and what caused it to fall. 	<p style="text-align: center;">Earth Study</p> <p>Stone Age to Iron Age</p> <p>How did life in Britain change from Stone Age to Iron Age?</p> <p><u>Significance</u></p> <ul style="list-style-type: none"> - Know the concepts of movement and migration, achievements and legacy, society, governance and culture as significant recurring themes. - Know how society and community formed and the evidence used to prove their significance. 	The Arts Performance

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	<ul style="list-style-type: none"> - Know the achievements of the earliest civilizations (Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty of China) - Know how society and community formed and the evidence used to prove their significance. - Know why rationing was introduced during World War 2. <p><u>Chronology</u></p> <ul style="list-style-type: none"> - Know how to use a timeline for the period studied so that they can order events and understand cause and effect. - Know how to sequence events in a simple narrative <p>Vocabulary—chronology, chronological order, prehistoric, during, ancient, BC, AD, Decade, Century, Millenium</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> - Know how to make simple deductions from evidence. - Know how to combine information from more than one source e.g. books and internet, compared with video, oral evidence. - Know that there were many ancient civilisations and compare what we can learn from the surviving artefacts - Go beyond the literal and what can be seen and the weaknesses in eyewitness accounts. - Raise questions about evidence use. - Vocabulary -palaeontology, archaeology, reliable 	<ul style="list-style-type: none"> - Know the key difference between life from the stone age to the Iron age. - Vocabulary -ancient, settlers, stone age, bronze age, Iron age, Neanderthal, hunter, gatherer <p><u>Chronology</u></p> <ul style="list-style-type: none"> - Know how to use a timeline for the period studied so that they can order events and understand cause and effect. - Know how to sequence events in a simple narrative <p>Vocabulary—chronology, chronological order, prehistoric, during, ancient, BC, AD, Decade, Century, Millenium</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> - Know how to make simple deductions from evidence. - Know how to combine information from more than one source e.g. books and internet, compared with video, oral evidence. - Know that there were many ancient civilisations and compare what we can learn from the surviving artefacts - Go beyond the literal and what can be seen and the weaknesses in eyewitness accounts. - Raise questions about evidence use. - Vocabulary -palaeontology, archaeology, reliable 	
<p>Geography</p>	<p><u>Big Question:</u></p>  <p>Place</p> <ul style="list-style-type: none"> -know that the capital of China is Beijing and locate China on a world map and globe -know how China compares and contrasts with England and list differences between Beijing and Worksop. -know the name of five of the world's mountain ranges, - Himalayas , Alps, Andes, Rockies and the Atlas Mountains and locate on a globe. 	<p><u>Big Question:</u></p>  <p>Place</p> <ul style="list-style-type: none"> -Know that Worksop is located in the county of Nottinghamshire -know and locate at least five counties on a map of the uk, including Nottinghamshire , South Yorkshire, Derbyshire, Leicestershire and Lincolnshire 	<p><u>Big Question:</u></p>  <p>Place</p> <ul style="list-style-type: none"> -know which natural disasters (volcanoes and earthquakes) take place where. -Know and name at least 2 natural disasters that have taken place and where.

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Sustainability

- know of** at least two ways that London or other cities are trying to cut **carbon emissions** to reduce air pollution and why (health and **global warming**).
- know how** **air travel** affects the environment
- Compare and contrast the carbon emissions of China and United Kingdom and identify ways that they plan to cut carbon emissions
- know how** there are world plans to **cut emissions** and investigate what the UK's plans are within major cities.



Physical & Human

- know ways** to compare two locations (London and Beijing): **river settlements, population, weather, vegetation, farming, cuisine, architecture and tourism, (including both cities' use of their cultural and historical heritage)**

- know the** names of at least five UK cities additional to capital cities—**Nottingham, Sheffield, Swansea, Glasgow, Derry**



Fieldwork and Mapping

- know how to use** fieldwork tools, including **digital technologies**, to record the physical and human features about a place
- know and use** the eight points of the **compass**.
- know Ordnance Survey** symbols for human features in cities



Change

- know factors** increasing flood risk: location (coast or river plain), heavy rainfall, melting snow/ice, very dry **compacted** soil
- know the** impact of flooding (specifically local floods in Worksop and wider world floods), including damage to buildings, livelihoods, power cuts, disease and even death
- know the** Earth's layers to understand how mountains are formed .Know that mountains can be: **fold, block, dome, and volcanic**, and are further shaped by weathering
- know how tsunamis, volcanoes and earthquakes are caused** and explain the impact they have on landscapes and communities

Vocabulary: Weathering, erosion and deposition, tsunami, long term impact, flood plains



Physical & Human

- know** geographical questions to ask to establish key **physical and human features** of places (e.g. Is it near the **poles/Equator**? Is it **mountainous**? What type of features will we find here?)
- know, suggest and collate** a range of resources that will support in answering questions about the physical and human features of places (inc. digital technologies such as Google Earth)
- know how** natural disasters (**volcano eruptions, earthquakes, hurricanes and tsunamis**) happen and name a famous event for each

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Science	<u>Y3 – Forces and Magnets</u> 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. · predict whether two magnets will attract or repel each other, depending on which poles are facing. · identify some magnetic materials. · notice that some forces need contact between two objects, but magnetic forces can act at a distance. · describe magnets as having two poles. · Compare how things move (speed and direction) on different surfaces in relation to forces. · know that magnets have a north pole and a south pole and that opposite poles attract and like poles repel	<u>Y3 - Light</u> · 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.	<u>Y3 – Rocks and Soils</u> · 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. · Describe and explain how different rocks can be useful to humans in everyday life. · Describe the difference between sedimentary, igneous and metamorphic rocks and how they are formed. · name and identify the key scientists and inventors Michael Faraday	<u>Y3 – Plants</u> · identify the different parts of flowering plants: roots, stem/trunk, leaves and flowers. · investigate the way in which water is transported within plants · recognise that living things can be grouped in a variety of ways. · Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Y3- planets · know that the Earth is one of eight planets that travel around the Sun and that they are called Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune · know that the solar system is also home to lots of asteroids, moons, and dwarf planets such as Pluto		<u>Y3 – Animals including humans</u> · develop ideas about functions, relationships and interactions between living things and familiar environments. · 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. · recognise that living things can be grouped in a variety of ways.
	Computing	<u>3.1 Coding</u>	<u>3.2 Online Safety</u> · understand own responsibilities as a digital citizen— how we behave	<u>3.3 Spreadsheets</u>	<u>3.5 Email</u> understand that computers in	<u>3.6 Branching Database</u>

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	<ul style="list-style-type: none"> · know how to create and design programmes that accomplish specific goals · know how to use repetition in programmes, breaking down larger programs into chunks · know how to work with a variety of inputs · understand how to decompose tasks (such as animations) into separate steps to create an algorithm · use logical reasoning to detect and correct errors in programmes. 	<p>online and offline should mirror our values</p> <ul style="list-style-type: none"> · recognize risk by thinking critically about the information read online and the information they share with others (e.g through social media, apps and games) · know that it is healthy to have hobbies other than gaming · understand the meaning of the word consent · understand that computers in school are connected together in a network · understand why computers are networked · understand the difference between the internet and the World Wide Web 	<ul style="list-style-type: none"> · know how to read information from a simple spreadsheet <p>3.4 Typing</p> <ul style="list-style-type: none"> · know how to use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g, and right fingers for h/j/k/l · know how to edit the style and effect of my text and images to make my document more engaging and eye-catching (borders and shadows, etc) · know how to use cut, copy and paste to quickly duplicate and organize text · know how to select an appropriate font size and style for the audience and purpose of the document · know how to create a digital timeline or mindmap. · use a keyboard to type using bold, italic and underline tools. 	<p>school are connected together in a network understand why computers are networked understand the difference between the internet and the World Wide Web</p> <p>Video Creation?</p> <ul style="list-style-type: none"> · know how to sequence clips of mixed media in a timeline and record a voiceover · know how to trim and cut film clips, add titles and transitions · Add simple subtitles to a video clip · Experiment with animated backgrounds when using green screen techniques 		<ul style="list-style-type: none"> · know how to create a sorting diagram and complete a data handling activity with it using images and text · know how to read information from a simple spreadsheet <p>Digital Art?</p> <ul style="list-style-type: none"> · take photographs confidently · create a digital image using a range of tools, pens, brushes and effects · cut out images accurately, to layering them onto other images
Foreign Languages	Personal ID	Family & Pets	School	At the Café	Fruits & Vegetables	Life in Spain
The Arts Learning						

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Music	<p>Appreciation know how to use musical words (the elements of music) to describe a piece of music and compositions. know how to use musical words to describe what they like and dislike about classical and contemporary music. know how to identify with the style of work of Bach and Eliot Kennedy. know the meaning of and use the word contemporary. identify at least three instruments from the strings section (viola, violin and cello)</p> <p>Singing (composing) know how to sing in tune with expression</p> <p>Range - (do-re-mi-so) Forte + Piano (loud and quiet) To sing to actions</p> <p>Heads + Shoulders Kaeru no uta (frog song) - Japan Pease pudding hot – Moroccan Skye Boat Song Ah, poor bird, Hey ho, nobody home. Be thou my vision</p>		<p>Composing know how to create repeated patterns (ostinato) with different instruments. know how to compose melodies and songs using pitched instruments (voice/recorder) know how to combine different sounds to create a specific mood or feeling.</p>	<p>Composing know how to read and play the notes—G,A,B,C and D on the treble clef staff using a ukelele. know that a crochet = 1 beat, a minim= 2 beats and a semibreve= 4 beats.</p>		
	Art and Design	<p>Proficiency (Drawing) Apply their knowledge of different grades of pencils and of tone, tint and shade (in other medium) when creating their own art. Know how to use the grid method to enlarge part of an image. Know how to use hatching, cross hatching and shading to show shadows and texture. Investigate the use of monochromatic colour (adding tones and tints to a single base colour) and how</p>	<p>Proficiency (Sculpture/3d) Apply their knowledge to select particular materials for effect. Know the difference between rough/ smooth, plain/ patterned making choices and explaining those choices (in collage and clay). Investigate and know that layering and overlapping materials (papers and clay) creates texture. Know how to roll a clay slab using spacers and rolling pins to achieve a consistent thickness. Investigate 'relief' with clay and know what it is and how to do it. (sculpted pieces are bonded to a solid background)</p>	<p>Proficiency (Collage) Apply their knowledge to select particular materials for effect. Know the difference between rough/ smooth, plain/ patterned making choices and explaining those choices (in collage and clay) Investigate and know that layering and overlapping materials (papers and clay) creates texture.</p> <p>Creativity</p>	<p>Proficiency (Painting) Know how to use the grid method to enlarge part of an image. Know how to choose the correct brush and control the consistency of paint (water to paint ratio) to achieve the desired effect for the purpose of colour/ mood.</p>	<p>Proficiency (Textiles) Know what applique is (attaching a smaller piece of fabric to a larger one) and explore this to join felt using simple stitches (running stitch –extend with blanket stitch) Apply embroidery techniques from Year 2 to add decoration to their work. Artist Study – Margaret Godfrey</p> <p>Creativity</p>

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	<p>their colour choices effect the outcome. Explore how to use a grid to draw a face and show facial expressions (cartoons)</p> <p>Creativity Know how to gather and review information from different sources. Know how to gather resources related to their ideas and intentions. Know how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.</p> <p>Evaluation Know how to use vocabulary relating to the 'formal elements' when describing their own work and that of others. Know how to use artistic vocabulary to describe what they like and dislike. Know that taking time to reflect upon their own work is valuable in order to say what problems arose and how they might solve them next time. Formal Elements covered and specific key vocab: Line-hatching, cross hatching, shading.Tone. Shape and Form. Texture. Colour-monochromatic colours, mood.</p>	<p>Know how to use 'slip' when working with relief. Artist Study - Barbara Hepworth</p> <p>Creativity Know how to gather and review information from different sources. Know how to gather resources related to their ideas and intentions. Know how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.</p> <p>Evaluation Know some of the works of John Constable, Margaret Godfrey and Traditional Chinese art. Discuss their styles and techniques used and use these as inspiration for their own work. Know how to use vocabulary relating to the 'formal elements' when describing their own work and that of others. Know how to use artistic vocabulary to describe what they like and dislike. Know that taking time to reflect upon their own work is valuable in order to say what problems arose and how they might solve them next time. Formal Elements covered and specific key vocab: Line-hatching, cross hatching, shading.Tone. Shape and Form. Texture. 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Investigate the use of monochromatic colour (adding tones and tints to a single base colour) and how their colour choices effect the outcome.</p> <p>Creativity Know how to gather and review information from different sources. Know how to gather resources related to their ideas and intentions. Know how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.</p> <p>Evaluation Know how to use vocabulary relating to the 'formal elements' when describing their own work and that of others. Know how to use artistic vocabulary to describe what</p>	<p>Know how to gather and review information from different sources. Know how to gather resources related to their ideas and intentions. Know how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.</p> <p>Evaluation Know some of the works of John Constable, Margaret Godfrey and Traditional Chinese art. 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<p>Design Technology</p>	<p><u>Structures – Shells and Frames</u></p> <ul style="list-style-type: none"> · know the difference between ‘frame’ and ‘shell’ structure. · know terminology: strut, tie, span, beam. · draw annotated sketches to plan effectively · know how to select suitable materials for a structure, considering: weight, compression, tension. · know how to construct a range of 3D shapes using nets. · know how to layer different materials for effect. · draw annotated sketches to plan effectively · know how to select suitable materials for a structure, considering: weight, compression, tension. · know how to construct a range of 3D shapes using nets. <p><u>Evaluate frame structure</u></p> <ul style="list-style-type: none"> · know how to evaluate an end product and think of other ways in which to create similar items. 	<p><u>Circuits</u></p> <ul style="list-style-type: none"> -know how to generate static electricity independently and use static electricity to make objects move in a desired way. 	<p><u>Levers and Pneumatics</u></p> <ul style="list-style-type: none"> - know how pneumatic systems work. -know that mechanisms are a system of parts that work together to create motion -know how to make pneumatic systems and build secure housing for the system 	<p><u>Food</u></p> <ul style="list-style-type: none"> -know that climate affects food growth. --know that each fruit and vegetable gives us nutritional benefits -know how to prepare themselves and a workspace to cook safely. 	<p><u>App control and coding</u></p> <ul style="list-style-type: none"> · know how to join fabric using cross stitch. 	

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<ul style="list-style-type: none"> · know how to use the views of others to improve designs. · know how to test and modify the outcome, suggesting improvements. · know how to evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. · know how to suggest points for modification of individual designs. 				
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Health and Mental Wellbeing Learning

<p>P.E (Games, dance and gymnastics)</p>	<p><u>Quicksticks</u></p> <ul style="list-style-type: none"> · know that they can practise skills in isolation and in a combination. · know how to keep possession with some success when using equipment that is not used for throwing and catching skills. · know the advantages of working as a team and work well in competitive games. · know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending. · know how to use equipment safely and with good control. · know how to dribble an appropriate sized ball with a stick in hockey. · know how to tackle an opponent in hockey in a controlled and safe manner · know how to play a small sided game of hockey. · be able to pass and shoot to a target in hockey. <p><u>Gymnastics</u></p>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> · know why it is important to warm-up and know which muscle groups are used in different activities. · know why their heart beats faster during aerobic exercise. know that they can make personal challenges with endurance activities and be able to challenge themselves <p><u>Football</u></p> <ul style="list-style-type: none"> · know that they can practise skills in isolation and in a combination. · know how to keep possession with some success when using equipment that is not used for throwing and catching skills. · know the advantages of working as a team and work well in competitive games. · know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending. · know how to use equipment safely and with good control. · know how to dribble an appropriate sized ball with feet in football. 	<p><u>Tag-Rugby</u></p> <ul style="list-style-type: none"> · be able to change direction at different speeds, avoiding attackers when wearing tag rugby belts. · know how to work as a team whilst playing a tag gathering game. · know how to evade having a tag pulled · know how to successfully chase and attack opponents in a tag gathering game. · know the importance of running into space and away from attackers. · know the importance of footwork in relation to confusing opponents. <p><u>Yoga</u></p>	<p><u>Tennis</u></p> <ul style="list-style-type: none"> · know the names of different strokes in tennis: forehand/backhand · be able to strike the ball to a target · know the importance of hand and feet movements · know the expected flight of the ball E.G moving towards or retreating when interacting with the ball. · be able to demonstrate resilience when faced with a more complexed racket skill. · know how to do a controlled upward toss which would instigate a serve. · be able to have a rally of up to 8 	<p><u>Outdoor Adventure</u></p> <p><u>Dance</u></p> <ul style="list-style-type: none"> · know how to beginning to improvise dance phrases to communicate an idea. · know how to develop movement using Actions (WHAT), Space (WHERE), Relationships (WHO), Dynamics (HOW), Choreographic devices, motif, motif development and repetition. · know how to structure a dance phrase, connecting to ideas, showing a clear beginning, middle and end and link phrases to music. · know how to participate in a dance to an audience showing confidence , precision and control, beginning to include longer sequences. · know how to show and combine co-ordination, control and strength as 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> · know how to run smoothly and at different speeds and choose different styles of running of different distances. · know that they can pace and sustain their effort over longer distances. · know the correct technique to run over small hurdles with fluency, · know how to carry out stretching and warm-up safely. · know how to set realistic targets of times to achieve over short and longer distances (with guidance). · know how to perform a combination of jumps e.g. hop, step, jump showing control and consistency and be able to choose different styles of jumping. · know that they can watch and describe specific aspects of jumping e.g. what the arms and legs are doing.
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BELONG BELIEVE ACHIEVE

Love one another; as I have loved you, that ye also love one another. John 13: 34-35
 RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

	<ul style="list-style-type: none"> · know how to perform a sequence showing clear changes of speed, 3 different balances with 3 different ways of travelling. · know how to work with a partner from a starting shape, moving together by travelling on hands and feet, rolling, jumping and moving apart to finish. · know how to explore and develop use of upper body strength taking weight on hands and feet – front support and back support. · know how to explore balancing on their own and with partners, working on a combinations of 1/2/3/4 “points”, exploring which body parts are safest to use and which balances work fluently. · know how to use a variety of rolling actions to travel on the floor and along apparatus; moving away from and together on the floor and on apparatus. · know how to travel at different speeds. · know how to travel in different pathways on the floor and using apparatus and explore different entry and exit points . · know how to explore leaping forward in stag jump. 	<ul style="list-style-type: none"> · know how to tackle an opponent in football in a controlled and safe manner · know how to play a small sided game of football. · be able to pass and shoot to a target in football. 		<p>shots (not in a restricted area.)</p> <ul style="list-style-type: none"> · know how to score in a game of tennis · know when the ball is in or out of the court. <p>Rounders</p> <ul style="list-style-type: none"> · to know how to apply catching and throwing techniques to a fielding situation · know the correct technique for batting in rounders · know the correct technique for bowling in rounders · know the roles and responsibilities of the backstop and base fielders when fielding in a game of rounders · know where to get the ball to be an efficient fielder · know how to apply different tactics to bat and field successfully · be able to play in a whole class game of rounders/ scatterball 	<p>well as show focus, projection and musicality.</p> <ul style="list-style-type: none"> · know that they can demonstrate dynamic qualities, use of space and different relationships. · know how to present and show awareness of different dance styles and traditions. · know how to compare and comment on their own and other’s work using specific vocabulary strengths and areas for improvement and make modifications on parts of sequences as a result of self-evaluation. · To learn a routine to a piece of music which can be performed. 	<ul style="list-style-type: none"> · know how to set realistic targets when jumping for distance or for height (with guidance) · be able to perform a speed bounce for 30 seconds and know the correct technique to improve. · know how to explore different styles of throwing, e.g. pulling, pushing and slinging. · know how to throw with greater control and consistently hit a target with a range of implements. · know that by watching they can describe specific aspects of throwing. · know how to set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) . <p>Dance</p>
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	<ul style="list-style-type: none"> · know that they can experiment with jumps and add a quarter or half turn into a jump before landing as well as making a twisted shape in the air and controlling their landing by keeping body upright throughout the twisting action. · know how to build on and develop control in rolling actions on the floor, off and along apparatus or in time with a partner, developing the forwards roll and beginning to experiment with a backwards roll. 			<ul style="list-style-type: none"> · be able to hold a rounders bat and a cricket bat correctly. 		
<p>PSHE</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> ● Recognise and respect that there are different types of families and being part of a family provides support, stability and love. ● Know about the positive aspects of being part of a family, such as spending time together and caring for each other. ● Identify if/when something in a family might make someone upset or worried and what to do about it ● Know what is appropriate to share with friends, classmates, family and wider social groups including online. ● Understand about what privacy and personal boundaries are, including online. ● Know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. ● Know what bullying is and that bullying and hurtful behaviour is unacceptable in any situation. ● Know about the effects and consequences of bullying for the people involved. ● Know about bullying online, and the similarities and differences to face-to-face bullying. 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> ● Know the reasons for rules and laws in wider society and be able to name some. ● Know the importance of abiding by the law and what might happen if rules and laws are broken. ● Know what human rights are and how they protect people. ● Identify basic examples of human rights including the rights of children. ● Know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn. ● Know how the internet can be used positively for leisure, for school and for work. 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> ● About the choices that people make in daily life that could affect their health. ● To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep). ● What can help people to make healthy choices and what might negatively influence them. ● What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. ● That regular exercise such as walking or cycling has positive benefits for their mental and physical health. ● About the things that affect feelings both positively and negatively. ● Strategies to identify and talk about their feelings. ● About some of the different ways people express feelings e.g. words, actions, body language. ● That everyone is an individual and has unique and valuable contributions to make. 			

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	<ul style="list-style-type: none"> • Know what to do and whom to tell if they see or experience bullying or hurtful behaviour. • Recognise respectful behaviours e.g. helping or including others, being responsible. • The ways in which people show respect and courtesy in different cultures and in wider society. 	<ul style="list-style-type: none"> • Know strategies to recognise whether something they see online is true or accurate. • Know how to evaluate whether a game is suitable to play or a website is appropriate for their age-group. • Know how to make safe, reliable choices from search results. • Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication. • Know about jobs that people may have from different sectors e.g. teachers, business people, charity work. • Know that people can have more than one job at once or over their lifetime. • Know about common myths and gender stereotypes related to work and challenge these through examples of role models. • Know about some of the skills needed to do a job, such as teamwork and decision-making. Recognise their strengths and areas for development of skills • Recognise their interests, skills and achievements and how these might link to future jobs. • Set goals that they would like to achieve this year e.g. learn a new hobby. 	<ul style="list-style-type: none"> • How to identify their own personal strengths and interests and what they're proud of (in school, out of school). • To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues. • Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. • How to identify typical hazards at home and in school. • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. • About fire safety at home including the need for smoke alarms. • The importance of following safety rules from parents and other adults. • How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.
Outdoor Learning	Spellings (Weather depending) Trip to Creswell Crags		

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	<p>Sculptures Natural Art</p> <p>Wildflower identification— Snowdrop, Nettle, Ivy Cultivated flower/plant identification— Sweet Pea, Hebe, Bird Identification— Crow, Collared Dove, Blue Tit, Barn Owl, Tawny Owl, Peregrine Falcon Insects/Butterfly identification— Cabbage White, Red Admiral Tree identification—Sweet Chestnut, Beech Shrub/hedgerow identification— Field Maple</p>		
<p>Cultural Capital Experiences</p>	<p>Theatre Trip Yorkshire Sculpture Park Young Voices Opportunity</p>	<p>Trip to Creswell Crags</p>	<p>Music Trip Sports day at English Institute of Sport Dance Showcase performance</p>

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