

Year 3	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Focus</b></p>	<p><b>Prehistoric Britain</b></p>  <p>The story of prehistoric Britain began when the first humans arrived in Britain.</p> <p>The earliest were hunter-gatherers then gradually, people learned new skills such as farming and then later discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were astonishing builders. Their tombs, forts and monuments have survived for thousands of years.</p>	<p><b>Villages, Towns and Cities</b></p>  <p>Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are.</p> <p>A village is small but may have a school, shops, a Post Office and a village hall. A town is larger with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p>	<p><b>The Shang Dynasty</b></p>  <p>The Shang Dynasty is the first historic dynasty of China. The river valley of the Yellow River provided a fertile area for this civilisation to develop; little has survived of their domestic architecture. Fortunately, royal and other tombs have provided many clues as to life under the Shang. The Dynasty lasted for six hundred years and encompassed the reign of thirty emperors.</p>	<p><b>Mountains, Volcanoes and Earthquakes</b></p>  <p>Mountains can join up with other mountains to make up a range.</p> <p>Mountains are very rocky and difficult to grow things on. Also, the higher the mountain goes up, the colder it gets – this means different kinds of plants and animals might live at the top of a mountain than at the bottom, depending on just how high it is.</p>	<p><b>Ancient Greece</b></p>  <p>Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.</p>	<p><b>Weather and the Water Cycle</b></p>  <p>The water cycle is the continuous journey water takes from the sea, to the sky, to the land and back to the sea. The movement of water around our planet is vital to life as it supports plants and animals. Powered by the Sun, the water cycle is happening all the time, though some parts of the cycle take hundreds of years.</p>



<p><b>English Writing</b></p>	<p>Fiction: <b>Adventure Stories</b> <i>Fair's Fair</i> by Leon Garfield</p> <p>Non-Fiction: <b>Letters</b> <i>Ask Dr K Fisher About Animals/Minibeasts/Dinosaurs/Reptiles</i> by Claire Llewellyn</p>	<p>Fiction: <b>Stories by the Same Author</b> <i>Mimi and the Mountain Dragon</i> by Michael Morpurgo</p> <p>Non-Fiction: <b>Recounts</b> <i>Beatrice's Dream</i> by Karen Lynne Williams</p>	<p>Fiction: <b>Stories from Other Cultures</b> <i>Dragons: Truth, Myth and Legend</i> by David Passes</p> <p><b>Poetry</b> <i>Poetry Pie</i> by Roger McGough</p>	<p>Fiction: <b>Adventure Stories</b> <i>Blue John</i> by Berlie Doherty</p>	<p>Non-Fiction: <b>Explanations</b> <i>How to Invent</i> by Lynn Huggins-Cooper</p> <p>Non-Fiction: <b>Instructions</b> <i>Grow Your Own Lettuce</i> by Helen Lanz</p>	<p>Fiction: <b>Plays and Dialogues</b> <i>Paddington Goes for Gold</i> by Michael Bond</p> <p>Non-Fiction: <b>Chronological Reports</b> <i>The Great Fire of London</i> by Emma Adams</p>
<p><b>Guided Reading</b></p>	<p><b>Fiction:</b> <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p><b>Fiction:</b> <b>Picture Book</b> <i>Amazing Grace</i> by Mary Hoffman</p>	<p><b>Fiction:</b> <i>One Christmas Wish</i> by Katherine Rundell</p> <p><b>Fiction:</b> <b>Picture Book</b> <i>The Proudest Blue</i> by Ibtihaj Muhammad</p>	<p><b>Fiction:</b> <i>Varjak Paw</i> by SF Said</p>	<p><b>Fiction:</b> <i>The Iron Man</i> by Ted Hughes</p>	<p><b>Fiction:</b> <i>Operation Gadgetman</i> by Malorie Blackman</p>	<p><b>Fiction:</b> <i>Pugs of the Frozen North</i> by Philip Reeve and Sarah McIntyre</p>
<p><b>Maths</b></p>	<p><b>Power Maths</b> Place Value within 1,000 Addition and Subtraction</p>	<p><b>Power Maths</b> Addition and Subtraction Multiplication and Division (1)</p>	<p><b>Power Maths</b> Multiplication and Division (2) Money Statistics</p>	<p><b>Power Maths</b> Length Fractions (1)</p>	<p><b>Power Maths</b> Fractions (2) Time</p>	<p><b>Power Maths</b> Angles and properties of shapes Mass Capacity</p>



<p style="text-align: center;"><b>Science</b></p>	<p><b>Rising Star - Switched On 'Earth Rocks'</b></p> <p>I can set up and carry out simple, practical activities and fair tests.</p> <p>I can collect and record data from observations and tests.</p> <p>I can use results to draw conclusions and suggest improvements or new questions.</p>	<p><b>Rising Star - Switched On 'Food and Our Bodies'</b></p> <p>I can gather, record and present data in different ways.</p> <p>I can observe and compare animals with and without skeletons.</p> <p>I can make systematic and careful observations.</p>	<p><b>Rising Star - Switched On 'Mirror, Mirror'</b></p> <p>I can record observations and make sense of them.</p> <p>I can design and carry out a fair test.</p> <p>I can research and gather some key facts about how mirrors have been made over the centuries.</p>	<p><b>Rising Star - Switched On 'How does your garden grow?'</b></p> <p>I can set up simple practical enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can record the findings using drawings and labelled diagrams.</p>	<p><b>Rising Star - Switched On 'Opposites Attract'</b></p> <p>I can report and present findings from enquiries.</p> <p>I can list at least ten uses of magnets in everyday life.</p> <p>I can predict whether two magnets will attract or repel each other.</p>	<p><b>Rising Star - Switched On 'We are Astronauts'</b></p> <p>I can set up simple practical enquiries.</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>I can record the findings using drawings and labelled diagrams.</p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>Prehistoric Britain</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>		<p style="text-align: center;"><b>The Shang Dynasty</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different</p>		<p style="text-align: center;"><b>Ancient Greece</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</p>	

	<p>(Chronological understanding - Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p>		<p>periods. (Chronological understanding - Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p>		<p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry - Year 2)</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated</p>	
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	<p>Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>		<p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang</p> <p>Dynasty of Ancient China. (Understanding of events, people and changes – Year 6)</p>		<p>through festivals or anniversaries. (Historical interpretations - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)</p>	
<p><b>Geography</b></p>		<p><b>Villages, Towns and Cities</b></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do</p>		<p><b>Mountains, Volcanoes and Earthquakes</b></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do</p>		<p><b>The Weather Cycle</b></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape.</p> <p>Why is it like this? How is it changing? What do you think about that? What</p>

		<p>you think about that? What do you think it might be like if...continues?</p> <p>(Geographical skills and fieldwork)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Identify physical and human features of the locality.</p> <p>(Human and physical geography)</p> <p>Recognise there are similarities and differences between places. (Place knowledge)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p>		<p>you think about that? What do you think it might be like if...continues?</p> <p>(Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>(Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p>		<p>do you think it might be like if...continues?</p> <p>(Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>(Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>(Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>(Locational knowledge)</p>
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		<p>Know how the locality is set within a wider geographical context.</p> <p>(Locational knowledge)</p> <p>Describe human features of UK regions, cities and /or counties. (Human and physical geography)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>(Human and physical geography)</p> <p>Develop an awareness of how places relate to each other.</p> <p>(Place knowledge)</p>		<p>(Geographical skills and fieldwork)</p> <p>Know location of: capital cities of countries of British Isles and U.K.,</p> <p>seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>(Locational knowledge) 5</p>		
<b>Computing</b>	<b>Creating Media – Animation</b>		<b>Creating Media – Desktop Publishing</b>		<b>Data and Information – Branching databases</b>	

	<p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>		<p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop</p>		<p>During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	
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			publishing is used in the real world.			
<b>Design Technology</b>		<p><b>Investigating How Hydraulics Can Power An Item</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out</p>		<p><b>Using Pneumatics to Create an Erupting Volcano</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out</p>		<p><b>Creating a Healthy Salad</b></p> <p>Talk about the different food groups and name food from each group. (Cooking and Nutrition)</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)</p>

		<p>the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<b>Art</b>	<b>Exploring Our World Through Andy Goldsworthy's Work Using Sketching and Coloured Paper</b>		<b>Colour Exploration Through the Work of Mondrian and Kandinsky</b> Use a sketchbook for recording		<b>Using Greek Pottery Designs for Cross-Stitch</b> Use a sketchbook for recording observations, for experimenting with	

	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Explore shading, using different media. (Techniques)</p> <p>Compare and recreate form of natural and manmade objects. (Techniques)</p>		<p>observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)</p> <p>He/she is able to create a collage using overlapping and layering. (Techniques)</p> <p>Create printing blocks using relief or impressed techniques. (Techniques)</p>		<p>techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Add detail to work using different types of stitch, including cross-stitch. (Techniques)</p>	
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<p style="text-align: center;"><b>Music</b></p>		<p><b>To Create a World Music Book on a Country.</b></p> <p><b>To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</b></p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>		<p><b>To create and write rhythms using standard musical notation on percussion instruments</b></p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music</p> <p>Confidently recognise a range of musical instruments</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p>		<p><b>To use glockenspiels to write and create their own piece of music.</b></p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>

<p style="text-align: center;"><b>PSHE and SMSC</b></p>	<p><b>Me and My Relationships</b> Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To work collaboratively towards shared goals. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and manage 'dares'.</p>	<p><b>Valuing Difference</b> To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  What being part of a community means and about the varied institutions that support communities locally and nationally.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  That differences and similarities between people arise from a</p>	<p><b>Keeping Myself Safe</b> To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.  That their actions affect themselves and others.  To differentiate between the terms, 'risk', 'danger' and 'hazard'.  Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.  To explore and critique how the</p>	<p><b>Rights and Responsibilities</b> To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.  About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.  To explore and critique how the media present information.  That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.  About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>	<p><b>Being My Best</b> How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.  That bacteria and viruses can affect health and that following simple routines can reduce their spread.  To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their</p>	<p><b>Growing and Changing</b> To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To judge what kind of physical contact is acceptable or unacceptable and how to respond. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. How their body will, and emotions may, change as they approach and move through puberty. About human reproduction.</p>

	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p>	<p>media present information.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>How to make informed choices (including recognising</p>	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<p>recommendations to appropriate people.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To work collaboratively towards shared goals.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p>	
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			<p>that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>			
<b>RE</b>	<p><b>What do Christians learn from the Creation story?</b></p> <p>I can appreciate the natural world.</p> <p>I can define God.</p>	<p><b>What is it like for someone to follow God?</b></p> <p>I can understand the purpose of the Bible.</p>	<p><b>What is the trinity and why is it important for Christians?</b></p> <p>I can define the Trinity.</p>	<p><b>What kind of world did Jesus want?</b></p> <p>I can identify a text from the Gospel.</p>	<p><b>Why do Christians call the day Jesus died 'Good Friday'?</b></p>	<p><b>For Christians, what was the impact of the Pentecost?</b></p> <p>I can revisit my learning on Holy Week.</p>

	<p>I can understand God as Creator.</p> <p>I can identify how Christians look after the world.</p> <p>I can compare Christian views to non-Christian views.</p> <p>I can explain why Christians say sorry to God.</p>	<p>I can learn the story of Noah.</p> <p>I can understand God's covenant.</p> <p>I can recognise covenants that people make.</p> <p>I can identify the promises made at a Christian wedding.</p> <p>I can describe what it is like to follow God.</p>	<p>I can explore the Gospel of Matthew.</p> <p>I can explain the symbolism of water.</p> <p>I can compare and contrast art about baptism.</p> <p>I can write a baptism prayer.</p> <p>I can use art to express the Trinity.</p>	<p>I can identify the Beatitudes and their purpose.</p> <p>I can learn the story of when Jesus healed the blind man.</p> <p>I can learn the story of when Jesus healed the paralysed man.</p> <p>I can learn the story of when Jesus fed the 5000.</p> <p>I can explore Jesus' teachings about love.</p>	<p>I can revisit the story of Holy Week.</p> <p>I can imagine how Mary felt during Holy Week.</p> <p>I can learn how Christians mark Holy Week.</p> <p>I can explore the emotions Christian experience during Holy Week.</p> <p>I can create a performance of Palm Sunday with a group.</p>	<p>I can explore artwork about the Pentecost.</p> <p>I can learn about the Christian belief that the world is God's kingdom.</p> <p>I can explore beliefs about the Holy Spirit.</p> <p>I can identify how Pentecost is celebrated by Christians.</p> <p>I can identify and explain my own beliefs.</p>
<p><b>PE</b></p>	<p><b>Hockey</b></p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>See separate document for swimming.</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>	<p><b>Tennis</b></p> <p>Perform a side stepping gallop. (Acquiring and developing skills)</p> <p>Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)</p> <p>Set more challenging goals and evaluate his/her achievements. (Healthy mind)</p> <p>Describe the differences between different body parts. (Healthy bodies)</p>	<p><b>Gymnastics and Dance</b></p> <p>Describe the differences between different body parts. (Healthy bodies)</p> <p>Create a 'steps to success' approach to achieving success. (Healthy mind)</p> <p>Balance on one foot. (Acquiring and developing skills)</p>	<p><b>Netball</b></p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>See separate document for swimming.</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>	<p><b>Basketball</b></p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>See separate document for swimming.</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>	<p><b>Athletics</b></p> <p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>

	<p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)</p>	<p>Identify that exercise helps our lungs and heart and improves co-ordination. (Healthy bodies)</p> <p>Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense. (Healthy bodies)</p>	<p>Climb a set of wall bars (or similar). (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p>	<p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)</p>	<p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)</p>	
<b>Spanish</b>	<p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words and phrases in written form.</p>	<p>Ask and answer simple questions, for example about personal information.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use simple adjectives such as colours and sizes to describe things in writing.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p>	<p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p>	<p>Have basic understanding of the usual order of words in sentences in the target language.</p> <p>Read some familiar words aloud using mostly accurate pronunciation. Write some single words from memory.</p>	<p>Learn and remember new words encountered in reading.</p> <p>Recognise the main word classes e.g nouns, adjectives and verbs.</p> <p>Record descriptive sentences using a word bank.</p>
	<b>Prehistoric Britain</b>	<b>Villages, Towns and Cities</b>	<b>The Shang Dynasty</b>	<b>Mountains, Volcanoes and Earthquakes</b>	<b>Ancient Greece</b>	<b>Weather and the Water Cycle</b>



<b>Curriculum Enrichment Activity</b>	<b>Dartmoor Tour of Stone Age ruins</b>	<b>Local Town Visit</b>	<b>Chinese Restaurant</b>	<b>Rock Climbing</b>	<b>Trip to an Amphitheatre Ancient Greece Workshop</b>	<b>Met Office</b>
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