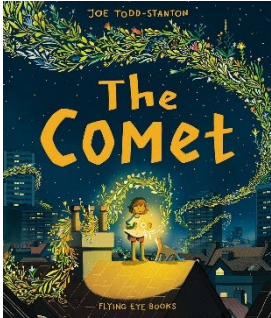
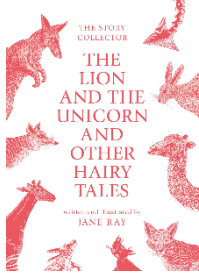
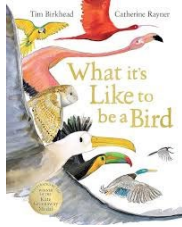
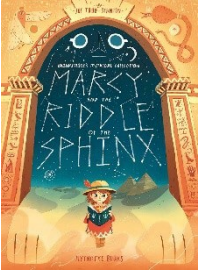


Year 3 curriculum

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>The Comet</p>	 <p>The Iron Man</p>	 <p>The Lion and the unicorn and other hairy tales</p>	 <p>What is life Like as a Bird.</p>	 <p>Marcy and the Riddle of the Sphinx</p>	
English – writing opportunities	<p>Character description Narrative Diary entry</p>	<p>Narrative Diary entry Letter poetry</p>	<p>Recount of visit Story writing Poetry Poetry recital Letter Persuasive writing</p>	<p>Narrative Story writing Poetry Poetry recital</p>	<p>Non-chronological report Poetry</p>	<p>Narrative Non –chronological report</p>
English - SPAG	<p>Review nouns, common and proper; Learn to recognise a vowel and a consonant; Select the determiner 'a' or 'an' appropriately; Revise CL for proper nouns of people and places Revise words in the past tense with regular ed suffix Revise words ending in ing – progressive form Identify and highlight direct speech in written</p>	<p>Introduce term 'pronoun'; Create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well Consolidate meaning of vowel and consonant Collect a bank of coordinating and subordinating conjunctions Identify the main clause Collect a bank of irregular past tense verb forms; change these from present to past e.g. catch/caught</p>	<p>Identify and distinguish between different noun types (common, proper, pronoun) Introduce prepositions and model in sentences Identify the tense of a given extract Continue to build irregular verb bank Identify the main clause and subordinate clause during shared reading, shared writing and independent activities</p>	<p>Find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence Identify prepositions in context Sometime use the present /past perfect e.g. He has/had gone out to play, with a focus on spoken accuracy first Know how to use the comma before closing inverted commas, in direct speech</p>	<p>Identify possessive determiners e.g. my, your, her, their Maintain consistency of tense in narrative / report writing, explanation / instructions Practise further contexts for present and past perfect verb forms Include apostrophe for omission and possession  Demarcate sentences with increasing security,</p>	<p>Identify word classes in contexts which are challenging Increasingly control a variety of verb forms in spoken and written contexts Identify confidently during reading Practise changing extract from one tense to another Model regular use of a comma to separate main clause from subordinate clause In spoken and written contexts, apply known rules of</p>

	<p>texts; model use of inverted commas to indicate direct speech</p> <p>Revise and expand repertoire of plural nouns, adding suffix correctly <i>s/es/ies</i></p> <p>Collect a bank of nouns using the suffixes <i>ness, er</i> and <i>tion</i>;</p> <p>Model and revise the function of statement, question, command and exclamation</p> <p>Revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well; role-play the voice of a king / mayor / duchess, using formal language</p>	<p>Revise use of comma to separate items in a list</p> <p>Revise ? and ! and use reliably</p> <p>Revise use of apostrophe for singular nouns</p> <p>Revise and expand repertoire of plural nouns, adding suffix correctly <i>s/es/ies</i></p> <p>Collect a bank of nouns using the suffixes <i>ness, er</i> and <i>tion</i>;</p> <p>Model and revise the function of statement, question, command and exclamation</p> <p>Revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well; role-play the voice of a king / mayor / duchess, using formal language</p>	<p>Express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because;</p> <p>Learn to read and spell some words with a prefix, discussing what that prefix means e.g. super-, anti-, dis-, mis-, in</p> <p>Identify the subject of a sentence; make sure verb matches the subject e.g. We were going; Where were you? They did their homework.</p>	<p>Continue to use apostrophes in a range of contexts</p> <p>Identify the main clause and subordinate clause during shared reading, shared writing and independent activities</p> <p>Express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because</p> <p>Learn to read and spell some words with a prefix, discussing what that prefix means e.g. super-, anti-, dis-, mis-, in</p> <p>Identify the subject of a sentence; make sure verb matches the subject e.g. We were going; Where were you? They did their homework</p>	<p>Refine understanding of the meaning of less familiar words</p> <p>In spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally</p>	<p>Standard English; respond to errors by modelling correct verb forms orally</p>
<p>Maths – White Rose</p>	<p><b>Place Value, addition and subtraction</b></p> <p>I can represent numbers to 100</p> <p>I can partition numbers to 100</p> <p>I can use a number line to 100</p> <p>I can count in 10s, 100s, 1000s</p> <p>I can count in 50s</p> <p>I can add 1s, 10s, 100s</p> <p>I can subtract 1s, 10, 100s</p> <p>Place Value</p> <p>I can apply number bonds within 10</p> <p>I can partition numbers to 1000</p> <p>I can represent numbers to 1000</p> <p>I can spot patterns and make connections</p>	<p><b>Multiplication and Division A</b></p> <p><b>Length and Perimeter</b></p> <p>I can count in multiples of 10</p> <p>I can use arrays</p> <p>I can count in multiples of 5,10, 3,4, 8</p> <p>I can measure in mm, cm and m</p> <p>I can share and group objects</p> <p>I can multiply and divide by 2,3, 4, and 8</p> <p>I can add and subtract lengths</p> <p>I can calculate perimeter</p> <p>I can find equivalent lengths</p>	<p><b>Multiplication and Division B, length and perimeter,</b></p> <p>I can multiply and divide a 2-digit number by a 1-digit number with no exchange and with exchange</p> <p>I can measure mass in g and Kg</p> <p>I can measure capacity and volume in ml and l</p> <p>I can solve word problems and/or multi step problems.</p> <p>I can divide by various methods and recognise remainders.</p> <p>I can use mental strategies and estimate when appropriate.</p>	<p><b>Fractions A, Mass and Capacity</b></p> <p>I can understand numerators and denominators in non-unit fractions</p> <p>I can place fractions on a number line</p> <p>I can count in fractions on a number line</p> <p>I can apply fractions to solve I can partition the whole</p> <p>I can find unit and non-unit fractions of a set of objects scales</p> <p>I can find equivalent fractions using a bar model and a number line</p> <p>I can use scales</p>	<p><b>Fractions B, money</b></p> <p>I can add and subtract fractions</p> <p>I can count in pounds and pence</p> <p>I can add and subtract money</p> <p>I can convert pounds and pence</p> <p>I can compare and order fractions</p> <p>I can use number lines to count forwards and backwards in fractions and to find equivalent fractions.</p> <p>I can compare and order fractions with same and different denominators and/or numerators.</p>	<p><b>Time, shape and statistics</b></p> <p>I can read Roman numerals to 12</p> <p>I can tell the time to 5 minutes</p> <p>I can read time on a digital clock</p> <p>I can use am and pm</p> <p>I can name the days, years and months</p> <p>I can explain parallel and perpendicular</p> <p>I can recognise and draw 2D shapes</p> <p>I can draw polygons</p> <p>I can make 3D shapes</p> <p>I can solve problems with time</p> <p>I can compare angles</p> <p>I can explain horizontal and vertical</p> <p>I can interpret pictograms</p>

	<p>I can estimate answers I can make decisions</p>			<p>I can measure in kg and g I can measure capacity and volume in ml I can add and subtract capacity and volume I can represent equivalent fractions as bar models I can compare capacity and volume I can find equivalent capacities and volumes (ml and l)</p>		<p>I can interpret bar charts and two-way tables I can draw bar charts I can collect and represent data</p>
<p>Science – knowledge and skills</p>	<p><b>Skeletons Knowledge</b> I can name and identify bones in the human body I can explain the functions of the skeleton I can name and identify bones in a range of animals I can name and describe animals with and without a spine I can say if all skeletons are the same? <b>Skills</b> I can ask relevant questions and using different types of scientific enquiries to answer them I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables I can talk about criteria for grouping, sorting and classifying (non-statutory) I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <b>Movement</b></p>	<p><b>Food waste Knowledge</b> I know what is food waste? I can explain how we reduce our food waste? <b>Skills</b> I can ask relevant questions and using different types of scientific enquiries to answer them. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <b>Rocks Knowledge</b> I can identify rocks I can group rocks I can test rocks I can carry out a local rock survey <b>Skills</b> <b>I can</b> make systematic and careful observations. I can talk about criteria for grouping, sorting and classifying (non-statutory) I can make systematic and careful observations Gathering, recording, classifying and presenting data in</p>	<p><b>Fossils Knowledge</b> I can explore fossils I can explore fossil formation <b>Skills</b> I can ask relevant questions and using different types of scientific enquiries to answer them I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <b>Soil Knowledge</b> I can explore soil I can explore the importance of soil I can plan – soil experiment I can investigate – soil experiment I can evaluate – soil experiment <b>Skills</b> <b>I can</b> record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables – Using straightforward scientific evidence to answer</p>	<p><b>Light Knowledge</b> I can explore light sources, the Sun How we see Shadows Opaque, translucent or transparent? Plan – shadow experiment Investigate – shadow experiment Evaluate – shadow experiment <b>Skills</b> <b>I can</b> identify differences, similarities or changes related to simple scientific ideas and processes I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables gather, recording, classifying and presenting data in a variety of ways to help in answering questions. Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p><b>Plants Knowledge</b> I can name the parts of a plant and their functions Plant dissection Plan – plant growth Plant – plant growth The stem and water transportation Looking at seeds Reproductive parts in plants Pollination Seed dispersal Life cycle of plants <b>Skills</b> I can use straightforward scientific evidence to answer questions or to support their findings I can talk about criteria for grouping, sorting and classifying (non-statutory) Asking relevant questions and using different types of scientific enquiries to answer them.</p>	<p><b>Forces Knowledge</b> I can explore forces I can explore friction I can plan – friction experiment I can investigate – friction experiment <b>Skills</b> <b>I can</b> Identify differences, similarities or changes related to simple scientific ideas and processes I can use straightforward scientific evidence to answer questions or to support their findings I can set up simple practical enquiries, comparative and fair tests. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Plants Knowledge</b> I can explore plant growth <b>Skills</b></p>

	<p><b>Knowledge</b> I know we have joints I know how we move</p> <p><b>Skills</b> I can recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations (non-statutory) I can communicate my findings in ways that are appropriate for different audiences (non-statutory)</p> <p><b>Nutrition and Diet</b></p> <p><b>Knowledge</b> I can explore/ explain Food groups Understand the five food groups Balanced diet Compare diets Animal diets</p> <p><b>Skills</b> I can talk about criteria for grouping, sorting and classifying (non-statutory). Using straightforward scientific evidence to answer questions or to support their findings. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can identify differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer</p>	<p>a variety of ways to help in answering questions</p>	<p>questions or to support their findings I can set up simple practical enquiries, comparative and fair tests. I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>– Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>		<p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b>Magnets</b></p> <p><b>Knowledge</b> I can explore magnets - Magnetic and non-magnetic materials I can investigate metals North and south poles – attract and repel</p> <p><b>Skills</b> I can gather, record, classify and present data in a variety of ways to help in answering questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can set up simple practical enquiries, comparative and fair tests. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>Biodiversity</b></p> <p><b>Knowledge</b> I know what biodiversity is I know how to increase it in my local area</p> <p><b>Skills</b> I can observe and record what I find in my local area. I can explore areas within my local area and how they can be rewilded.</p>
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	questions or to support their findings.					
RE – Knowledge and Skills	<p><b>People of God</b>  <b>What is it like to follow God?</b>  <b>Knowledge</b>  I can make clear links between the story of Noah and the idea of covenant. I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony I can make links between the story of Noah and how we live in school and the wider world  <b>Skills</b>  Describe some ways  Ask questions and suggest some of their own responses  Suggest why  Identify how  Make connections between stories  Give examples of how and suggest reasons why  Discuss their own and others' ideas  Explore and suggest ideas  Link up some questions and answers</p>	<p><b>Incarnation</b>  <b>What is the trinity? Knowledge</b>  I can talk about different texts in the Bible in relation to the family tree of Jesus. I can give examples of how Christians prepare for Christmas during the season of advent.  I can make links between the Bible stories studied and the ways in which they show characteristics and qualities in their own lives.  I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.  I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.  I can offer suggestions about what texts about baptism and Trinity might mean  <b>Skills</b>  Describe some ways  Ask questions and suggest some of their own responses  Suggest why  Identify how  Make connections between stories  Give examples of how and suggest reasons why  Discuss their own and others' ideas  Explore and suggest ideas</p>	<p><b>Sikhism</b>  <b>What is important for Sikh people? Knowledge</b>  I can describe things that are important to Sikhs and show how this impacts their lives and actions.  I can make suggestions about what Sikhs believe about God.  I can explain what the 5 k's are and why they are important to Khalsa Sikhs.  I can make clear links between the teachings of the Guru Granth Sahib and seva. I can describe some of the same/different things Sikhs do which show equality in the Langar.  <b>Skills</b>  Describe some ways  Ask questions and suggest some of their own responses  Suggest why  Identify how  Make connections between stories  Give examples of how and suggest reasons why  Discuss their own and others' ideas  Explore and suggest ideas  Link up some questions and answers</p>	<p><b>Sikhism</b>  <b>How do Sikh people worship and celebrate? Knowledge</b>  I can describe things that are important to Sikhs and show how this impacts their lives and actions.  I can make suggestions about what Sikhs believe about God.  I can explain what the 5 k's are and why they are important to Khalsa Sikhs.  I can make clear links between the teachings of the Guru Granth Sahib and seva. I can describe some of the same/different things Sikhs do which show equality in the Langar.  <b>Skills</b>  Describe some ways  Ask questions and suggest some of their own responses  Suggest why  Identify how  Make connections between stories  Give examples of how and suggest reasons why  Discuss their own and others' ideas  Explore and suggest ideas  Link up some questions and answers</p>	<p><b>Kingdom of God</b>  <b>When Jesus left, what was the impact of Pentecost? Knowledge</b>  I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.  I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.  I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God and Earth.  I can offer suggestions about what the description of Pentecost in Acts 2 might mean. I can give examples of what Pentecost means to some Christians now.  I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.  I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of my own ideas  <b>Skills</b>  Describe some ways  Ask questions and suggest some of their own responses</p>	<p><b>Humanism Knowledge</b>  I can explain what humanism is  I can understand the values that humanists hold  I know what humanists, believe in  I know that humanists believe science is the best method to understand the world  I know that humanists change their beliefs according to scientific discoveries.  I know the difference between atheists and agnostics.  <b>Skills</b>  Describe some ways  Ask questions and suggest some of their own responses  Suggest why  Identify how  Make connections between stories  Give examples of how and suggest reasons why  Discuss their own and others' ideas  Explore and suggest ideas  Link up some questions and answers</p>

		<p>Link up some questions and answers</p>			<p>Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others' ideas Explore and suggest ideas Link up some questions and answers</p>	
<p>Geography Plan B Knowledge and Skills</p>		<p><b>Where does our food come from?</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know what the Northern and Southern Hemispheres are.</li> <li>• I know which hemisphere each continent is in.</li> <li>• I know what the Eastern and Western Hemispheres are.</li> <li>• I can name some countries that are in the Northern and Southern Hemispheres.</li> <li>• I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes.</li> <li>• I know that the tropic of Cancer and tropic of Capricorn are lines of latitude.</li> <li>• I know that the tropics describes the area between the tropics of Cancer and Capricorn.</li> <li>• I know what the prime meridian is.</li> </ul> <p><b>Skills</b></p>	<p><b>Countries of the world Knowledge</b></p> <p>I can name the seven continents of the world independently.</p> <ul style="list-style-type: none"> <li>• I can compare the seven continents by size, number of countries and population.</li> <li>• I can name several different countries in each continent.</li> <li>• I can name some major capital cities of the world.</li> <li>• I know where the North and South Poles are.</li> </ul> <p><b>Skills</b></p> <p>can label each of the seven continents on a world map.</p> <ul style="list-style-type: none"> <li>• I can locate countries in a particular continent on a world map.</li> <li>• I can use given clues to help me locate a country on a world map.</li> <li>• I know that I can use an atlas and the internet to find where countries are located in the world.</li> </ul>		<p><b>In the desert Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the country and continent of deserts and desert cities.</li> </ul> <p><b>Skills</b></p> <p>I can use a map with a key to identify deserts on a world map.</p> <p>I can name and locate the major deserts of the world.</p> <ul style="list-style-type: none"> <li>• I can use line graphs and charts to explore and compare climate data for deserts around the world.</li> <li>• I can explain how erosion and other processes create different desert formations.</li> <li>• I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation.</li> <li>• I can describe some of the ways in which people use desert land to live.</li> <li>• I can use independent research to find out</li> </ul>	

		<ul style="list-style-type: none"> <li>• I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located.</li> <li>• I can read a timezone map and use it to answer questions about two different locations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a climate zone map to identify what a country's climate is like.</li> <li>• I can locate major capital cities of the world on a map.</li> </ul>		<p>about the human geography of a desert city.</p> <ul style="list-style-type: none"> <li>• I can describe and discuss the causes and consequences of desertification.</li> </ul>	
<p>History Plan B Knowledge and Skills</p>	<p><b>Stone Age to iron Age Knowledge</b>  I know what the term 'prehistory' means.  I can place the Stone Age, Bronze Age and Iron Age on a timeline.  I know that prehistory spans millions of years.  I know that the Stone Age can be split into three different time periods.</p> <p><b>Skills</b>  I can explain how archaeologists use artefacts to learn about the past.  I can explain some of the methods archaeologists use to find out about the past.  I can explain why Star Carr is an important archaeological site.  I can use a variety of sources to answer questions about the past.  I can describe the main features and developments of each of the eras of prehistory</p>			<p><b>Early Civilisations Knowledge</b>  I can translate sentences from the Phoenician alphabet.  I can explain the difference between AD years and BC years.  I can explain where and when money was first used.</p> <p><b>Skills</b>  I can make predictions about objects that might have been invented before, during and after early civilisations.  I can use different sources of information to confirm if my predictions were correct or not.  I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.  I know where in the world the earliest civilisations took place.  I can describe and compare some of the first writing systems.  I can explain how some writing systems developed through time.</p>		<p><b>Ancient Egypt Knowledge</b>  I can describe ancient Egyptian beliefs in the afterlife.  I can explain the process of mummification.  I can describe the difference between ancient and modern periods.</p> <p><b>Skills</b>  I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.  I can make suggestions about what unfamiliar artefacts might have been used for.  I can explain the significance of the discovery of the Rosetta stone.  I can generate questions I want to find the answers to about life in ancient Egypt.  I can choose an area I wish to research, and use a variety of sources to carry out my research.  I can describe the features of daily life in ancient Egypt.</p>



				<p>I can explain some early number systems and why they were developed.</p> <p>I can describe some of the technological advances of early civilisations.</p> <p>I can place the earliest civilisations on a timeline.</p>		<p>I can explain the events surrounding the discovery of Tutankhamen's tomb.</p> <p>I know when the ancient Egyptian civilisation was.</p> <p>I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</p>
<p>Art and DT Kapow Knowledge and Skills</p>	<p><b>Prehistoric art Knowledge</b> To apply an understanding of prehistoric man-made art. To understand and use scale to enlarge drawings in a different medium. To explore how natural products produce pigments to make different colours. To select and apply a range of painting techniques. To apply painting skills when creating a collaborative artwork. <b>Skills</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p>	<p><b>Cooking and nutrition Knowledge</b> Explain that fruits and vegetables grow in different countries depending on their climates Understand that different fruits and vegetables grow in a given season Understand that eating seasonal fruits and vegetables positively affects the environment Design a tart recipe using seasonal ingredients <b>Skills</b> Describe how climate affects how foods grow Identify seasonal ingredients from the UK Tasting seasonal ingredients Cutting ingredients safely Follow the instructions within a recipe</p>	<p><b>Drawing Knowledge</b> To recognise how artists use shape in drawing. To understand how to create tone in drawing by shading. To understand how texture can be created and used to make art. <b>Skills</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p>	<p><b>Sculpture and 3D Knowledge</b> To join 2D shapes to make 3D structures To join materials in different ways when working in 3D To develop ideas for 3D artwork To apply knowledge of sculpture when working in 3D To evaluate and improve an artwork <b>Skills</b> Using light and dark colours next to each other creates contrast. How to add surface detail to a sculpture using colour or texture</p>	<p><b>Textiles – Egyptian collars Knowledge</b> To learn how to sew cross-stitch and applique To develop and use a template To assemble fabric parts into a fabric product To decorate fabric using applique and cross-stitch <b>Skills</b> Selecting and cutting fabrics Threading needles with greater independence Decorating fabric using applique</p>	<p><b>Drawing Knowledge</b> To apply observational drawing skills to create detailed studies. To apply painting skills when creating a collaborative artwork. <b>Skills</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process</p>
<p>Music Charanga Knowledge and Skills</p>	<p><b>Let Your Spirit Fly Knowledge</b> I know five songs from memory and who sang them or wrote them. I know the style of the five songs. <b>Skills</b> I can confidently identify and move to the pulse.</p>	<p><b>Glockenspiel Stage 1 Knowledge</b> I know to find and demonstrate the pulse. I know the difference between pulse and rhythm. <b>Skills</b> I can talk about the instruments used in class (a glockenspiel, a recorder)</p>	<p><b>Three Little Birds Knowledge</b> I can explain how songs can make you feel different things e.g. happy, energetic or sad <b>Skills</b> I can confidently identify and move to the pulse.</p>	<p><b>The Dragon Song Knowledge</b> I can improvise using instruments in the context of the song they are learning to perform. <b>Skills</b> I can demonstrate a good singing posture.</p>	<p><b>Ukulele Knowledge</b> I can explain that improvisation is making up your own tunes on the spot <b>Skills</b> I can play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part</p>	<p><b>Ukulele Knowledge</b> I can explain that composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. <b>Skills</b></p>



	<p>I can think about what the words of a song mean I can demonstrate a good singing posture.</p>		<p>I can think about what the words of a song mean I can demonstrate a good singing posture.</p>		<p>or the melody of the song) from memory or using notation</p>	<p>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
<p><b>PHSE</b> Jigsaw knowledge and Skills</p>	<p><b>Being Me in my World Knowledge</b> I know that the school has a shared set of values I know why rules are needed and how these relate to choices and consequences I know that actions can affect others' feelings I know that others may hold different views I can make other people feel valued I can develop compassion and empathy for others I can work collaboratively</p> <p><b>Skills</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p><b>Celebrating Differences Knowledge</b> I know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do I know that conflict is a normal part of relationships I know that some words are used in hurtful ways and that this can have consequences I can use the 'Solve it together' technique to calm and resolve conflicts with friends and family I can 'problem-solve' a bullying situation accessing appropriate support if necessary I am able to show appreciation for their families, parents and carers</p> <p><b>Skills</b> Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p><b>Dreams and Goals Knowledge</b> I know that I am responsible for my own learning I know what an obstacle is and how I can hinder achievement I know how to take steps to overcome obstacles I know what dreams and ambitions are important to me I can break down a goal into small steps I can manage feelings of frustration linked to facing obstacles I can imagine how it will feel when I achieve my dream/ambition</p> <p><b>Skills</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p>	<p><b>Healthy Me Knowledge</b> I know how exercise affects my body I know that there are different types of drugs I know that there are things, places and people that can be dangerous I know when something feels safe or unsafe I can respect my own body and appreciate what they do I can take responsibility for keeping myself and others safe I can identify how they feel about drugs I can express how being anxious or scared feels</p> <p><b>Skills</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p><b>Relationships Knowledge</b> I know that different family members carry out different roles or have different responsibilities within the family I know some of the skills of friendship, e.g. taking turns, being a good listener I know some strategies for keeping themselves safe online I know that they and all children have rights (UNCRC) I know how to access help if they are concerned about anything on social media or the internet I can identify my own wants and needs and how these may be similar or different from other children in school and the global community</p> <p><b>Skills</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives</p>	<p><b>Changing Me Knowledge</b> I know the physical differences between male and female bodies I know that private body parts are special and that no one has the right to hurt these I know who to ask for help if I am worried or frightened I know there are different types of touch and that some are acceptable, and some are unacceptable I can say who I would go to for help if worried or scared I can say what types of touch I find comfortable/ uncomfortable I am able to confidently ask someone to stop if they are being hurt or frightened Understanding a baby's needs Outside body changes Inside body changes Family stereotypes</p> <p><b>Skills</b> Challenging my ideas Preparing for transition</p>

					Expressing appreciation for family and friends	
<p>Computing Purple Mash Knowledge and skills</p>	<p><b>Coding Knowledge</b> To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. To understand how to use the repeat command.</p> <p><b>Skills</b> I can design and create an interactive scene To understand the importance of nesting.</p>	<p><b>Simulations spreadsheets Knowledge</b> To consider what simulations are. To explore a simulation. To analyse and evaluate a simulation. To use the symbols more than, less than and equal to, to compare values.</p> <p><b>Skills</b> I can use 2Calculate to collect data and produce a variety of graphs. I can use the advanced mode of 2Calculate to learn about cell references.</p>	<p><b>Online safety Touch typing Knowledge</b> To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To learn about the meaning of age restrictions symbols on digital media and devices. To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys.</p> <p><b>Skills</b> I can consider the truth of the content of websites. I can explain the meaning of age restrictions symbols on digital media and devices. To practise typing with the left and right hand.</p>	<p><b>Email Knowledge</b> To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely.</p> <p><b>Skills</b> To explore a simulated email scenario. To add an attachment to an email.</p>	<p><b>Branching databases graphing Knowledge</b> To sort objects using just YES/NO questions To complete a branching database using 2Question. To enter data into a graph and answer questions. To solve an investigation and present the results in graphic form.</p> <p><b>Skills</b> I can make a branching database, collating and organising data by sets of questions</p>	<p><b>PPT/ Google Slides Knowledge</b> To understand the uses of PowerPoint. To add media to a presentation. To add animations to a presentation. To add timings to a presentation. To use the skills learnt to design and create an engaging presentation. To understand the purpose of the Slides tool. To add slides to presentations. To add media to presentations. To format text appropriately. To add shapes and lines to enhance a presentation.</p> <p><b>Skills</b> To create a page in a presentation. To use the skills learnt to design and create an engaging presentation.</p>

<p>MFL Kapow Knowledge and skills</p>	<p><b>French Greetings Knowledge</b> I can introduce myself to a partner with simple phrases. I can recognise some familiar French words in written form. I can discuss similarities and differences between customs and traditions in France and the UK</p> <p><b>Skill</b> I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p><b>French adjectives of colour, size and shape Knowledge</b> I can recognise some familiar French words in written form. I can recognise and use adjectives of colour and size. I can discuss similarities and differences between customs and traditions in France and the UK.</p> <p><b>Skill</b> I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p><b>French playground games - numbers and age Knowledge</b> I can read aloud some words from simple songs, stories and rhymes. I can recognise some familiar French words in written form.I can discuss similarities and differences between customs and traditions in France and the UK.</p> <p><b>Skill</b> I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p><b>In a French classroom Knowledge</b> I can read aloud some words from simple songs, stories and rhymes. I can begin to recognise masculine and feminine words linked to the school classroom I can recognise some familiar French words in written form.I can discuss similarities and differences between customs and traditions in France and the UK.</p> <p><b>Skill</b> I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p><b>French transport Knowledge</b> I can read aloud some words from simple songs, stories and rhymes. I can begin to recognise words linked to transport. I can recognise some familiar French words in written form.I can discuss similarities and differences between customs and traditions in France and the UK.</p> <p><b>Skill</b> I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>	<p><b>A circle of life in French Knowledge</b> I can read aloud some words from simple songs, stories and rhymes. I can recognise names of animals/ habitats in french. I can recognise some familiar French words in written form.I can discuss similarities and differences between customs and traditions in France and the UK.</p> <p><b>Skill</b> I can listen and respond to single words and short phrases. I can ask and/or answer simple questions. I can practise speaking with a partner. I can use short phrases to give information I am building confidence by repeating short phrases with increasing accuracy. I can experiment with simple writing, copying with accuracy.</p>
<p>PE Getset4PE Knowledge and Skills</p>	<p><b>Invasion games Knowledge</b> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some</p>	<p><b>Dance Knowledge</b> I can copy and remember set choreography. I can recognise changes in timing and spacing to develop a dance. I can recognise counts in the music I can recognise patterns to structure dance phrases on</p>	<p><b>Gymnastics Knowledge</b> I can explain what happens to my body when I exercise and how I can be healthy I can plan and perform sequences with a partner that include a change of level and shape.</p>	<p><b>Net and wall Knowledge</b> Hitting –I can develop hitting a dropped ball over a net. Feeding – I can accurately feed an underarm throw over a net to a partner.</p>	<p><b>Striking and fielding Knowledge</b> Striking – I can develop striking a ball with my hand and equipment with some consistency. Fielding –I can understand that there are different roles within a fielding team.</p>	<p><b>Athletics Knowledge</b> I can demonstrate the difference in sprinting and jogging techniques I can explain what happens in my body when I warm up I can identify when I was successful and what I need to do to improve</p>

	<p>control. I can provide feedback using key words. I understand my role as an attacker and as a defender.</p> <p><b>Skills</b> I can communicate with my team and move into space to support them. I work cooperatively with my group to self-manage games.</p>	<p>my own, with a partner and in a group I can show respect for others when working as a group and watching others perform.</p> <p><b>Skills</b> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p>	<p>I can provide feedback using appropriate language relating to the lesson. I can explain how to perform balances individually and with a partner safely I can watch, describe and suggest possible improvements to others' performances. I can understand how body tension can improve the control and quality of movements.</p> <p><b>Skills</b> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using key words. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.</p>	<p>Rallying – I can explore underarm rallying with a partner catching after one bounce. Footwork – I can consistently use the ready position to move towards a ball.</p> <p><b>Skills</b> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.</p>	<p>Throwing - I can develop coordination and technique when throwing over and underarm. Catching – I can catch with two hands with some coordination and technique I can begin to catch with one hand with increased accuracy</p> <p><b>Skills</b> I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I work co-operatively with my group to self-manage games.</p>	<p>I can jump for distance with balance and control I can use steps to complete a jump I can throw with some accuracy and power to a target area I can support and encourage others to work to their best</p> <p><b>Skills</b> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.</p>
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Cultural capital	Kent Life	In school pantomime	Turkish restaurant	Planetarium visit		African drumming workshop
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