

Year 3 Curriculum Map: 2024 - 2025



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Stone Age to the Iron Age		The Romans		The Great Outdoors + The Wider World	
English	<p><u>Guided Reading/Individual Reading</u></p> <p>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Trad. Tales -</p> <p>Core text(s): The Paper Bag Princess by Robert Munsch</p> <p>Final written outcome: Narrative from another character's perspective (3-4 weeks)</p>	<p><u>Guided Reading/Individual Reading</u></p> <p>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Non-Fiction - Newspaper Report</p> <p>Core text(s): The True Story of The Three Little Pigs by John Scieszka</p> <p>Final written outcome:</p>	<p><u>Guided Reading/Individual Reading</u></p> <p>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Poetry- free verse</p> <p>Core text(s): Words are ours by Michael Rosen, The Magic Box by Kit Wright (1 week)</p> <p>Non-Fiction - Information text</p>	<p><u>Guided Reading/Individual Reading</u></p> <p>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Fables</p> <p>Core text(s): Aesops Fables, War and Peas by Michael Foreman</p> <p>Final written outcome: Fable based on The Tortoise and The Hare (3-4 weeks)</p>	<p><u>Guided Reading/Individual Reading</u></p> <p>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Fiction - Play script</p> <p>Core text(s): Alice in Wonderland & Through the Looking by Adrian Mitchell, Alice in Wonderland by Lewis Carroll, The Adventures of the Dish and the Spoon by Mini Grey,</p>	<p><u>Guided Reading/Individual Reading</u></p> <p>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, comprehension</p> <p>Persuasive letter writing</p> <p>Core text: Stella and the Seagull.</p> <p>Final written outcome: Letter persuading (4 weeks)</p>

	<p>Non-Fiction - Non-chronological Report Core text(s): Dr Xargle's Earth Hounds by Jeanne Willis & Tony Ross Final written outcome: Report on an alien (2-3 weeks)</p>	<p>Newspaper report on the story (2-3 weeks)</p> <p>Fiction - Narrative Core text(s): The Finger Eater by Dick King-Smith Final written outcome: Alternative chapter (2-3 weeks)</p>	<p>Core text(s): Atlas of Adventures (illus. Lucy Letherland) Final written outcome: Leaflet for a chosen location (3-4 weeks)</p>	<p>Non-fiction - Explanation Core texts: Various explanation texts Final written outcome: Explanation text on how bees make honey (2 weeks)</p> <p>Poetry appreciation and performance (2 weeks) Core text: The Quangle Wangle's Hat Final outcome: Response to a poem and being able to recite poetry from heart</p>	<p>The Owl and the Pussycat by Edward Lear, The ABC Poem by Spike Milligan Final written outcome: Play script of a scene (3-4 weeks)</p> <p>Non-Fiction - Instructions (Cross-curricular with D and T) Core text(s): Collection of Recipes/Instructions Final written outcome: Instructions on how to sew purse. (1-2 weeks)</p>	<p>Poetry - Haikus Core text: Beaches-Kaitlyn Guenther Final written outcome: Write own haiku (2-3 weeks)</p>
<p>Mathematics</p>	<p>Number: Place value Represent numbers to 100, add tens and ones, explore place value of a three digit number, number magnitude to 1000, find 1, 10, 100 more or less, compare objects, compare numbers, order numbers, count in 50s</p> <p>Addition and subtraction Add and subtract multiples of 100, add and subtract 1s, mentally add/subtract ones/tens and hundreds from 3 and 2 digit numbers (including crossing tens and hundreds), estimating answers, rounding, written addition/subtraction using column methods</p>	<p>Multiplication and division (cont'd) Mentally multiply 2 digit numbers by 1 digit numbers (including with an exchange), written multiplication (short multiplication) for 2 digit numbers x 1 digit numbers, mentally divide 2 digit numbers by 1 digit numbers, written division for 2 digit by 1 digit numbers, dividing with remainders Skills: patterns & counting in 3, 4 and 8 times tables, estimate, problem solving, understand that a fraction is an equal part of a whole, use mathematical language, estimating, ordering & comparing up to 999, represent numbers, fractions and mathematical thinking pictorially, use cherry diagrams and whole/part bar models,</p>	<p>Number: Fractions (cont'd) Making the whole, tenths, counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects, equivalent fractions, compare fractions, order fractions, add fractions, subtract fractions</p> <p>Measure: Time O'clock and half past, quarter past and quarter to, months and years, hours in a day, telling the time to 5 minutes, telling the time to the minute, using am and pm, 24 hour clocks, finding durations, comparing</p>			

Skills: use positional language, name shapes, patterns & counting 1-999, estimate, order & regroup 3 digit numbers, part & whole addition & subtraction, problem solving understand three digit numbers, estimating, ordering & comparing up to 999, identify 10/100 more/less, double, halve, represent numbers and mathematical thinking pictorially, use cherry diagrams and whole/part bar models, understand magnitude 0-1000 Know and recall number bonds to 10/100, use + - =, reasoning, column method for written addition/subtraction, measuring in different units eg cm, m, measuring angles, data handling and interpreting

Multiplication and division

Exploring equal groups, using the x symbol, arrays, make equal groups by sharing and grouping, recap dividing by 2, 5 and 10, multiply and divide by 3, 4 and 8 (including problem solving)

NRICH activities to develop mathematical reasoning and problem solving:

Coded Magic Square

<https://nrich.maths.org/6554>

Dicey Addition

<https://nrich.maths.org/11863>

use + - $\times \div$ =, reasoning, column method for written multiplication, equal or unequal groups & remainders, multiplication as repeated addition and array problem solving, sharing and grouping problems, reasoning, data handling and interpreting

Measure: Weight and capacity

Measure mass, compare mass, add and subtract mass, measure capacity, compare capacity, add and subtract capacity, temperature

Measurement: length and perimeter

Measure length, measure length in m, explore equivalent lengths in m and cm, mm and cm, compare lengths, add and subtract lengths, measure and calculate perimeter

Skills: consolidating mathematical language, measuring in different units eg cm, m

Number: Fractions

Recognise/find a halves, quarters and thirds, unit fractions, non-unit fractions

NRICH activities to develop mathematical reasoning and problem solving:

Ordering Cards

<https://nrich.maths.org/8058>

Fraction Match

<https://nrich.maths.org/6938>

durations, start and end times, measuring time in seconds, problem solving

Geometry: Shape

Turns and angles, right angles in shapes, compare angles, draw accurately, horizontal and vertical lines, parallel and perpendicular lines, recognise and describe 2D shapes, recognise and describe 3D shapes, make 3D shapes

Measure: Money

Count money in pence and pounds, convert pounds and pence, add/subtract money, give change

Statistics

Make tally charts, draw and interpret pictograms, draw and interpret bar charts, draw and interpret tables

NRICH activities to develop mathematical reasoning and problem solving:

Wonky Watches

<https://nrich.maths.org/1002>

Stick Images

<https://nrich.maths.org/6980>

Science

Forces and magnets

Skills:

Name different forces
Say whether a push or pull is acting on an object
Explain the force of friction
Make predictions
Take measurements
Record results
Explain results
Explain that magnets produce a force that attracts some materials
Use a magnet to separate items that are magnetic and non-magnetic
Name some magnetic and non-magnetic materials
Identify poles of a magnet
Look at poles and say whether two magnets will repel or attract
Explain that a compass always points north-south

Light and Dark

Skills:

Identify a range of light sources
Explain that dark is caused by the absence of light
Explain that they need light to see things
Explain reflection
Identify reflective materials
Select the most reflective material for a purpose
Explain why mirrors are good reflectors
Use mirrors to reflect light onto different objects
Explain how mirrors work in different tasks
Explain benefits and dangers of the sun
Explain about UV light and its dangers

Rocks and fossils

Skills:

Name the three different types of rocks
Explain the difference between natural and man-made rocks
Use the appearance of rocks to group and compare them
Name features of rocks
Group rocks by specific criteria
Use systematic observations to identify properties of rocks
Explain the difference between a bone and a fossil
Order the steps of how a fossil is formed
Explain what a palaeontologist does
Describe how palaeontology has changed our understanding of prehistoric animals

Animals

Humans + Nutrition

Skills:

Know that animals including humans cannot make their own food
Understand the difference between food groups and types of nutrients
Explain why humans need nutrients
Understand that all living things need the right amount of nutrients
Know why the right amount of nutrients is important
Explain the consequences of eating the wrong amount of nutrients

Animals

Humans + Parts of the Body

Skills:

Name the 3 different types of skeletons
Explain the pros and cons of different types of skeletons
Identify and name the main bones in the body
Label a human skeleton with the scientific names of bones
Compare and label the skeleton of a human and different type of animal
Identify functions of a skeleton
Link the functions with different parts of the skeleton
Explain the different functions of a skeleton

Plants

Skills:

Name the different parts of a plant
Explain the jobs that the different parts of a plant do
Think about what plants need to do to grow well
Think of a question to investigate
Predicts what will happen in an investigation
Plan what to do to set up an investigation
Set up an investigation carefully
Describe what they have observed
Record observations
Answer their original question using observations
Think about whether a

*Describe ways to protect our eyes from the sun
Explain how light travels
Sort materials as to whether they are opaque, transparent or translucent
Use these materials in an investigation into different shadows
Explain how a shadow is formed
Plan and set up an investigation about the ways shadows change size
Explain patterns they find*

*Explain that soil is composed of different things
Describe the 4 processes of soil formation
Identify how to make careful observations
Observe how much water has filtered through different types of soil
Use the same equipment and length of time for each observation
Record observations accurately in a table
Contribute to creating a group presentation
Use simple scientific language accurately in a presentation*

*Explain how muscles allow movement
Identify pairs of muscles in the body
Set up a simple practical enquiry
Make modifications to a simple practical enquiry they have set up
Write an explanation for their findings
Write an explanation linking findings with general scientific ideas*

*prediction is accurate
Explain results using scientific language
Make a conclusion
Explain the function of a stem
Understand how water is transported in a plant
Set up a comparative investigation
Suggest ways to find answers
Explain the pollination process
Explain how pollination leads to fertilisation
Record findings using labelled diagrams
Make careful observations using magnifying glasses*

	<p>know clearly in writing and pictures. Handle artifacts properly. Examine artifacts and explain how they are different, thinking about: What it is made from, size ,signs of wear and tear, purpose. Read a portrait by looking for clues in an image. Choose appropriate sources to answer questions about specific people and events, Combine sources and information to form an opinion</p>	<p>artifacts properly. Examine artifacts and explain how they are different, thinking about: What it is made from, size ,signs of wear and tear, purpose. Read a portrait by looking for clues in an image. Choose appropriate sources to answer questions about specific people and events, Combine sources and information to form an opinion</p>	<p>they know clearly in writing and pictures. Handle artifacts properly. Examine artifacts and explain how they are different, thinking about: What it is made from, size ,signs of wear and tear, purpose. Read a portrait by looking for clues in an image. Choose appropriate sources to answer questions about specific people and events, Combine sources and information to form an opinion</p>
<p>Geography</p>	<p><u>Countries and continents</u></p> <p>Locate and name the continents on a World Map.</p> <p>Name and locate the main countries of Europe inc. Russia.</p> <p>Identify capital cities of Europe.</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, key topographical features and land use patterns.</p> <p>Identify the main physical and human characteristics of the countries of Europe.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Compare with UK.</p>	<p><u>Mountains, Volcanoes and Earthquakes</u></p> <p>Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country</p> <p>Describe and understand key aspects of: Physical geography including rivers, mountains, volcanoes, earthquakes.</p>	<p><u>Italy</u></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Create maps of locations identifying some features using a key.</p> <p>Describe key aspects of physical geography of an area in the United Kingdom and an area in a European country (Italy)</p>

<p style="text-align: center;">Art</p>			<p>Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</p>
	<p style="text-align: center;"><u>Colour Mixing - Anita-Pearl Ankor</u></p> <p style="text-align: center;">Paint (colour, texture)</p> <p style="text-align: center;">Paint mixing - shade & tone</p> <ul style="list-style-type: none"> -Select the appropriate colour/s -Select the brush size & type -Mix colours independently -Self-portrait in style of APA <p style="text-align: center;">-Evaluate my own & others' work & say what I would change</p> <p style="text-align: center;"><u>Celtic knots</u></p> <p style="text-align: center;">Pencil (lines, marks, shape, tone & texture)</p> <p style="text-align: center;">Celtic knot design</p> <p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> -Select and mix primary, secondary colours and shades of colour independently 	<p style="text-align: center;"><u>Drawing Techniques- Shell/ Fossil</u></p> <ul style="list-style-type: none"> -Select appropriate colours for a composition -Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals -Use pressure to create hard and soft lines - Draw a fossil (linked to Science unit) <p style="text-align: center;">Still life - link to Forest School</p> <p style="text-align: center;"><u>Roman mosaics</u></p> <p style="text-align: center;">Using paper</p> <p>Skills:</p> <ul style="list-style-type: none"> -Experiment further with different types of pencil to create: dots, dashes, circles, spirals, shade using hatch, cross hatch, stipple, smudging -Use pressure to create hard and soft lines 	<p style="text-align: center;"><u>Clay Pots</u></p> <p style="text-align: center;">Link to History learning.</p> <ul style="list-style-type: none"> - Create a pot using clay. - Moulding clay into a specific shape. - Using different tools to create patterns. <ul style="list-style-type: none"> - -Selecting colours <p style="text-align: center;"><u>Orla Kiely - pattern</u></p> <p style="text-align: center;">Printing on fabric or paper</p> <p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> -Investigate texture and how clay feels -Mould, shape, pinch, roll and imprint clay -Evaluate my own & others' work respectfully -Create simple printing blocks -Create repeating pattern using 2 colours <ul style="list-style-type: none"> -Compare ideas & methods -Evaluate my own & others' work respectfully

	<p>-Select the brush size & type</p> <p>-Experiment with different types of pencil to create: scribbles, dots, dashes, circles, spirals</p> <p>-Use pressure to create hard and soft lines</p> <p>-Create tone using light and dark- shade using hatch, cross hatch, stipple, smudging</p> <p>-Evaluate my own & others' work & say what I would change</p>	<p>-Plan a drawing recording detail in the distance, foreground</p> <p>-Develop cutting, tearing, sticking, selecting the right size piece for a pattern design</p> <p>-Select appropriate colours for a composition</p> <p>-Explore & create patterns or pictures using small squares</p>	
<p>DT</p>	<p>Projects on a Page- Levers and linkages.</p> <p>Design and make a Christmas card. Links to: Christmas</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. 	<p>Projects on a page: 2-D shape to 3-D product Make a purse.</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. <ul style="list-style-type: none"> • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p>	<p>Food technology: healthy and varied diet Wraps/pitta pocket/ rolls</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.

- Know and use technical vocabulary relevant to the project.

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
 - Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.

- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

GOD as a creator

1. Make clear links between Genesis 1 and what Christians believe about God and Creation.

2. Describe what Christians do because they believe God is Creator.

3. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians

4. Write instructions for looking after a garden - how could we look after the world God has given us?

INCARNATION

1. Identify the difference between a 'Gospel', and a letter.

2. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today

3. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

GOSPEL

1. Identify a 'Gospel', which tells the story of the life and teaching of Jesus.

2. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

3. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

4. Make simple links between Bible texts and the concept of 'Gospel' (good news).

5. Give examples of how Christians try to

SALVATION

1. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

2. Give examples of what Salvation texts studied mean to some Christians.

3. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

4. Describe how Christians show their beliefs about Palm Sunday/Good

SIKHISM

1. Origins of Sikhism - what is a guru?

2. What do Sikhs believe about God?

3. Who was Guru Nanak?

SIKHISM

4. What is the Guru Granth Sahib?

5. How is they GGS looked after?

6. Class Debate: What makes a good 'teacher'?

RE

PSHRE		<p>4. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 5. Why did Jesus need to come to earth as a baby? (experience human experiences, humans could relate to him, he experiences pain like humans)</p>	<p>show love to all, including how members of the clergy follow Jesus' teaching.</p>	<p>Friday/Easter Sunday in worship.</p> <p>5. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>6. Queens Park Faith Tour & follow up learning</p>		
	<p><u>New Beginnings</u> Skills: Devise a class charter Gifts and talents Know how to identify feelings and how to deal with them appropriately How to work cooperatively How to have a happy playtime Understand how to have and respect opinions</p>	<p><u>Friendship</u> Skills: Know the the importance of friends What to do when falling out with a friend How to manage anger How to cope with bullying What to do in an emergency How to be safe online</p>	<p><u>Going for Goals</u> Skills: Understand similarities and differences between themselves Drugs Ed: Knowing how to feel good about themselves and how people keep healthy Drugs Ed: Understand the dangers of smoking and explain how it affects the body Drugs Ed: Know how to be able to</p>	<p><u>Good to be Me</u> Skills: SRE: understand how our bodies change as we grow SRE: know our special people and support networks SRE: How to keep clean How to feel happy How to stay healthy Knowing how to overcome barriers to reaching goals</p>	<p><u>Relationships</u> Skills: Know where to go for help How to take responsibility Know how to make wise choices Know how to manage uncomfortable feelings - loss Know how to cope with worries and how to deal with them</p>	<p><u>Changes</u> Skills: Know and do jobs at home and in school (class monitors) Understand representation - local council Understand voting and debating Express having a say in the school community (pupil questionnaire) Understand and explore voluntary,</p>

PE

			<i>make healthy choices Know how to stand up for themselves</i>		<i>Know how to support each other</i>	<i>community and pressure groups and how they contribute to the community Know the importance of fund-raising and the work that goes into it</i>
<p><u>Tag rugby</u> <i>Skills:</i> To know how to tag another player To pass a rugby ball to another team member To throw the ball backwards to another player while running To practice attacking and defending skills To make tactical decisions during a game To apply all tag rugby skills in a competitive environment</p>	<p><u>Hockey</u> <i>Skills: hold a hockey stick correctly, push pass, stop a ball using the whole of a hockey stick, dribble the ball with a hockey stick, turn a hockey ball with a hockey stick</i></p> <p><u>Dance (to coincide with school play)</u> <i>Skills: To copy simple movements with control and co-ordination To improve their own performance To describe and comment on</i></p>	<p><u>Netball</u> <i>Skills: To send and receive the ball with control To send the ball with accuracy To attack while under pressure from a defender To defend successfully To use correct footwork successfully To understand basic rules and regulation of Netball To shoot with correct technique successfully To rebound successfully</i></p>	<p><u>Tennis</u> <i>Skills: hold a tennis racket correctly, use forehand, use back hand, volley, hold a rally</i></p> <p><u>Gymnastics</u> <i>Skills: Lower body stretching. Why we warm up and what happens physiologically to our body (e.g. heart rate). Spinning. To understand the benefits of a cool down. Upper body general stretches. Perform rock and roll. To perform small and large body</i></p>	<p><u>Athletics</u> <i>Skills: To be able to run using a correct technique To sprint successfully, To be able to jump using a correct technique To perform a long jump and triple jump successfully, To be able to Throw using a correct technique To perform a discus and javelin throw successfully, To be able to perform a relay race</i></p>	<p><u>Rounders</u> <i>Skills: hold a rounders bat correctly, know the rules of rounders, know how to field, stumping players out/when ball has been caught</i></p>	

		<p>their own and other actions. To repeat sequences consistently To show some understanding of composition (to make their own dance routine)</p>	<p>To attack and defend as a team successfully To communicate successfully To play a mini game of netball successfully without positions To be able to captain a team successfully</p>	<p>part balances (Front, back and using two and feet). To learn the head to toe stretch. To be able to connect a jump, roll and balance. To be able to mirror a partner. To be able to connect a jump, roll and balance</p>	<p>To be able run/jog for a long period of time, To be able to perform a hammer throw To be able perform a shot put throw, To be able to perform competently at a mini Olympics (Sports Day)</p>	
<p>French</p>	<p><u>I'm learning French</u> Skills: Say hello and goodbye Use different greetings for different situations Introduce themselves Say how they are feeling Count to 10 Say how old they are Identify colours Ask and answer simple questions Recognise the difference between formal and informal language</p>	<p><u>Animals</u> Skills: Identify and say 10 different animals Introduction to je suis... Say that un/une relate to masculine and feminine nouns + Christmas vocabulary to coincide with creating a Christmas decoration containing French Christmas words.</p>	<p><u>Instruments</u> Skills: Identify and say 10 different instruments Introduction to je joue (I play) Consolidation of un/une</p>	<p><u>I can (je peux)</u> Skills: Identify 10 different activities Add je peux to what they can do Reading and listening exercises</p>	<p><u>Fruits</u> Skills: Identify and say 10 different fruits in the singular form Changing singular words to plural words Introducing a positive/negative opinion</p>	<p><u>Vegetables</u> Skills: Identify and say 10 different vegetables Adding detail to sentences Consolidating all language taught in an extensive role play</p>

<i>Music</i>	<i>Recorders The Celts - rhythms and folk music Harvest</i>	<i>Recorders Notation Listening focus: Disco and Funk Christmas Production</i>	<i>Recorders Ten Pieces initiative - Class Orchestra/ Body Percussion</i>	<i>Recorders Roman Raps and Space - Garageband Easter</i>	<i>Recorders The Wider World India - Music and Dance</i>	<i>Recorders The Great Outdoors Timbre and Texture Listening focus: Romantic period</i>
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