



KNOWLEDGE ORGANISER

Year 3



Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded within the knowledge of our curriculum.

'Learning is Remembering and Recalling...'

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

National Curriculum

Gospel Values, Catholic Virtues, Laudato Si & British Values



Using our Secrets to Success...



Roshenshine's Principles of Instruction & Jonathan Lear



School Mission Statement

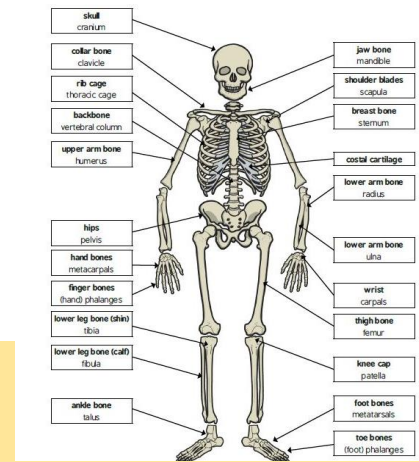
**Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.**



Amen



All About Me



This term, Year 3's science-based topic is ALL ABOUT ME.

We have lots of exciting things planned, including:

- Story writing (Mr Men), poetry and persuasive texts.
- Our science learning will focus on balanced diets, keeping healthy, and learning about our bodies (bone names and muscles).
- Continuing our French journey by learning the names of some instruments and hobbies.
- Learning about Weymouth and its history.
- Creating self portraits and learning how to draw/sketch facial features

How can I help my child with this topic:

As this is a science-based topic, here are some useful websites to look at:

<https://www.iitianacademy.com/year-3-science-plants-understanding-that-animals-need-nutrition-to-survive/>

<https://www.iitianacademy.com/year-3-science-animals-including-humans-identifying-the-function-of-skeletons-and-muscles/>

Remember to take part in some of the topic grid tasks – these can be found on Google Classroom.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 3.

English Knowledge - KEY VOCABULARY

Spelling Key Vocabulary -

Compound Word - A word that contains two or more root words
e.g. news+paper, ice+cream

Key Word/Common Exception Word - A word which can't be phonetically decoded

Prefix - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

Suffix - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

Homophone - Two different words are homophones if they sound exactly the same when pronounced
e.g. hear/here

Word Families – words that are linked in form and meaning. Eg scope, telescope, microscope

Sentence Key Vocabulary –

Conjunctions - words that show time, place or cause. Eg. after, before, when, while, so, because.

Prepositions - e.g. before, after, during, in

Text key vocabulary –

Paragraphs – a series of sentences which are linked by subject matter.

Heading – the main title to a piece of writing

Sub-heading – a title within a piece of writing which relates to the heading.

Present perfect form of verbs – instead of using the past tense. Eg *He has gone out to play* instead of *He went out to play*.

Punctuation key vocabulary –

Inverted Commas – punctuating direct speech. E.g. “ He has gone to the shops,” said Joe.

English Knowledge & Skills

WRITING - Short stories

Adjectives – to describe a person, place or thing (noun)

Adverbs - to describe HOW someone moves

Dialogue – using speech within the story

Plot – developing problems and solutions within a story.

Information texts

Using paragraphs – sorting information into related topics.

Using headings/sub headings - to show how the information is organized.

READING Key vocabulary

Word meaning - Explaining the meaning of words in context and explaining how word choice enhances meaning.

Retrieval - Finding details and information from a text.

Prediction - Saying what will happen next or as a result of something.

Comprehension – understanding the text and how content is related to the meaning as a whole.

Inference - reaching a conclusion which you can explain and justify with evidence from the text.

Deduction - Using evidence in a text to support an idea.

Summary – summarising main ideas from across paragraphs.

Don't forget the Vocabulary Challenge!

SPELLING

-Statutory spelling words

-
-
-
-
-
-

HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it is punctuated.
- Encourage your child to write as much as possible for as many different purposes as you can.

HOW TO HELP - Grammar

- Speak in grammatically accurate sentences.
- Spot grammar being taught at school when reading.
- Work together on your child's IXL homework.

HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

Spelling Y3 & 4 Curriculum words

Year 3 and 4 Common Exception words

accident(ally)	certain	experiment	important	ordinary	reign
actual(ly)	circle	extreme	interest	particular	remember
address	complete	famous	island	peculiar	sentence
answer	consider	favourite	knowledge	perhaps	separate
appear	continue	February	learn	popular	special
arrive	decide	forward(s)	length	position	straight
believe	describe	fruit	library	possess(ion)	strange
bicycle	different	grammar	material	possible	strength
breath	difficult	group	medicine	potatoes	suppose
breathe	disappear	guard	mention	pressure	surprise
build	early	guide	minute	probably	therefore
busy	earth	heard	natural	promise	though
business	eight	heart	naughty	purpose	thought
calendar	eighth	height	notice	quarter	through
caught	enough	history	occasion(ally)	question	various
centre	exercise	imagine	often	recent	weight
century	experience	increase	opposite	regular	woman/women

Help your child to practice spelling and using these words.

Look for them in books.

Maths Knowledge –

We will be continuing on our Power Maths journey this term. Here are the main topics we will be covering:

- **Fractions**
- **Time**
- **Angles and properties of shape**
- **Mass**
- **Capacity**

It is still really important to be working on your times tables too with the main focus on: 2,3,4,5,8,10 with the division facts too.

It is good to learn them on a number line and practice saying them out loud for example: 3,6,9,12,15,18...

But you should also try to learn them out of order too so that you can recall all the facts in any order!

HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12 x 12.

Use maths in daily life – cooking, measures, shopping etc.

Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

Fluency, Reasoning and Problem Solving Key Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently

Reasoning - Following a line of enquiry, justifying and proving their answers

Problem Solving - Solving real life and logical problems using mathematical understanding

Maths Knowledge – Fractions

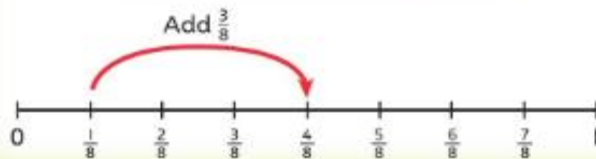
Unit 10 Fractions 2



In this unit we will ...

- ⚡ Find equivalent fractions
- ⚡ Compare fractions
- ⚡ Add and subtract fractions
- ⚡ Solve word problems about fractions and finding fractions of an amount

Do you remember what this is called? Use it to find what fraction is $\frac{3}{8}$ more than $\frac{1}{8}$.



We will need some maths words.
Which of these have you met before?

equivalent	numerator	denominator
compare	add	subtract
fraction	whole	equivalent fraction
greater than ($>$)	less than ($<$)	equal to
multiply	divide	difference
	inequality statement	

We will need this too! Use the information in the fraction strip and number line to work out what fraction is shaded.



Maths Knowledge – Time

Unit 11 Time



In this unit we will ...

- ⚡ Learn about hours, days, months and years
- ⚡ Estimate times
- ⚡ Tell the time to the nearest minute
- ⚡ Calculate start and end times
- ⚡ Solve time problems

Do you remember how to count the number of minutes past or to an o'clock time?



We will be using some maths words.
Do you recognise any of these?

month	year	midnight	midday
am	pm	duration	estimate
consecutive	hour	minute	second
past	to	start	end
duration	digital clock	analogue clock	

How do you know what the time is?



Maths Knowledge – Angles & Properties of Shapes

Unit I2

Angles and properties of shapes



In this unit we will ...

- ⚡ Learn about turns
- ⚡ Learn what a right angle is
- ⚡ Understand and draw parallel and perpendicular lines
- ⚡ Identify and draw vertical and horizontal lines
- ⚡ Recognise and describe right angles and parallel and perpendicular lines in 2D shapes
- ⚡ Recognise, describe and construct 3D shapes

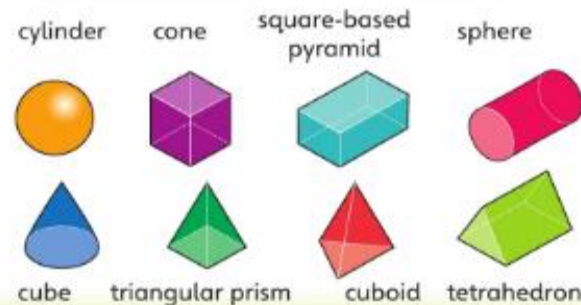
We will see some different 2D shapes. Which of these are quadrilaterals?



We will need some maths words. Which of these have you heard before?

right angle acute obtuse parallel
perpendicular vertical horizontal
triangle quadrilateral kite trapezium
rhombus parallelogram cuboid
triangular prism square-based pyramid
cone cylinder sphere edges
faces vertices clockwise anticlockwise

We will look at 3D shapes too. Can you match the names to all these shapes?



Maths Knowledge – Mass

Unit 13 Mass



In this unit we will ...

- ⚡ Measure mass in kilograms and grams
- ⚡ Work out different intervals on a scale
- ⚡ Add, subtract and compare masses
- ⚡ Solve problems involving mass



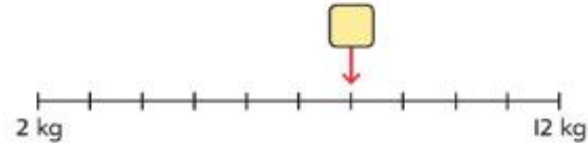
Do you remember what this is called?
Use it to find the mass of an object.



We will need some maths words.
Which of these have you met before?

mass	weigh	measure
scale	interval	grams (g)
	kilograms (kg)	

We need to use this too! Use it to work out the missing number.



Maths Knowledge – Capacity

Unit 14 Capacity



In this unit we will ...

- ⚡ Measure capacity in litres and millilitres
- ⚡ Convert between litres and millilitres
- ⚡ Compare and order capacities
- ⚡ Add and subtract capacities
- ⚡ Solve problems involving capacities

Do you remember using a bar model to add numbers? Use this one to find the total.

350	500
?	



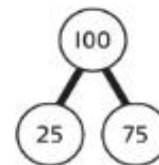
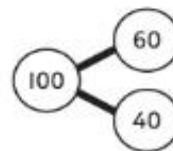
We will need some maths words. Which ones have you seen before?

capacity
scale

litre (l)
interval

millilitre (ml)
convert

Can you use part-whole models to partition numbers?



Religious Education

The topics we will cover this term are: Pentecost, Reconciliation, Judaism, Universal Church

Pentecost

Key Vocabulary-fire, warmth, wind, energy, power, gifts, Holy Spirit, Rosary, Glorious Mysteries, Pentecost

Learning outcomes:

- Explore- the energy of wind and fire
- Reveal- the wonder and power of the Holy Spirit
- Respond- Acquire the skills of assimilation, celebration and application of the above.

Reconciliation

Key Vocabulary- Reconciliation, Confession, conscience, sorrow, penance, sin, choice, consequences, repentance, penitent, absolution, grace

- Explore- choices have consequences
- Reveal- the importance of conscience in making choices
- Respond- Acquire the skills of assimilation, celebration and application of the above.

Universal Church

Key Vocabulary- special, holy, place, world, pilgrim, pilgrimage, universal, temple, Nazareth

- Explore- everyone has a special place
- Reveal- special places for Jesus and the Christian community
- Respond- Acquire the skills of assimilation, celebration and application of the above.

Religious Education

Judaism

Key Vocabulary-worship, synagogue, shul, rabbi, Shabbat, Sefer Torah, Ark, bimah, kippah, tallit, prayer shawl, kiddush

Learning outcomes:

Look and discover- there are special places: the synagogue

Discover- inside the synagogue

Discover and respect - the synagogue is a community centre and respect for the importance of the synagogue



Science – Animals including Humans

Topic Aims

Can you explain the importance of a nutritionally balanced diet?

Can you describe how nutrients, water and oxygen are transported within animals and humans?

Can you explain how animals including humans get nutrition from what they eat?

Can you identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?

Can you describe and explain the skeletal system of a human?

Can you describe and explain the muscular system of a human?

Skills

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identifying differences, similarities or changes related to simple scientific ideas and processes.

Using straightforward scientific evidence to answer questions or to support their findings.





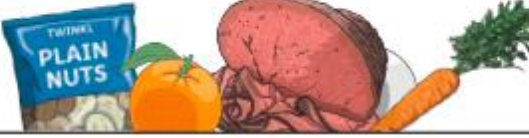


Key Vocabulary

Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate, digestive system.

Key Vocabulary

healthy	in a good physical and mental condition
nutrients	substances that living things need to stay alive and healthy
energy	strength to be able to move and grow
saturated fats	types of fats, considered to be less healthy, that should only be eaten in small amounts
unsaturated fats	fats that give you energy, vitamins and minerals

- Living things need food to grow and to be strong and **healthy**.
- Plants can make their own food, but animals cannot.
- To stay **healthy**, humans need to exercise, eat a **healthy** diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

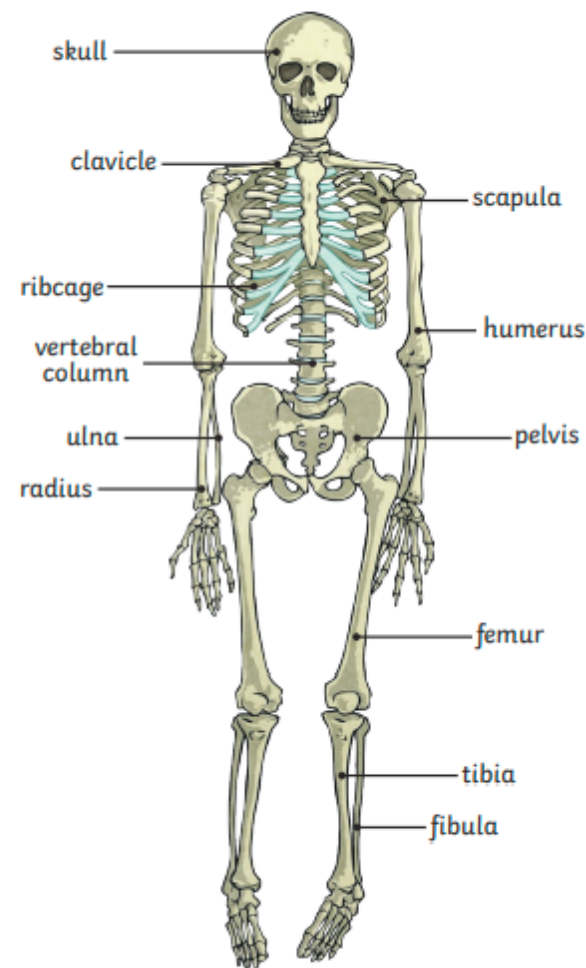
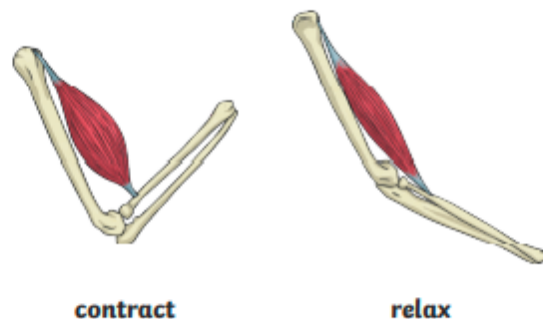
Key Vocabulary

vertebrate	animals with backbones
invertebrate	animals without backbones
muscles	soft tissues in the body that contract and relax to cause movement
tendons	cords that join muscles to bones
joints	areas where two or more bones are fitted together

Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



vertebrate

endoskeleton – a skeleton on the inside of the body that supports and protects it



invertebrate

exoskeleton – a skeleton on the outside of the body that supports and protects it



hydrostatic skeleton – a skeleton made up of a fluid-filled compartment in the body called a coelom, mainly found in soft-bodied animals



Computing

We are Vloggers!

In this unit, you will choose a topic to teach to others. You will research this using web-based sources, plan a presentation, source and create visual content

and record a spoken commentary

Success Criteria for the end of the unit:

- can use a search engine to learn about a new topic plan, design and deliver an interesting and engaging presentation
- I can search for, and evaluate, online images
- I can create my own original images
- I can create a screencast video of a narrated presentation
- I can develop my understanding of how the internet, the web and search engines work.

We are presenters!

This unit gives you a chance to make a short-narrated video of yourself practising a sport or other skill, and to use this to help improve your performance.

Success Criteria for the end of the unit:

- I can gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.
- I can edit video, including adding narration and editing clips by setting in/out points
- I can understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.



History

Key Vocabulary-

Weymouth, Portland, Chesil Beach, Jurassic Coast, King George, clock tower, Museum, history, culture, beach, promenade, historical question, enquiry, location



In History we are learning about the history of Weymouth. We will be thinking about the impact of King George and how Weymouth has changed over time. We are also hoping to include a trip to Weymouth Museum.

Here is our success criteria:

- I can compare Weymouth to another town
- I can research Weymouth's history
- I can use a range of sources
- I can explore Weymouth History using the internet
- I can make judgements about Weymouth's history based on images and drawings.
- I can ask questions about local history
- I can speak to grandparents/parents about Weymouth



Geography

We will be looking at Weymouth and where we live! We will be creating maps, sketching the local landscape, seeing how Weymouth has changed over time, finding out key statistics and looking at Weymouth's twin town.

Success Criteria:

- I can record findings in an appropriate way
- I can sketch a local landscape
- I can compare data collected
- I can use digital technology to observe and record what they find and see.
- I can begin to take careful measurements

Vocabulary

County, town, compass, data, graph, sketch
Landscape,



Design and Technology

Our area of focus for DT this term is Textiles

We are going to be creating puppets. These puppets will be based on yourself seeing as our topic is 'all about me'!

Here is our success criteria for this learning:

- I can measure, tape or pin, cut and join fabric with some accuracy.
- I can generate ideas for an item, considering its purpose and the user/s?
- I can plan the order of my work before starting
- I can explore, develop and communicate design proposals by modelling ideas
- I can make drawings with labels when designing.
- I can decide on the tools and techniques needed for making my product
- I can work safely and accurately with a range of simple tools
- I can evaluate my product against the original design



Vocabulary

fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations

Art

During the summer term we are going to be looking at portraits. This includes self-portraits and learning how to sketch and draw facial features. We will be looking at art work by Da Vinci and Julian Opie and using these techniques.

Here is our success criteria:

- I can show facial expressions in my drawing
- I can use different grades of pencil shade, to show different tones and texture
- I can create a background using a wash
- I can produce a final piece of artwork
- I can create sketches to prepare for a final piece of artwork
- I can use a viewfinder to focus on a specific part before drawing it

- Key Vocabulary

Primary

Secondary

Perspective

Layer

Illustrate

Focus

Proportion

Design

Tone

Evaluate

Observe





Teaching Type: **Early Language**



Unit: **LES INSTRUMENTS**



Unit Objective: To say what instrument you play in French

By the end of this unit we will be able to:

- Name and recognise up to 10 instruments in French.
- Attempt to spell some of these nouns with their correct definite article/determiner in French.
- Learn how to say I play an instrument in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the '**j'apprends le français**' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

To work on improving memory skills. Learning to recognise and learn cognates such as **triangle**, **piano**, **clarinette** first. Starting to build a short phrase in French using personal pronoun (**je**), conjugated verb 1st person verb (**joue**), and partitive article (**du**, **de la** or **des**). Choosing and ordering these words accurately.

Activities we will complete:

A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, cross-words to help the final task of recalling from memory in oral and written form **je joue** plus the partitive article/determiner and an instrument.

Vocabulary we will learn & revisit:

10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article. First person conjugation of the verb **jouer** (**je joue**). All listed on the Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **OU** sound in **joue**
- **ON** sound in **non** & **violin**
- **Contractions & Silent letters.** When the preposition **de** is followed by the definite article **les** it becomes **des** but the 's' in **des** is silent.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **violin**, **instruments** and **piano**.



Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (**jouer**) **je joue**. Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles **le**, **la** and **les** ('I' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.

Les instruments

Vocabulary List

French	English
Le	"The" (masculine)
La	"The" (feminine)
L' (not seen in this unit)	"The" (before a vowel)
Les	"The" (plural)
La trompette	The trumpet
La batterie	The drums
La guitare	The guitar
La flûte à bec	The recorder

French	English
La clarinette	The clarinet
La harpe	The harp
Le piano	The piano
Le triangle	The triangle
Le violon	The violin
Les cymbales	The cymbals
Je joue (du, de la, des)	I play...



Unit Objective: To say 'I can...' plus a range of activities in French

By the end of this unit we will be able to:

- Recognise, use and remember 10 common French verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with **je peux**.

Skills we will develop:

Learning to remember new vocabulary by using an image, sound or mime.

Remembering more and knowing more by using a greater variety of high frequency verbs with **je peux**. Being able to create longer sentences.

Understanding better **je** means 'I' in French. Learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that **je peux** (that comes from the modal verb **pouvoir** and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.

Vocabulary we will learn & revisit:

Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb **pouvoir**, **je peux** plus ten common infinitive verbs. All on Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables and in particular **je** plus conjugated verb.
- Vocabulary from the '**J'apprends le français**' unit.
- What a verb is in English.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **chanter**
- **OU** sound in **écouter**
- **OI** sound in **boire**
- **Silent Letters.** 'X' is one of the 6 most commonly silent consonants in French. The "x" in **peux** is therefore not pronounced.
- **Nasal sounds.** Exploring the four French nasal sounds (**on, un, in** and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **danser, chanter** and **manger**.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

Je Peux

Vocabulary List

French	English
Danser	To dance
Chanter	To sing
Cuisiner	To cook
Sauter	To jump
Parler	To talk
Écouter	To listen

French	English
Manger	To eat
Boire	To drink
Regarder	To watch TV
Écrire	To write
Je peux...	I am able to...

Year 3 Skills

Unit: Human body

- I can understand call and response structure
- I can perform word rhythms
- I can explore sounds
- I can sing two parts
- I can perform call and response structure
- I can explore sounds
- I can understand and perform binary form
- I can perform call and response

Year 3 Skills

Unit: China

- I can understand the pentatonic scale
- I can understand pitch through composing, notating and reading graphic notation
- I can perform a pentatonic song with tuned and untuned accompaniment
- I can explore the pentatonic scale
- I can play in steps using graphic notation

Music



Year 3 Skills

Unit: Environment

- I can select sounds to accompany a poem
- I can create a musical retelling poem
- I can sing a two-part harmony
- I can accompany a song with a melodic ostinato
- I can explore timbre to create a descriptive piece of music
- I can learn about ternary form
- I can sing a song with expression
- I can develop the lyrics of a song
- I can choose timbre to make an accompaniment
- I can combine chants and sound pictures in a class performance in rondo structure

Year 3 Skills

Unit: Communication

- I can represent sounds with symbols
- I can use voices creatively and expressively
- I can create and perform from a symbol score

PSHE

In PSHE this term we will look at the environment, community and our responsibilities.

We will be able to:

- Explain whose responsibility it is to look after the local environment;
- Know what living in a community means;
- Understand ways of carrying out shared responsibilities for protecting the environment in school and at home;
- Recognise that people have different attitudes towards saving and spending money;
- Know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

Key Vocabulary

HEALTHY LIFESTYLES: Balanced diet, meal, influences, habit, informed choices, positive, neutral, negative, consequences risk, danger, hazard, unsafe, uncertain

GROWING AND CHANGING: Family, fostering, relationship bereavement, grief

KEEPING SAFE: Basic emergency first aid, services, prescribed, confidential, secret acceptable, unacceptable, physical, contact, dares, agencies local, national

FEELINGS AND EMOTIONS HEALTHY RELATIONSHIPS: Body language, empathy, resilience, resolve, conflict, collaborative, shared goals, positive, strategies, bullying, impact, bystanders online gaming, safety procedures

VALUING DIFFERENCE: Family structures, beliefs

RIGHTS AND RESPONSIBILITIES: Wants, needs, rights, duties, enterprise

RHE

In RHE this term we will look at keeping safe and the Trinity.

We will learn:

- To recognise that our increasing independence brings increased responsibility to keep ourselves and others safe.
- How to use technology safely.
- To judge well what kind of physical contact is acceptable or unacceptable and how to respond.
- Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances.
- God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'

Summer 1: Cricket

Learning objectives:

- I can develop overarm throwing and catching.
- I can develop underarm bowling.
- I can learn how to grip the bat and develop batting technique.
- I can field a ball using a two handed pick up and a short barrier.
- I can develop overarm bowling technique
- I can apply skills learnt to mini cricket.



Summer 2: Athletics

Learning objectives:

- I can develop the sprinting technique and improve on your personal best.
- I can develop changeover in relay events.
- I can develop jumping technique in a range of approaches and take off positions.
- I can develop throwing for distance and accuracy.
- I can develop throwing for distance in a pull throw.
- I can develop officiating and performing skills.



Foundation Subject -IMPACT QUESTIONS

Science

What does it mean to have a balanced diet? Can you explain the skeletal system of a human?

Computing

Can you create and research a topic to teach someone else?

Geography

Can you create maps with geographical keys for your local area?

History

Can you use a range of sources to explore the history of Weymouth?

Design & Technology

Can you use a range of fabrics and materials to create a puppet?

Music

Can you learn to read music notation and create a melody?

PSHE/RHE

Can you say how to keep safe online? How can we look after our environment?

PE

Can you use knowledge and skills learnt to play a mini cricket game?

French

Can you name 5 instruments in French? Can you talk about your hobbies?