

YEAR THREE CURRICULUM 2019–2020

| | AUTUMN ONE | AUTUMN TWO | SPRING ONE | SPRING TWO | SUMMER ONE | SUMMER TWO |
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| TOPIC | Animal Mania <i>Science Based</i> | The Iron Man <i>Art Based</i> | The Rotten Romans <i>DT Based</i> | Spring Time <i>Science Based</i> | USA Road Trip <i>Geography Based</i> | Weymouth and Portland <i>History Based</i> |
| HOOK | First day artwork with cotton buds Creating their own animals | Sleepover looking at light and The Iron Man. Iron Man film | Visit from Roman museum? Artefacts Videos | Visit from/to the RSPB. Growing our own plants. | American Food tasting. Possible visit from American? Find American school to send email to? | Trip to the Weymouth Museum- walk around Weymouth. |
| LAUDATO SI AND GOSPEL VALUES KEY QUESTIONS? | How can we stop animals from going extinct? Gospel Values: Humility | How can we care for our friends and community? Gospel Values: Courage and forgiveness | How can people from the past teach us to improve our future? Gospel Values: Compassion | How can we keep the world healthy and help plants and trees to grow? Gospel Values: integrity | What can we do to become closer to people from all around the world? Gospel Values: kindness and peace | How can we care for our local area- our common home? Gospel Values: Justice |
| TOPIC SESSIONS | Science Art | Science Art | Science DT History | Science Art Geography | Science DT Geography | Science DT History |
| ENGLISH TEXTS | Tortoise and the Hare Animal tales | The Iron Man | Non-Chronological Reports- books, internet, information texts. | Spring Poetry Books Example poem types | Example letters and diary entries. USA information texts Maps | Weymouth History Websites and books |
| ENGLISH | Genre: Short Stories Stories based on animal tales. Morals- Tortoise and the Hare | Genre: Newspaper Articles. Based on Iron Man story- spotted, buried, escape, battle. | Genre: Non-Chronological reports Reports on different parts of the Romans. | Genre: Poetry Spring based poems- free verse, acrostic, shape, rhyming couplets. | Genre: Diary Entries and Letter Writing Letters to American people. Diaries as if travelled around America. | Genre: Leaflets Leaflets for: history, tourists, certain parts of Weymouth. |

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| VOCABULARY, GRAMMAR AND PUNCTUATION | <ul style="list-style-type: none"> - Use the suffix -ly. - Spell homophones - Spell words that are often misspelt. - Draft and write by organising writing into paragraphs as a way of grouping related material. - Draft and write narratives, creating settings, characters and plots. - Proof-read for spelling errors and for punctuation-including capital letters and full stops, question marks, exclamation marks, commas in a list and apostrophes mostly correct. - Begin using paragraphs as a | <ul style="list-style-type: none"> - Spell words with endings sounding like 'zh' and 'ch'. E.g. Treasure, measure, picture, nature. - Spell words with the 'ay' sound spelt 'ei'. - Use the first 3 letters of a word to check the spelling in a dictionary. - Plan her/his own writing by discussing and recording ideas within a given structure. - Evaluate and edit by assessing the effectiveness of his/her own writing. - Evaluate and edit by proposing changes to grammar and vocabulary | <ul style="list-style-type: none"> - Spell words containing the 'u' sound spelt like 'ou. - Spell words with the 'k' sound spelt 'ch'. - Spell words with the 'sh' sound that is spelt 'ch - Draft and write non-narrative material, using headings and subheadings to organise text. - Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. - Form nouns using a range of prefixes. - Use headings and subheadings to aid presentation. | <ul style="list-style-type: none"> - Add suffixes beginning with vowel letters to words of more than one syllable. - Spell words which sound like 'zhun'. - Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures. - Read his/her own writing aloud, to a group or the whole class, using appropriate intonation | <ul style="list-style-type: none"> - Use suffixes- un-, dis-, mis-, re-, pre-. - Spell words containing 'i' sound spelt with 'y' elsewhere. - From memory write simple sentences, dictated by the teacher, including words and punctuation taught so far. - Draft and write narratives, creating settings, characters and plots. - Evaluate and edit by assessing the effectiveness of his/her own writing. - Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs, prepositions | <ul style="list-style-type: none"> - Plan his/her writing by discussing writing similar to that which she/he is planning to write in order to understand and learn from its structure and vocabulary. - Draft and write non-narrative material, using headings and subheadings to organise text. - Proof-read for spelling errors and for punctuation-including capital letters and full stops, question marks, exclamation marks, commas in a list and apostrophes mostly correct. - Begin using paragraphs as a |
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| | way of grouping related material. | linked to the use of a/an, conjunctions, adverbs, prepositions. - Begin using paragraphs as a way of grouping related material. | | and controlling the tone and volume so that meaning is clear. | | way of grouping related material. Use headings and subheadings to aid presentation. |
| MATHS | Place Value <ul style="list-style-type: none"> - Numbers to 1000 - Counting in 100s - Counting in 100s, 10s, 1s - Place value - Comparing and ordering numbers - Counting in 50s - Number patterns - Counting in 4s and 8s. Addition and Subtraction <ul style="list-style-type: none"> - Addition and subtraction facts - Simple adding - Adding with renaming | Multiplication and Division <ul style="list-style-type: none"> - Multiplying by 3 - Multiplying by 4 - Multiplying by 4 and 8. - Multiplying by 8 - Dividing by 3 - Dividing by 4 - Solving worded problems - Multiplying 2-digit numbers - Multiplying with regrouping. - Dividing 2-digit numbers - Dividing with regrouping. | Length <ul style="list-style-type: none"> - Writing in m and cm - Writing in km. - Comparing length. - Worded problems Mass <ul style="list-style-type: none"> - Reading weighing scales - Solving worded problems. Volume <ul style="list-style-type: none"> - Measuring volume in ml/l - Measuring capacity in ml/l - Writing volume in ml/l - Writing capacity in ml/l - Solving worded problems. | Money <ul style="list-style-type: none"> - Naming amounts of money - Adding money - Subtracting money - Calculating change - Solving worded problems. Time <ul style="list-style-type: none"> - Telling the time - Measuring and comparing | Picture/Bar Graphs <ul style="list-style-type: none"> - Drawing picture graphs - Drawing bar graphs - Reading bar graphs Fractions <ul style="list-style-type: none"> - Counting in 10ths - Making number pairs - Adding fractions - Subtracting fractions - Finding equivalent fractions - Finding simplest fractions - Comparing fractions adding - Finding part of a set - Finding the fraction of a number - Sharing 1 | Angles <ul style="list-style-type: none"> - Making angles - Finding angles in a shape - Finding right angles in shapes - Comparing angles - Making turns Lines and Shapes <ul style="list-style-type: none"> - Identifying perpendicular lines - Identifying parallel lines - Finding horizontal and vertical lines - Describing 2D shapes |

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| | <ul style="list-style-type: none"> - Simple subtraction - Subtraction with renaming. - Using Models | | <p>Geography Skills:</p> <p>M1: Use everyday standard and non-standard units occasionally E.g. A trundle wheel for metres.</p> <p>M2: Count up to 100 E.g. for a traffic survey they cross number on a hundred square for each vehicle.</p> <p>M3: Begin to organise recordings.</p> | <ul style="list-style-type: none"> - time in seconds. - Measuring time in hours. - Measuring time in minutes - Changing minutes to seconds - Changing seconds to minutes - Finding number of days. - | <ul style="list-style-type: none"> - Sharing more than 1 - Solving worded problems | <ul style="list-style-type: none"> - Making 3D shapes - Describing 3D shapes <p>Perimeter</p> <ul style="list-style-type: none"> - Measuring total length around a shape - Measuring perimeter - Calculating perimeter |
| SCIENCE | <p>Animals including humans</p> <p><u>Activities</u></p> <p>Bone naming, comparing animals, labelling</p> | <p>Light</p> <p><u>Activities</u></p> <p>Shadows, puppets, reflection.</p> | <p>Forces</p> <p><u>Activities</u></p> <p>Forces experiment with a ball on difference surfaces</p> | <p>Plants</p> <p><u>Activities</u></p> <p>Plants in water with food dye Plant seeds and give basic needs Identify plants outside</p> | <p>Magnets</p> <p><u>Activities</u></p> <p>Investigate what is magnetic. Make predictions about magnets and whether they will repel or attract. Magnet posters</p> | <p>Rocks</p> <p><u>Activities</u></p> <p>Pet rocks, rock investigation- what type of rock have you got using the characteristics. What rock would be best for certain jobs How rock is made poster</p> |

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| | <p><i>NC:</i></p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types of nutrition, and they cannot make their own food; they get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles to support, protections and movement. | <p><i>NC:</i></p> <ul style="list-style-type: none"> - Recognise that he/she need light in order to see things and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are always ways to protect eyes. - Recognise that shadows are formed when light from a light source is blocked by a solid object. - Find patterns in the way that the size of the shadows change. | <p><i>NC:</i></p> <ul style="list-style-type: none"> - Compare how things move on different surfaces. - Notice that some forces need contact between two objects. | <p><i>NC:</i></p> <ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. - Explore and describe the requirements of plants for life and growth (air, light, water nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - | <p><i>NC:</i></p> <ul style="list-style-type: none"> - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group together a variety of materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - Describe magnets as having two poles. - Predict whether two magnets will attract or repel each other, depending on which poles are facing. | <p><i>NC:</i></p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. - Recognise that soils are made of rocks and organic matter. |

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| | <u>Skills:</u> OPE 1: To make observations and comparisons. | <u>Skills:</u> CEE 1: to draw conclusions from results and begin to use scientific knowledge to suggest explanations for them. | <u>Skills:</u> ISP 1: In a variety of contexts, to suggest questions and ideas and how to test them; ISP 2: to make predictions about what will happen. ISP 4: to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests. <u>In Maths:</u> OPE 2: To measure length, volume of liquid and time in standard measures using simple measuring equipment effectively . | <u>Skills:</u> ISP 3: to think about how to collect sufficient evidence in some contexts; | <u>Skills:</u> CEE 2: To make generalisations and begin to identify simple patterns in results presented in tables. <u>In Maths</u> OPE 3: To present results in drawings, bar charts and tables. | <u>Skills:</u> IE 1: To collect evidence in a variety of contexts to answer a question or test an idea. |
| HISTORY | | | <u>Activities</u> Roman Timeline, Roman Shields and artefacts, | | | <u>Activities</u> Visit to Weymouth Museum, find out about the history of |

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| | | | <p>comparing the lives of rich and poor, where did the romans conquer? Who was Boudicca?</p> | | | <p>Weymouth, trip to town to see historical parts. Compare Weymouth now to Weymouth in the past.</p> |
| | | | <p>NC: <u>The Roman Empire and its impact on Britain</u> Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and</p> | | | <p>NC: A local history study Examples (non-statutory) An depth study linked to one of the British areas of study listed above A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> |

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| | | | the impact of technology, culture and beliefs, including early Christianity | | | |
| | | | <p><u>Skills:</u></p> <p>CU 1: Place the time studied on a time line</p> <p>CU 2: Use dates and terms related to the study unit and passing of time</p> <p>CU 3: Sequence several events or artefacts</p> <p>IH 2: Distinguish between different sources – compare different versions of the same story.</p> <p>IH 3: Look at representations of the period – museum, cartoons etc.</p> <p>HE 2: Observe small details – artefacts, pictures.</p> <p>HE 3: Select and record information</p> | | | <p><u>Skills:</u></p> <p>RDHK 1: Find out about every day lives of people in time studied.</p> <p>RDHK 2: Compare with our life today.</p> <p>RDHK 3: Identify reasons for and results of people's actions.</p> <p>RDHK 4: Understand why people may have wanted to do something.</p> <p>IH 1: Identify and give reasons for different ways in which the past is represented.</p> <p>HE 1: Use a range of sources to find out about a period.</p> <p>HE 3: Select and record information</p> |

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| | | | relevant to the study. HE 4: Begin to use the library and internet for research. | | | relevant to the study. HE 4: Begin to use the library and internet for research. |
| GEOGRAPHY | | | | <u>Activities</u> Where do does our food and plants come from? Where is the best places to grow different things? | <u>Activities</u> Locating parts of the USA. Naming the states of the USA. Maps skills, compass skills. | Map skills included in finding different parts of Weymouth related to its History. |
| | | | | <u>NC:</u> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <u>NC:</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of | |

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| | | | | | <p>the United Kingdom, a region in a European country, and a region within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> | |
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| | | | | <p>Skills:</p> <p>FS1: Draw a sketch of a simple feature from observation or photo.</p> <p>FS2: Add colour, texture and detail to own field sketches.</p> <p>FS3: Add title and descriptive labels with help</p> <p>1: Point out useful views to photograph for their investigation.</p> <p>P2: Add titles and labels to photos giving date and location.</p> <p>R1: know why a key is needed.</p> <p>R2: Use standard symbols.</p> <p>P1: Begin to draw a sketch map from a high view point.</p> <p>MK 1: Begin to identify points on maps.</p> | <p>Skills</p> <p>GE 1: Begin to ask/initiate geographical questions.</p> <p>GE 2: Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>GE 3: Investigate places and themes at more than one scale.</p> <p>GE 4: Begin to collect and record evidence aided.</p> <p>GE 5: Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Q1: Gain confidence in speaking to an unfamiliar person.</p> <p>Q2: Records some of what they found out E.g. talking to a builder about where materials come from.</p> <p>Q3: Use a simple database to present findings</p> <p>AR 1: Point out useful views/sounds to record for their investigation.</p> | |
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| | | | | | <p>VAR 2: Watch/listen carefully to recordings and write what they find out.</p> <p>DL 1: Use four compass points to give/follow instructions.</p> <p>DL 2: Use letter/number co-ordination to locate features on a map.</p> <p>DM 1: Try to make a map of a short route experienced, with features in the correct order.</p> <p>DM 2: Try to make a simple scale drawing.</p> <p>UM 1: locate places on large scale maps.</p> <p>UM 2: Follow a route on a large scale map.</p> <p>MK 1: Begin to identify points on maps.</p> <p>SOM 1: Use large scale OS maps.</p> <p>SOM 2: Begin to use map sites on the internet.</p> <p>SOM 3: Begin to use junior atlases</p> <p>SOM 4: Begin to identify features on aerial/oblique photographs.</p> | |
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| ART | <u>Activities</u> Animal drawing- eyes and different parts- sketching. Animal dot art work. | <u>Activities</u> Silhouette painting Chalk work Half iron man/half face art work. | | <u>Activities</u> Outdoor nature sketching Plant life drawing Water colour painting Compare to famous artist- Van Gogh style Leaf printing and drawing. | | Link to Clay Dino eyes 3DF1: Join clay adequately and work reasonably independently. 3DF2: Construct a simple clay base for extending and modelling other shapes. 3DF3: Cut and join wood safely and effectively. 3DF4: Make a simple papier mache object. 3DF5: Plan, design and make models. |
| | <u>NC</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <u>NC</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | <u>NC</u> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. | | |

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| | <p>Skills</p> <p>EDI 2: Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>EDW 1: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>EDW 2: Adapt their work according to their views and describe how they might develop it further.</p> <p>EDW 3: Annotate work in sketchbook.</p> <p>D3: Use their sketchbook to collect and record visual information from different sources.</p> | <p>Skills</p> <p>EDW 1: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>EDW 2: Adapt their work according to their views and describe how they might develop it further.</p> <p>EDW 3: Annotate work in sketchbook.</p> <p>D1: Experiment with different grades of pencil and other implements.</p> <p>D2: Plan, refine and alter their drawings as necessary.</p> <p>P3: Experiment with different effects and textures including blocking in colour,</p> | | <p>Skills</p> <p>EDI 1: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>EDI 3: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>EDW 2: Adapt their work according to their views and describe how they might develop it further.</p> <p>EDW 3: Annotate work in sketchbook.</p> <p>D3: Use their sketchbook to collect and record visual information from different sources.</p> <p>D4: Draw for a sustained period of time at their own level.</p> <p>D5: Use different media to achieve variations in</p> | | |

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| | <p>D4: Draw for a sustained period of time at their own level.</p> <p>D5: Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>PR1: Print using a variety of materials, objects and techniques including layering.</p> <p>PR2: Talk about the processes used to produce a simple print.</p> <p>PR3: To explore pattern and shape, creating designs for printing.</p> | <p>washes, thickened paint etc.</p> <p>P4: Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>BS1: Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>BS2: Use ICT.</p> <p>BS3: Investigate art, craft and design in the locality and in a variety of genres, styles and tradition</p> | | <p>line, texture, tone, colour, shape and pattern.</p> <p>P1: Mix a variety of colours and know which primary colours make secondary colours.</p> <p>P2: Use a developed colour vocabulary.</p> <p>PR1: Print using a variety of materials, objects and techniques including layering.</p> <p>PR2: Talk about the processes used to produce a simple print.</p> <p>PR3: To explore pattern and shape, creating designs for printing.</p> | | |
| DESIGN TECHNOLOGY | | | <p><u>Activities:</u></p> <p>Make and design Roman shields</p> <p>Design Roman houses</p> <p>Design Roman clothing</p> | | <p><u>Activities:</u></p> <p>Food of America- (Food Tech), America inventions and how they were designed.</p> <p><u>NC:</u></p> | <p><u>Activities:</u></p> <p>Clay Dinosaur Eyes</p> <p>Paper Mache Ammonites</p> <p><u>NC:</u></p> <p>Use research and develop design</p> |

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| | | | <p><u>NC:</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p> | | <p>Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><u>Skills:</u> DCPI 2: identify a purpose and establish criteria for a successful product. WWT 6: demonstrate hygienic food preparation and storage.</p> | <p>criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> |
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| | | | <p>joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><u>Evaluate</u></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> | | | <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><u>Evaluate</u></p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p><u>Technical knowledge</u></p> |
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| | | | <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.</p> | | | <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.</p> <p><u>Skills:</u> DCPI 3: Plan the order of their work before starting WWT 1: to select tools and</p> |
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| | | | <p>Skills:</p> <p>DPCI 1: Generate ideas for an item, considering its purpose and the user/s</p> <p>DCPI 3: Plan the order of their work before starting</p> <p>DCPI 4: Explore, develop and communicate design proposals by modelling ideas</p> <p>DCPI 5: Drawings with labels when designing</p> <p>WWT 5: to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>EPP 1: to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>EPP 2: to disassemble and evaluate familiar products.</p> | | | <p>techniques for making their product.</p> <p>WWT 2: measure, mark out, cut, score and assemble components with more accuracy.</p> <p>WWT 3: to work safely and accurately with a range of simple tools.</p> <p>WWT 4: to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>WWT 7: to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> |
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| MUSIC | <p>NC:</p> <p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> | | | | | |
| | <p>Skills:</p> <p>SS 1: Sing with confidence using a wider vocal range.</p> <p>SS 2: Sing in tune.</p> | <p>Skills:</p> <p>LMM 1: Identify melodic phrases and play them by ear.</p> | <p>Skills:</p> <p>CPR 1: Recognise rhythmic patterns.</p> <p>CPR 2: Perform a repeated pattern to a steady pulse.</p> | <p>Skills:</p> <p>ESMA 4: Explore and select different melodic patterns.</p> | <p>Skills:</p> <p>C1: Create textures by combining sounds in different ways.</p> | <p>Skills:</p> <p>RWN 1: Perform long and short sounds in response to symbols.</p> |

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| | <p>SS 3: Sing with awareness of pulse and control of rhythm.</p> <p>SS 4: Recognise simple structures. (Phrases).</p> <p>SS 5: Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>SS 6: Sing songs and create different vocal effects.</p> <p>SS 7: Understand how mouth shapes can affect voice sounds.</p> <p>SS 8: Internalise sounds by singing parts of a song 'in their heads.'</p> | <p>LMM 2: Create sequences of movements in response to sounds.</p> <p>LMM 3: Explore and chose different movements to describe animals.</p> <p>LMM 4: Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>LMM 5: Identify phrases that could be used as an introduction, interlude and ending.</p> | <p>CPR 3: Identify and recall rhythmic and melodic patterns.</p> <p>CPR 4: Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>ESMA 1: Identify ways sounds are used to accompany a song.</p> <p>ESMA 2: Analyse and comment on how sounds are used to create different moods.</p> <p>ESMA 3: Explore and perform different types of accompaniment.</p> | <p>ESMA 5: Recognise and explore different combinations of pitch sounds.</p> <p>COI 1: Identify melodic phrases and play them by ear.</p> <p>COI 2: Select instruments to describe visual images.</p> <p>COI 3: Choose instruments on the basis of internalised sounds.</p> <p>EA 1: Recognise how different music can reflect different intentions.</p> | <p>C2: Create music that describes contrasting moods/emotions.</p> <p>C3: Improvise simple tunes based on the pentatonic scale.</p> <p>C4: Compose music in pairs and make improvements to their own work.</p> <p>C5: Create an accompaniment to a known song.</p> <p>C6: Create descriptive music in pairs or small groups.</p> <p>EA 1: Recognise how different music can reflect different intentions.</p> | <p>RWN 2: Create long and short sounds on instruments.</p> <p>RWN 3: Play and sing phrase from dot notation.</p> <p>RWN 4: Record their own ideas.</p> <p>RWN 5: Make their own symbols as part of a class score.</p> <p>PS 1: Perform in different ways, exploring the way the performers are a musical resource.</p> <p>PS 2: Perform with awareness of different parts.</p> |
| PE | <p>NC:</p> <ul style="list-style-type: none"> - Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform dances using a range of movement patterns | | | | | |

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| | <ul style="list-style-type: none">- Take part in outdoor and adventurous activity challenges both individually and within a team- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | |
| Invasion Games- Football <ul style="list-style-type: none">•consolidate and improve the quality of their techniques and their ability to link movements (ADS 12)•develop the range and consistency of their skills in all games (ADS 13)•improve their ability to choose and use simple tactics and strategies (SAS 14)•keep, adapt and make rules for striking and fielding and net games (SAS 15)•know and describe the short-term effects of different exercise activities on the body (FH 12)•know how to improve stamina (FH 13) | GYMNASTICS <u>Acquiring and Developing Skills</u> ADS 1: consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. <u>Selecting and applying skills, tactics and compositional ideas</u> SAS 1: Improve their ability to select appropriate actions and use simple compositional ideas. <u>Knowledge and understanding of fitness and health</u> KUFH 1: recognise and describe the short term effects of exercise on the body during different activities. | DANCE <u>Acquiring and Developing Skills.</u> ADS 1: improvise freely on their own and with a partner, translating ideas from a stimulus into movement. <u>Selecting and applying skills, tactics and compositional ideas</u> SAS 1: create and link dance phrases using a simple dance structure or motif. SAS 2: perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. <u>Knowledge and understanding of fitness and health</u> KUFH 1: keep up activity over a period of time and know they need to warm up and cool down for dance. | Team Games- Netball <ul style="list-style-type: none">•consolidate and improve the quality of their techniques and their ability to link movements (ADS 12)•develop the range and consistency of their skills in all games (ADS 13)•improve their ability to choose and use simple tactics and strategies (SAS 14)•keep, adapt and make rules for striking and fielding and net games (SAS 15)•know and describe the short-term effects of different exercise activities | Field Games/ Outdoor Ed. (Rounders/Cricket) + Swimming SWIMMING AND WATER SAFETY <u>Acquiring and Developing Skills</u> ADS 1: consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills, ADS2: Improve linking movements and actions. <u>Selecting and applying skills, tactics and compositional ideas</u> SAS 1: choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges. <u>Knowledge and understanding of fitness and health</u> KUFH 1: know and describe the short-term effects of exercise on the | ATHLETICS <u>Acquiring and Developing Skills</u> ADS 1: consolidate and improve the quality, range and consistency of the techniques they use for particular activities. <u>Selecting and applying skills, tactics and compositional ideas</u> SAS 1: develop their ability to choose and use simple tactics and strategies in different situations. <u>Knowledge and understanding of fitness and health</u> KUFH 1: know, measure and describe the short-term effects of exercise on the body. |

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| | <ul style="list-style-type: none"> •begin to understand the importance of warming up (FH 14) •recognise good performance and identify the parts of a performance that need improving (EIP 13) •use what they have learned to improve their work (EIP 14) | <p>KUFH 2: Know the importance of suppleness and strength. <u>Evaluating and Improving Performance</u> EIP 1: Describe and evaluate the effectiveness and quality of a performance. EIP 2: Recognise how their own performance has improved.</p> | <p><u>Evaluating and Improving Performance</u> EIP 1: Describe and evaluate some of the compositional features of dances performed with a partner and in a group. EIP 2: Talk about how they might improve their dances GAMES <u>Acquiring and Developing Skills</u> ADS 1: Consolidate and improve the quality of their techniques and their ability to link movements. ADS 2: Develop the range and consistency of their skills in all games. <u>Selecting and applying skills, tactics and compositional ideas</u> SAS 1: Improve their ability to choose and use simple tactics and strategies. SAS 2: Keep, adapt and make rules for striking and fielding and net games. <u>Knowledge and understanding of fitness and health</u></p> | <p>on the body (FH 12) •know how to improve stamina (FH 13) •begin to understand the importance of warming up (FH 14) •recognise good performance and identify the parts of a performance that need improving (EIP 13) •use what they have learned to improve their work (EIP 14)</p> | <p>body and how it reacts to different types of activity. <u>Evaluating and Improving Performance</u> EIP 1: Describe and evaluate the quality of swimming and recognise what needs improving. OUTDOOR EDUCATION <u>Acquiring and Developing Skills</u> ADS 1: develop the range and consistency of their skills and work with others to solve challenges <u>Selecting and applying skills, tactics and compositional ideas</u> SAS 1: choose and apply strategies and skills to meet the requirements of a task or challenge. <u>Knowledge and understanding of fitness and health</u> KUFH 1: recognise the effect of different activities on the body and to prepare for them physically. KUFH 2: Work safely <u>Evaluating and Improving Performance</u></p> | <p>KUFH 2: Describe how the body reacts to different types of activity <u>Evaluating and Improving Performance</u> EIP 1: describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> |
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| | <p>AT2:</p> <ul style="list-style-type: none">- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study.- Make links to show how feeling and beliefs affect their behaviour and that of others. <p>AT3:</p> <ul style="list-style-type: none">- Use a given source to support a point of view- Express a point of view- Express a preference |
| PSHE | Thrive Activities |
| COMPUTING | See specific computing planning |