

Subject	Year 3					
	Community Link – Marley Court Nursing and Residential Home					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)
British Values Christian Values E-safety Cross-Curricular writes	Would you choose the same meal as a gorilla?	What was a Victorian Christmas like at Astley Park?	Could I survive in the stone age?	Can I read the Iron Man's mind?	Could you follow a map to your holiday destination?	What is it like to be a Roman?
	Hook: interview a zoo keeper	Hook: visitor for Victorian toys	Hook: Cave into the classroom. Artefacts boxes from LCC – stone age to iron and fossils	Hook: Local river visit	Hook:	Hook: Ribchester trip
	Guided Read: The Owl Who Was Afraid of the Dark	Guided Read: Bill's New Frock	Guided Read: James and the Giant Peach	Guided Read: Henry's Freedom Box	Guided Read: Grandpa Chatterji	Guided Read: Empire's End – A Roman Story
Geography				Topic: The Water Cycle How does my water get into my tap? Describe and understand key aspects of: Physical geography , including the water cycle Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps Vocab: atmosphere, condensation, evaporation, precipitation, saturation, surface run off, transpiration, water-cycle Democracy	Topic: The Whole World Could you follow a map to your holiday destination? Locate the world's countries, using maps to focus on Europe. Name and locate counties and cities of the United Kingdom Identify the position and significance of the Equator, Arctic and Antarctic Circle. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Lancashire)	Topic: Roman Settlements (links to history) How can I spot roman settlement on my travels? Locate the world's countries, using maps to focus on Europe. Describe and understand key aspects of: Human geography , including: types of settlement and land use Vocab: deforestation, hamlet, industrial, land-use, national, nomadic,

							Poetry – water cycle		Use maps, and globes to locate countries Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world Vocab: 8 point compass directions - North, North East, North West, East, West, South, South East, South West E-safety (google maps?) Non-chronological report – area in the UK	population, rural, settlement Tolerance and respect of opinions and diversity E-safety (google maps etc)		
Geography Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
History			Topic: A local Study – A Victorian Christmas What was a Victorian		Topic: Stone Age, Bronze Age and Iron Age Could I survive in the stone age?						Topic: Romans and their achievements for Western Civilisation What is it like to be a Roman?	

		<p>Christmas like at Astley Park?</p> <p>Demonstrate knowledge of aspects of history significant in their locality.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>Use sources to address historically valid questions.</p> <p>Democracy</p> <p>Diary of Astley Park resident</p> <p>Vocabulary – Victorian, locality, chronology, timeline years of significance for Victorian Era</p>	<p>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time and explore trends and changes over time.</p> <p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Tolerance and respect of opinions and diversity</p> <p>Letter from/to somebody in the stone age</p> <p>Vocabulary – Neolithic, Mesolithic, paleolithic, Stone age, iron age, bronze age,</p>			<p><u>What was the Roman Empire?</u></p> <p><u>What did the Romans do for us?</u></p> <p><u>Why did the Romans settle in Britain?</u></p> <p><u>Land use</u></p> <p>Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Discuss some historical events, issues, connections and changes.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>Recognise that different versions of past events may exist.</p> <p>Describe some of the ways the past can be represented.</p> <p>Tolerance and respect of opinions and diversity</p> <p>The Rule of Law</p> <p>Mutual Respect</p> <p>Self-Control</p>
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												Being Peaceful and Calm Achieving and Persevering Diary entry – Roman Soldier
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	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p> <p><u>Skills:</u></p> <p><u>Questioning:</u> Research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>Researching how our bodies move and what our bodies can do and researching different exercises/sports/pastimes and how they can work different parts of our bodies and different muscle groups.</p> <p><u>Observation:</u> Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons</p> <p><u>Identifying and Classifying:</u> Identifying and grouping animals with and without skeletons.</p> <p><u>Using scientific evidence to support findings:</u> Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons.</p>	<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Vocab:</u> Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p> <p><u>Skills:</u></p> <p><u>Observation:</u> Discovering how seeds are formed by observing the different stages of plant cycles over a period of time.</p> <p><u>Using scientific evidence to support findings:</u> Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser.</p> <p>Respect</p> <p>Responsibility</p> <p>Self Control</p> <p>Showing Compassion</p> <p>Being peaceful and calm</p>	<p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p> <p><u>Skills:</u></p> <p><u>Questioning:</u> Rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.</p> <p><u>Observation:</u> Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.</p> <p><u>Identifying and Classifying:</u> Using a hand lens or microscope to help them identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</p> <p><u>Practical enquiries, comparative and fair tests:</u> Explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together [hardness test] or what changes occur when they are in water [permeability test].</p>	<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Vocab:</u> Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p> <p><u>Skills:</u></p> <p><u>Questioning:</u> Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions.</p> <p><u>Identifying and Classifying:</u> Comparing how different things move and grouping them.</p>	<p>blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows changes.</p> <p><u>Vocab:</u> Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p> <p><u>Skills:</u></p> <p><u>Practical enquiries, comparative and fair tests:</u> Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p><u>Using scientific evidence to support findings:</u> Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>	
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	Respect Tolerance Acceptance Self Control Showing Compassion Being peaceful and calm Non-chronological report - animals		Instructions – how to plant and look after a seed		Using scientific evidence to support findings: Raise and answer questions about the way soils are formed. Self Control		Practical enquiries, comparative and fair tests: Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions. Using scientific evidence to support findings: Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. Recording and Presenting Data: Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to their questions.					
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	Why is the harvest celebrated by everyone? <u>Topic 3.6: Harvest (5hrs 3+2)</u>		In what ways is God with us? <u>Topic 3.2: Christmas, God with us (4hrs)</u>		What happens when Jesus changes a person’s life? <u>Topic 3.3: Jesus, the man who changed lives (6 hrs)</u> Fiction – retell bible story		Is Easter Sunday the end or the beginning? <u>Topic 3.4: Exploring the sadness and joy of Easter (5hrs)</u> Recount – somebody in the Easter story		What does it mean to be called by God? <u>Topic 3.1: Called by God (7hrs)</u>		Are the Ten Commandments still as relevant today? <u>Topic 3.5: Which rules should we follow? (6hrs)</u>	

<p>Computing</p>	<p>Digital Literacy</p> <p>How Can I Be Safe Online?</p> <p><i>Autumn 1:</i> Online safety using Purple Mash unit 3.2</p> <p><u>Disciplinary Knowledge</u> Can I create appropriate passwords?</p> <p>Can I keep passwords and personal data safe?</p> <p>Am I able to create a 'secure' password? e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /AUP.</p> <p><u>Substantive Knowledge</u> Do I know how to use technology responsibly?</p> <p>Do I understand that online actions can impact on other people?</p> <p>Do I understand the need to keep personal information and passwords private in order to protect themselves when communicating online?</p> <p>Do I know how to respond if asked for personal details or in the event of receiving unpleasant communications? e.g. saving the message and showing</p>	<p>Information Technology</p> <p>Can a computer change the way I look?</p> <p><i>Autumn 2:</i> Graphics using Purple Mash (2paint a picture) - linked to art unit</p> <p><u>Disciplinary Knowledge</u> Can I select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing?</p> <p>Can I acquire, store and retrieve images from cameras, scanners and the internet for a purpose?</p> <p>Can I select specific areas of an image, copy and paste to make repeating patterns?</p> <p>Am I able to resize various elements in a graphics or paint package?</p> <p>Can I use the 'print screen' function to capture images?</p> <p><u>Substantive Knowledge</u> Do I understand that evaluation and improvement are vital parts of the design process and that ICT allows changes to be</p>	<p>Computer Science</p> <p>What does repeat mean in computer programming?</p> <p><i>Spring 1:</i> Programming using Purple mash unit 3.1 coding</p> <p><u>Disciplinary Knowledge</u> Can I write programs that accomplish specific goals?</p> <p>Can I read what a sequence in a program does?</p> <p>Can I design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals?</p> <p>Can I create programs that implement algorithms to achieve specific goals?</p> <p>Can I debug programs that accomplish specific goals through self and peer assessment?</p> <p>Can I use sequence, repetition and selection in programs?</p> <p><u>Substantive Knowledge</u> Do I understand how to plan and write programs that accomplish specific goals?</p>	<p>Information Technology</p> <p>How do you create a UK number 1 song?</p> <p><i>Spring 2:</i> GarageBand – Iron Man music (English link)</p> <p><u>Disciplinary Knowledge</u> Can I use a variety of devices and software to select, playback and record voice and other sounds?</p> <p>Can I select, import and edit existing sound files in sound editing software, e.g., Audacity?</p> <p>Can I use editing tools to refine and improve outcomes and performances?</p> <p>Am I able to share sound recordings with a wider audience?</p> <p>Can I use music software to experiment with capturing, repeating and sequencing sound patterns?</p> <p><u>Substantive Knowledge</u> Do I understand that copyright exists on most recorded music?</p> <p><u>Key Vocabulary:</u> capture, repeat, audience, sequence, pattern</p> <p>Achieving and Persevering</p> <p>Law</p>	<p>Information Technology</p> <p>Can a computer read your mind?</p> <p><i>Summer 1:</i> Purple Mash 3:6 Branching Databases</p> <p><i>Note: When covering this unit – children will also explore spreadsheets using Purple Mash 2 Calculate.</i></p> <p><u>Disciplinary Knowledge</u> Can I create and use a branching database to organise and analyse information to answer questions?</p> <p>Can I begin to identify what data should be collected to answer a specific question?</p> <p>Can I collect data and enter it into a database under appropriate field headings?</p> <p>Can I use a database to answer straightforward questions by searching, matching and ordering the contents of a single field?</p> <p>Based on the data collected, can I raise my own questions and translate them into search criteria that can be used to find answers to specific questions?</p> <p><u>Substantive Knowledge</u> Do I understand that effective yes / no questions are key to organising data</p>	<p>Digital Literacy</p> <p>How could I communicate with Julius Caesar?</p> <p><i>Summer 2:</i> Electronic communication using Purple Mash Unit 3.5</p> <p><u>Disciplinary Knowledge</u> Can I log on to an email account, open emails, create and send appropriate replies?</p> <p>Can I forward an e-mail?</p> <p>Can I save an e-mail in draft format and then return and edit prior to sending?</p> <p>Can I attach different files to emails? e.g. text document, sound file or image</p> <p>Can I open and save attachments to an appropriate place?</p> <p>Can I select an email recipient from a class address book?</p> <p><u>Substantive Knowledge</u> Do I understand that some emails and other forms of electronic communications may be malicious or inappropriate and recognise when an</p>
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	to a trusted adult - according to the school's eSafety policies and procedures /AUP <u>Key Vocabulary:</u> safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, E-safety Persuasive poster		made quickly and efficiently? <u>Key Vocabulary:</u> Image, digital image, edit, crop, resize Achieving and Persevering Self Control		Do I understand what the terms sequence, repetition and selection mean and know how to use them in programs? <u>Key vocabulary:</u> Action, alert, algorithm, background, blocks of command, button, collision detections, command, debug, event, object, output, repeat, sequence, repetition, selection Achieving and Persevering Law				efficiently in a branching database? Do I understand that there are different types of data, e.g. numeric, alphabetic, date, alphanumeric? Can I talk about the advantages of using IT to sort, interrogate and classify information quickly? Do I understand the need to structure information properly in a database? Do I know, understand and use the vocabulary: file, record, field, sort and search? <u>Key Vocabulary::</u> Branching database, database, question, data, file, record, field, sort, search. Achieving and Persevering		attachment may be unsafe to open? Do I recognise the effect that content in their communications may have on others? Do I respect the ideas and communications of others they encounter online? <u>Key vocabulary:</u> Log on, draft, forward, attachment, reply E-safety Write an email to Matilda	
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT							<u>Moving Monsters (Character from English?)</u> How can a box that carried eggs take over the world?		<u>Food – link to Europe –</u> What could I have for lunch on a holiday? Use research and develop design criteria to inform the design of innovative, functional, appealing			

							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	products that are fit for purpose, aimed at particular individuals or groups			
							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	Refer to their design criteria as they design and make			
							Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)				
							Self-control (taking your time)				
							Respect				

	<p>Can I disguise an animal in my painting?</p> <p><u>Drawing - pastels</u></p> <p><u>Painting</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p>	<p><u>Collage</u></p> <p><u>Digital Media</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Create textures with a wide range of drawing implements.</p> <p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p>	<p>What would it look like if we brought the Stone Age to class 6?</p> <p><u>Drawing - Pencil shading</u></p> <p><u>3D – cave around classroom</u></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information from different sources.</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p>			<p><u>Textiles/sewing – DT</u></p> <p>Would Ribchester Museum use my bag for an artefact?</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use journals to collect and record visual information.</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create printing blocks using a relief</p> <p>Design and create <i>complex</i> repeating patterns</p>
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<p>PSHE Following SCARF (life education plan)</p>	<p>Me and My Relationships</p> <p>Can you have more than one best friend?</p> <p>As a rule</p> <p>What would happen if people didn't keep to the rules?</p> <p>My special pet</p> <p>Who could you talk to if you lost something special like a pet?</p> <p>Tangram team challenge</p> <p>How can disagreements be solved?</p> <p>How can we solve this problem?</p> <p>Dan's dare</p> <p>Are dares good or bad?</p> <p>Thunks</p> <p>Can opinions be right or wrong?</p> <p>Friends are special</p> <p>Can you have more than one best friend?</p>	<p>Valuing Difference</p> <p>Should we always treat all people the same?</p> <p>Family and friends</p> <p>Are all families the same?</p> <p>My community</p> <p>What are the good things about being part of a community?</p> <p>Respect and challenge</p> <p>Is my way always the best way?</p> <p>Should we always treat all people the same?</p> <p>Let's celebrate our differences</p> <p>What other ways can people be different?</p> <p>Zeb</p> <p>Why do some people think that way?</p>	<p>Keeping Myself Safe</p> <p>What are the things that we can do to keep ourselves safe?</p> <p>Safe or unsafe?</p> <p>What are the things that we can do to keep ourselves safe?</p> <p>Danger or risk?</p> <p>Is it ok to take risks?</p> <p>Alcohol and cigarettes: the facts</p> <p>What is a drug?</p> <p>None of your business!</p> <p>Is it safe to post online?</p> <p>Raisin challenge (1)</p> <p>Do all situations turn out all right?</p> <p>Help or harm?</p> <p>What sort of things do we need to keep our body healthy?</p>	<p>Rights and Responsibilities</p> <p>What do people, animals and plants need to survive in their environment?</p> <p>Helping each other to stay safe</p> <p>How can we help each other to stay safe?</p> <p>Recount task</p> <p>What is the difference between fact and opinion?</p> <p>Harold's environment project</p> <p>What do people, animals and plants need to survive in their environment?</p> <p>Can Harold afford it?</p> <p>How does money benefit (help) us?</p> <p>Let's have a tidy up</p> <p>Why it is up to us to look after the environment?</p>	<p>Being My Best</p> <p>Do we always make the best choices?</p> <p>Derek cooks dinner! (Healthy eating)</p> <p>Are there any types of foods that we should eat more of than others?</p> <p>For or against?</p> <p>Do we always make the best choices?</p> <p>I am fantastic!</p> <p>What goals and ambitions do you have in life?</p> <p>Getting on with your nerves!</p> <p>Is teamwork important?</p> <p>Body teamwork</p> <p>Why is it difficult to pick out a 'most important' part of the body?</p>	<p>Growing and Changing</p> <p>Are all surprises secrets?</p> <p>Body space</p> <p>Why do we need to respect other people's body space?</p> <p>Secret or surprise?</p> <p>Are all surprises secrets?</p> <p>Basic first aid 3</p> <p>Why is first aid important?</p> <p>My changing body menstruation</p> <p>How does my body change as I get older?</p>
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PSHE assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Music <i>Charanga – Lancashire Music scheme all plans, skills and knowledge included in the scheme.</i>	Developing Notation Skills <u><i>How Does Music Bring Us Closer Together?</i></u> The children have learnt that rhythm and pitch can be represented in many ways graphically, but now is the time to start using notation . This is a formal representation, how we write music down.	Christmas Songs The children learn Christmas Carols to perform as a group for parents, friends, family and guardians.	Enjoying Improvisation <u><i>What Stories Does Music Tell Us About the Past?</i></u> In previous units, we have learnt that improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas.	Easter Songs Year 3 form part of the choir for the Year 4 Easter production, they sing in the pews of our local church performing to parents, family, friends and guardians.	Sharing Musical Experiences <u><i>How Does Music Help Us Get to Know Our Community?</i></u> Sharing our musical experiences , preferences and identities is a wonderful class activity and can help build your community and friendships in the classroom and school! This can happen through every activity in the lesson. Listen and Respond and Perform work particularly well.	Learning More About Musical Styles <u><i>How Does Music Make a Difference to Us Every Day?</i></u> There is no authority on who decides what makes a musical style and so it is open to discussion. However, there are some general elements that people more or less agree upon, which make it possible and useful to associate a piece of music with a musical style. In this Scheme of Work, many varied styles are introduced.						
Music Assessment	GD Respect Tolerance Achieving and Persevering Lovely Manners	Below	GD	BeloW	GD	Below	GD	Below	GD	Below	GD	Below

<p>Languages</p> <p>Rigolo</p>	<p>Comment t'appelles-tu? (What's your name?)</p> <p>Bonjour: Basic greetings and numbers 1-10</p> <p>Curriculum objectives, amongst others:</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Respect</p> <p>Liberty</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Lovely Manners</p>		<p>Quel age as-tu? (How old are you?)</p> <p>En classe: Classroom objects, colours, instructions</p> <p>Curriculum objectives, amongst others:</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Respect</p> <p>Liberty</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Lovely Manners</p>		<p>Quelle couleur sont tes yeux? (What colour are your eyes?)</p> <p>Mon corps: Parts of the body, character descriptions, days of the week</p> <p>Curriculum objectives, amongst others:</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Respect</p> <p>Liberty</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Lovely Manners</p>		<p>Tu-as un animal? (Do you have a pet?)</p> <p>Les animaux: Animals, numbers 11-20, character descriptions</p> <p>Curriculum objectives, amongst others:</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Respect</p> <p>Liberty</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Lovely Manners</p>		<p>Tu-as des freres ou des soeurs? (Do you have brothers or sisters?)</p> <p>Ma famille: Family members, alphabet, household items</p> <p>Curriculum objectives, amongst others:</p> <p>describe people, places, things and actions orally and in writing</p> <p>Respect</p> <p>Liberty</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Lovely Manners</p>		<p>C'est quand, ton anniversaire? (When is your birthday?)</p> <p>Bon anniversaire: Food, numbers 21-31, months of the year</p> <p>Curriculum objectives, amongst others:</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>Respect</p> <p>Liberty</p> <p>Achieving and Persevering</p> <p>Acceptance</p> <p>Lovely Manners</p>	
Languages Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
PE	<u>Sports Hall Athletics</u>		<u>Gymnastics</u>		<u>Dance – Iron Man</u> Can I dance like the Iron Man?		<u>Invasion Games – 3 touch ball (netball)</u>		<u>Target Games (Tri-Golf)</u> Is winning at Tri-Golf more about tactics or skill?		<u>Net and Wall (Tennis)</u> Can I represent St. Georges at Wimbledon?	

	Should athletes be better at running, jumping or throwing?	Could I compete against Simone Biles in a gymnastics competition?	Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies.	Is the centre more important than the goal keeper in a netball game?	To demonstrate sending a ball into a target with accuracy.	Explore different throwing actions
	To perform the pull throwing action	To develop ways of travelling on hands and feet		To send and receive a ball	To use simple tactics.	To consolidate throwing actions and practise catching.
	To explore different running techniques	To develop balance on small body parts	Children can suggest actions for characters and can perform their own interpretation of these.	To send a ball and move into space to receive a pass	To demonstrate aiming skills.	Explore different ways of throwing.
	To perform the sling throw	To create a sequence of travelling and balancing actions		To send and receive a ball in a simple game	Achieving and Persevering	Consolidate catching skills.
	To develop jumping actions	To develop ways of rolling	Pupils can demonstrate unusual movement and can keep in time with others and the music.	To use simple tactics in a game	Showing Compassion	To suggest ideas and practices to improve their play
	Select an appropriate running technique for distance	To develop the skills of jumping, shape and landing	Pupils will perform a well-structured duet which expresses the character and explores patterning and timing.	To send and receive a ball in an invasion game	Respect	Strike the ball using their hand or small bat.
	To perform a push throw	To create a sequence of gymnastic actions		To revise simple tactics in an invasion game	Tolerance	Improve movement skills and body positions.
	To perform a start in a sprint type race	To evaluate and recognise their own success	Pupils can perform all dances, in a well-organised structure.	To evaluate their own and others success		Familiarise them with a racquet and practise striking skills using a racquet
	To throw for distance using three different throws	To create a sequence to meet the core task "Balancing Act"	To work together in a team to keep improving their ideas.	Achieving and Persevering		Choose a range of simple tactics to use in a simple game.
	To perform a hop, step and jump	To perform gymnastic actions using apparatus		Showing Compassion		To develop range of striking skills suitable for net / wall type
	To pass a baton successfully in a race	Achieving and Persevering	Achieving and Persevering	Respect		Achieving and Persevering
	To perform 5 different jumps	Showing Compassion	Showing Compassion	Tolerance		Showing Compassion
	To perform in athletic type competitive events (run, jump and throw)	Respect	Respect			
	Achieving and Persevering	Tolerance	Tolerance			
	Showing Compassion					

	Respect										Tolerance	
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	<u>Numbers to 1000</u>		<u>Multiplication and Division/Further Multiplication and Division</u>		<u>Mass</u>		<u>Time</u>		<u>Fractions</u>		<u>Lines and Shapes</u>	
	<u>Addition and Subtraction</u>		<u>Length</u>		<u>Volume</u>		<u>Picture Graphs and Bar Graphs</u>		<u>Angles</u>		<u>Perimeter of figures</u>	
					<u>Money</u>							
Maths Christian Values	Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering		Christian Value: Achieving and persevering	
Literacy	<u>Autumn 1</u>		<u>Autumn 2</u>		<u>Spring 1</u>		<u>Spring 2</u>		<u>Summer 1</u>		<u>Summer 2</u>	
Fiction	<u>Stories by the same author – Fables</u> Can I teach Class Three a life lesson through my fable?		<u>Folk Tales – The Tin Forest</u> Would my folk tale be passed down to future generations?		<u>Classic Text – Stig of the dump</u> Could I create a story for the pupils of St. Georges to enjoy on the radio?		<u>Novel as a theme – Iron Man</u> Can my words bring the Iron Man to life?				<u>Playscripts – could link to romans?</u> Can I write the next show for Ribchester amphitheatre?	
	Writing Skills: Identify clauses in sentences.		Writing Skills: Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.		Writing Skills: Identify clauses in sentences.		Writing Skills: Identify clauses in sentences.				Writing Skills: Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!	
	Explore and identify main and subordinate clauses in complex sentences		Use inverted commas to punctuate direct speech (speech marks).		Explore and identify main and subordinate clauses in complex sentences		Explore and identify main and subordinate clauses in complex sentences				Improvise, create and write dialogue	
	Creating and developing settings for narratives (repeated throughout all narratives)		Read and analyse narrative in order to plan and write their own versions.		Creating and developing settings for narratives (repeated throughout all narratives)		Creating and developing settings for narratives (repeated throughout all narratives)					
	Creating and developing characters for narrative (repeated throughout all narratives)				Creating and developing characters for narrative		Creating and developing characters for narrative (repeated throughout all narratives)				Reading Skills:	

	<p>Creating and developing plots based on a model (repeated throughout all narratives)</p> <p>Reading Skills: Sequencing and discussing the main events in stories</p> <p>Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>, <i>Rudyard Kipling Just So Stories</i></p> <p>Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i></p> <p>Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i></p> <p>Take turns and listen to what others say.</p> <p>Modelled – innovation of the lion and the mouse</p> <p>Independent – innovation of the hare and the tortoise</p> <p>The Rule of Law</p> <p>Mutual Respect</p> <p>Achieving and Persevering</p>	<p>Create and develop plots based on a model.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p> <p>Reading Skills: Listening to and discussing a range of fiction.</p> <p>Retelling a range of stories, including less familiar fairy stories, fables and folk tales.</p> <p>Sequencing and discussing the main events in stories.</p> <p>Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p> <p>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i></p> <p>Modelled – innovation of the tin forest</p> <p>Independent – innovation of model</p>	<p>(repeated throughout all narratives)</p> <p>Creating and developing plots based on a model (repeated throughout all narratives)</p> <p>Use inverted commas to punctuate direct speech (speech marks)</p> <p>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i></p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p> <p>Reading Skills: Making predictions based on details stated</p> <p>Using point and evidence to structure and justify responses</p> <p>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></p> <p>Modelled – innovation of stig of the dump</p>	<p>Creating and developing plots based on a model (repeated throughout all narratives)</p> <p>Use inverted commas to punctuate direct speech (speech marks)</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p> <p>Reading skills: Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text</p> <p>Sequencing and discussing the main events in stories</p> <p>Make predictions based on details stated.</p> <p>Modelled – something visits from out of this world</p> <p>Independent – another visitor</p> <p>Self-Control</p> <p>Being Peaceful and Calm</p> <p>Acceptance</p>	<p>Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></p> <p>Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action</p> <p>Participate in discussion about what is read to them and books they have read independently.</p> <p>Modelled – Based on another known novel or section of novel</p> <p>Independent – Based on another known novel or section of novel</p>
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			Independent – innovation of modelled Tolerance and respect of opinions and diversity	Individual Liberty		
Poetry		<u>Poem on a theme – shape</u> Do you always need to write in a straight line? Writing Skills: Reading and analysing poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of poetry for writing Reading Skills: Recognising some different forms of poetry e.g. <i>narrative, free verse</i> Preparing poems to read aloud, showing understanding through intonation, tone, volume and action Modelled – Christmas shape poem Independent – another Christmas item shape			<u>Lymerick/Hyperbole</u> Can you make your friend laugh in just 5 lines? Writing Skills: Reading and analysing poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of poetry for writing Reading Skills: Recognising some different forms of poetry e.g. <i>narrative, free verse</i> Preparing poems to read aloud, showing understanding through intonation, tone, volume and action	<u>Classic Poem – Matilda who told lies</u> Why should we still perform poems from the past? Writing Skills: Reading and analysing poetry in order to plan and write their own versions Identifying and discussing the purpose, audience, language and structures of poetry for writing Reading Skills: Recognising some different forms of poetry e.g. <i>narrative, free verse</i> Preparing poems to read aloud, showing understanding through intonation, tone, volume and action Modelled – innovation of Matilda who told lies Independent – Recount - Diary
Non-fiction	<u>Instructions</u> Can my instructions save Chorley from dragons?		<u>Non Chronological reports</u>	<u>Recount – Diary</u> Can I read the Iron Man's mind?	<u>Explanation text</u> How did the food I eat get on my fork?	<u>DID NOT COVER THIS UNIT DUE TO NOT ENOUGH TIME</u>

	<p>Writing Skills: Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i></p> <p>Using headings and subheadings to organise information</p> <p>Group related material into paragraphs.</p> <p>Discuss and record ideas for planning using a range of formats</p> <p>Reading Skills: Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion</p> <p>Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></p> <p>Modelled – how to catch a mythical creature</p> <p>Independent – innovation of another mythical creature</p>		<p>How can I share my knowledge of the Stone Age with Mossy Lea?</p> <p>Writing Skills: Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i></p> <p>Reading Skills: Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion</p> <p>Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></p> <p>Record information from a range of non-fiction texts.</p> <p>Discussing the purpose of paragraphs</p> <p>Identifying a key idea in a paragraph</p> <p>Modelled – Stone Age</p> <p>Independent – Bronze/Iron Age</p>	<p>Writing Skills: Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i></p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing</p> <p>Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></p> <p>Reading Skills: Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion</p> <p>Developing and agreeing on rules for effective discussion</p> <p>Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i></p> <p>Modelled – A diary entry in the role of the iron man when he first arrived on earth.</p> <p>Independent: A diary entry in the role of the farmers the day the iron man arrived on earth.</p>	<p>Writing Skills: Use point and evidence to structure and justify responses.</p> <p>Discuss the purpose of paragraphs.</p> <p>Group related material into paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until.</i></p> <p>Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</p> <p>Discuss and record ideas for planning.</p> <p>Generate and select from vocabulary banks e.g. technical language appropriate to text type.</p> <p>Proofread to check for errors in spelling, grammar</p>	<p>Persuasive leaflet What's so great about Ribchester?</p> <p>Writing Skills: Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i></p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p> <p>Using headings and subheadings to organise information</p> <p>Group related material into paragraphs.</p> <p>Discuss and record ideas for planning using a range of formats</p> <p>Reading Skills: Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion</p> <p>Explaining the meaning of unfamiliar words by using the context</p> <p>Evaluating how specific information is organised within a non-fiction text</p>
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			E-safety (fake news)		<p>and punctuation in own and others' writing.</p> <p>Reading Skills: Use knowledge of root words to understand meanings of words.</p> <p>Listen to and discuss a range of explanations.</p> <p>Read a range of explanations.</p> <p>Analyse and evaluate texts looking at language, structure and presentation.</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>Navigate texts in print and on screen.</p> <p>Read and analyse non-fiction in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</p> <p>Modelled – Farm to fork explanation of food.</p> <p>Independent – Children to choose another meal.</p>	<p>e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams</p> <p>Quickly appraising a text to evaluate usefulness</p> <p>Navigating texts in print and on screen</p> <p>Modelled – Ribchester. Independent – St. Georges</p>
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