

Subject	Year 3					
	Community Link – Marley Court Nursing and Residential Home					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values Christian Values E-safety Cross-Curricular writes	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)	Theme (Q)
	Would you share a meal with a gorilla?	What was a Victorian Christmas like at Astley Hall?	How 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 in the classroom.	Hook: Local river visit	Hook: Picnic with European theme sandwiches	Hook: Ribchester Roman Museum trip
	Guided Read: The Owl Who Was Afraid of the Dark	Guided Read: The Butterfly Lion	Guided Read: The Stolen Spear	Guided Read: Bill's New Frock	Guided Read: Henry's Freedom Box / Grandpa Chatterji	Guided Read: Empire's End – A Roman Story
Geography				Topic: Rivers holiday destination Can I follow the journey of rivers using maps and atlases? What are the key features of rivers? Can I name and locate the main rivers and seas of the UK? Can I explain the water cycle? Why are estuaries important? Can I observe and draw a sketch of the river Yarrow using my knowledge of river vocabulary?	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, population, rural, settlement

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

Christmas like at Astley Park?

Demonstrate knowledge of aspects of history significant in their locality.

Select and organise historical information to present in a range of ways.

Use relevant historical terms and vocabulary linked to chronology.

Use sources to address historically valid questions.

Democracy

Diary of Astley Park resident

Vocabulary – Victorian, locality, chronology, timeline years of significance for Victorian Era

Use some dates and historical terms when ordering events and objects.

Demonstrate awareness that the past can be divided into different periods of time and explore trends and changes over time.

Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.

Use relevant historical terms and vocabulary linked to chronology.

Recognise that our knowledge of the past is constructed from different sources of evidence.

Tolerance and respect of opinions and diversity

Letter from/to somebody in the stone age

Vocabulary – Noelithic, Mesolithic, paleolithic, Stone age, iron age, bronze age,

[What was the Roman Empire?](#)

[What did the Romans do for us?](#)

[Why did the Romans settle in Britain?](#)

[Land use](#)

Describe some aspects of the Roman Empire and recognise its impact on Britain.

Discuss some historical events, issues, connections and changes.

Use relevant historical terms and vocabulary linked to chronology.

Recognise that different versions of past events may exist.

Describe some of the ways the past can be represented.

Tolerance and respect of opinions and diversity

The Rule of Law

Mutual Respect

Self-Control

											<p>Being Peaceful and Calm</p> <p>Achieving and Persevering</p> <p>Diary entry – Roman Soldier</p> <p>Vocabulary – Celts, fort.</p>	
History Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Science	<p><u>Topic: Animals Including Humans</u></p> <p>Would you share a meal with a gorilla?</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Vocab:</u></p>		<p><u>Topic: Plants</u></p> <p>Can I have a garden centre inside my fridge?</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore 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.</p>		<p><u>Topic: Rocks</u></p> <p>Do rocks stay the same forever?</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><u>Vocab:</u></p>		<p><u>Topic: Forces and Magnets</u></p> <p>Could I use a magnet to drive my car?</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the</p>		<p><u>Topic: Light</u></p> <p>Can you help to protect an Astronaut visiting Mars?</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is</p>		<p><u>Topic: Plants</u></p> <p>Continued:</p>	

Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints

Skills:

Questioning:

Research different food groups and how they keep us healthy and design meals based on what they find out.

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.

Observation:

Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons

Identifying and Classifying:

Identifying and grouping animals with and without skeletons.

Using scientific evidence to support findings:

Observing and comparing their (animals) movement; exploring ideas about what would happen if humans did not have skeletons.

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.

Vocab:

Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)

Skills:

Observation:

Discovering how seeds are formed by observing the different stages of plant cycles over a period of time.

Using scientific evidence to support findings:

Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser.

Respect

Responsibility

Self Control

Showing Compassion

Being peaceful and calm

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

Skills:

Questioning:

Rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.

Observation:

Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.

Identifying and Classifying:

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.

Practical enquiries, comparative and fair tests:

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].

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.

Vocab:

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

Skills:

Questioning:

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.

Identifying and Classifying:

Comparing how different things move and grouping them.

Practical enquiries, comparative and fair tests:

blocked by an opaque object.

Find patterns in the way that the size of shadows changes.

Vocab:

Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous

Skills:

Practical enquiries, comparative and fair tests:

Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Using scientific evidence to support findings:

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>Respect</p> <p>Tolerance</p> <p>Acceptance</p> <p>Self Control</p> <p>Showing Compassion</p> <p>Being peaceful and calm</p> <p>Non-chronological report - animals</p>	<p>Instructions – how to plant and look after a seed</p>	<p>Using scientific evidence to support findings: Raise and answer questions about the way soils are formed.</p> <p>Self Control</p>	<p>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>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.</p> <p>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.</p>								
Science Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
RE	<p>Why is the harvest celebrated by everyone?</p> <p><u>Topic 3.6: Harvest (5hrs 3+2)</u></p>	<p>In what ways is God with us?</p> <p><u>Topic S5: How do Christians express their views through Art?</u></p>	<p>What happens when Jesus changes a person's life?</p> <p><u>Topic 3.3: Jesus, the man who changed lives (6 hrs)</u></p> <p>Fiction – retell bible story</p>	<p>Is Easter Sunday the end or the beginning?</p> <p><u>Topic 3.4: Exploring the sadness and joy of Easter (5hrs)</u></p> <p>Recount – somebody in the Easter story</p>	<p>What does it mean to be called by God?</p> <p><u>Topic 3.1: Called by God (7hrs)</u></p>	<p>How can I make a difference?</p> <p><u>Topic S7: Change the World (6hrs)</u></p>						
S	Digital Literacy	Information Technology	Computer Science	Information Technology	Information Technology	Digital Literacy						

<p>How Can I Be Safe Online? <i>Autumn 1: Online safety using Purple Mash unit 3.2</i></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 to a trusted adult -</p>	<p>Can a computer change the way I look? <i>Autumn 2: Graphics using Purple Mash (2paint a picture) - linked to art unit</i></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 made quickly and efficiently?</p>	<p>What does repeat mean in computer programming? <i>Spring 1: Programming using Purple mash unit 3.1 coding</i></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>Do I understand what the terms sequence, repetition</p>	<p>How do you create a UK number 1 song? <i>Spring 2: GarageBand - Iron Man music (English link)</i></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 Law</p>	<p>Can a computer read your mind? <i>Summer 1: Purple Mash 3:6 Branching Databases</i></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>How could I communicate with Julius Caesar? <i>Summer 2: Electronic communication using Purple Mash Unit 3.5</i></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 attachment may be</p>
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	<p>according to the school's eSafety policies and procedures /AUP</p> <p>Key Vocabulary: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying,</p> <p>E-safety Persuasive poster</p>		<p>Key Vocabulary: Image, digital image, edit, crop, resize</p> <p>Achieving and Persevering Self Control</p>		<p>and selection mean and know how to use them in programs?</p> <p>Key vocabulary: Action, alert, algorithm, background, blocks of command, button, collision detections, command, debug, event, object, output, repeat, sequence, repetition, selection</p> <p>Achieving and Persevering Law</p>				<p>efficiently in a branching database?</p> <p>Do I understand that there are different types of data, e.g. numeric, alphabetic, date, alphanumeric?</p> <p>Can I talk about the advantages of using IT to sort, interrogate and classify information quickly?</p> <p>Do I understand the need to structure information properly in a database?</p> <p>Do I know, understand and use the vocabulary: file, record, field, sort and search?</p> <p>Key Vocabulary:: Branching database, database, question, data, file, record, field, sort, search.</p> <p>Achieving and Persevering</p>		<p>unsafe to open?</p> <p>Do I recognise the effect that content in their communications may have on others?</p> <p>Do I respect the ideas and communications of others they encounter online?</p> <p>Key vocabulary: Log on, draft, forward, attachment, reply</p> <p>E-safety Write an email to Matilda</p>	
Computing Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
DT							<p>Moving Monsters (Character from English?)</p> <p>How can a box that carried eggs take over the world?</p>		<p>Food – link to Europe –</p> <p>What could I have for lunch on a holiday?</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing</p>			

							<p>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</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>Refer to their design criteria as they design and make</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p>Self-control (taking your time)</p> <p>Respect</p>	<p>products that are fit for purpose, aimed at particular individuals or groups</p> <p>Refer to their design criteria as they design and make</p> <p>Evaluate a range of bread, meat and cheese products from European countries.</p> <p>Design a sandwich and evaluate their product.</p> <p>Responsibility</p> <p>Persuasion – food they make</p>				
DT Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Art and Design	<u>Henri Rousseau</u>		<u>Freda Kahlo</u> Can I make my picture jump out at me?		<u>Stone Age Cave and Cave Art</u>						<u>Roman Patterns - Printing</u>	

	<p>Can I disguise an animal in my painting?</p> <p><u>Drawing - pastels</u> <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> <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> <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> <u>Would Ribchester Museum use my bag for an artefact?</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>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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PSHE
Following SCARF
(life education
plan)

Me and My Relationships

Can you have more than one best friend?

As a rule

What would happen if people didn't keep to the rules?

My special pet

Who could you talk to if you lost something special like a pet?

Tangram team challenge

How can disagreements be solved?

How can we solve this problem?

Dan's dare

Are dares good or bad?

Thanks

Can opinions be right or wrong?

Friends are special

Can you have more than one best friend?

Valuing Difference

Should we always treat all people the same?

Family and friends

Are all families the same?

My community

What are the good things about being part of a community?

Respect and challenge

Is my way always the best way?

Should we always treat all people the same?

Let's celebrate our differences

What other ways can people be different?

Zeb

Why do some people think that way?

Keeping Myself Safe

What are the things that we can do to keep ourselves safe?

Safe or unsafe?

What are the things that we can do to keep ourselves safe?

Danger or risk?

Is it ok to take risks?

Alcohol and cigarettes: the facts

What is a drug?

None of your business!

Is it safe to post online?

Raisin challenge (1)

Do all situations turn out all right?

Help or harm?

What sort of things do we need to keep our body healthy?

Rights and Responsibilities

What do people, animals and plants need to survive in their environment?

Helping each other to stay safe

How can we help each other to stay safe?

Recount task

What is the difference between fact and opinion?

Harold's environment project

What do people, animals and plants need to survive in their environment?

Can Harold afford it?
How does money benefit (help) us?

Let's have a tidy up

Why it is up to us to look after the environment?

Being My Best

Do we always make the best choices?

Derek cooks dinner!
(Healthy eating)

Are there any types of foods that we should eat more of than others?

For or against?

Do we always make the best choices?

I am fantastic!

What goals and ambitions do you have in life?

Getting on with your nerves!

Is teamwork important?

Body teamwork

Why is it difficult to pick out a 'most important' part of the body?

Growing and Changing

Are all surprises secrets?

Body space

Why do we need to respect other people's body space?

Secret or surprise?

Are all surprises secrets?

Basic first aid 3

Why is first aid important?

My changing body menstruation

How does my body change as I get older?

<p>Languages 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 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 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 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 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>	
<p>Languages Assessment</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>	<p>GD</p>	<p>Below</p>
<p>PE</p>	<p><u>Sports Hall Athletics</u></p>		<p><u>Gymnastics</u></p>		<p><u>Dance – Iron Man</u> Can I dance like the Iron Man?</p>		<p><u>Invasion Games – 3 touch ball (netball)</u></p>		<p><u>Target Games (Tri-Golf)</u> Is winning at Tri-Golf more about tactics or skill?</p>		<p><u>Net and Wall (Tennis)</u> Can I represent St. George's at Wimbledon?</p>	

	<p>Should athletes be better at running, jumping or throwing?</p> <p>To perform the pull throwing action</p> <p>To explore different running techniques</p> <p>To perform the sling throw</p> <p>To develop jumping actions</p> <p>Select an appropriate running technique for distance</p> <p>To perform a push throw</p> <p>To perform a start in a sprint type race</p> <p>To throw for distance using three different throws</p> <p>To perform a hop, step and jump</p> <p>To pass a baton successfully in a race</p> <p>To perform 5 different jumps</p> <p>To perform in athletic type competitive events (run, jump and throw)</p> <p>Achieving and Persevering</p> <p>Showing Compassion</p>	<p>Could I compete against Simone Biles in a gymnastics competition?</p> <p>To develop ways of travelling on hands and feet</p> <p>To develop balance on small body parts</p> <p>To create a sequence of travelling and balancing actions</p> <p>To develop ways of rolling</p> <p>To develop the skills of jumping, shape and landing</p> <p>To create a sequence of gymnastic actions</p> <p>To evaluate and recognise their own success</p> <p>To create a sequence to meet the core task "Balancing Act"</p> <p>To perform gymnastic actions using apparatus</p> <p>Achieving and Persevering</p> <p>Showing Compassion</p> <p>Respect</p> <p>Tolerance</p>	<p>Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies.</p> <p>Children can suggest actions for characters and can perform their own interpretation of these.</p> <p>Pupils can demonstrate unusual movement and can keep in time with others and the music.</p> <p>Pupils will perform a well-structured duet which expresses the character and explores patterning and timing.</p> <p>Pupils can perform all dances, in a well-organised structure.</p> <p>To work together in a team to keep improving their ideas.</p> <p>Achieving and Persevering</p> <p>Showing Compassion</p> <p>Respect</p> <p>Tolerance</p>	<p>Is the centre more important than the goal keeper in a netball game?</p> <p>To send and receive a ball</p> <p>To send a ball and move into space to receive a pass</p> <p>To send and receive a ball in a simple game</p> <p>To use simple tactics in a game</p> <p>To send and receive a ball in an invasion game</p> <p>To revise simple tactics in an invasion game</p> <p>To evaluate their own and others success</p> <p>Achieving and Persevering</p> <p>Showing Compassion</p> <p>Respect</p> <p>Tolerance</p>	<p>To demonstrate sending a ball into a target with accuracy.</p> <p>To use simple tactics.</p> <p>To demonstrate aiming skills.</p> <p>Achieving and Persevering</p> <p>Showing Compassion</p> <p>Respect</p> <p>Tolerance</p>	<p>Explore different throwing actions</p> <p>To consolidate throwing actions and practise catching.</p> <p>Explore different ways of throwing.</p> <p>Consolidate catching skills.</p> <p>To suggest ideas and practices to improve their play</p> <p>Strike the ball using their hand or small bat.</p> <p>Improve movement skills and body positions.</p> <p>Familiarise them with a racquet and practise striking skills using a racquet</p> <p>Choose a range of simple tactics to use in a simple game.</p> <p>To develop range of striking skills suitable for net / wall type</p> <p>Achieving and Persevering</p> <p>Showing Compassion</p> <p>Respect</p>
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	Respect										Tolerance	
	Tolerance											
PE Assessment	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below	GD	Below
Maths	<u>Numbers to 1000</u> <u>Addition and Subtraction</u>		<u>Multiplication and Division/Further Multiplication and Division</u> <u>Length</u>		<u>Mass</u> <u>Volume</u> <u>Money</u>		<u>Time</u> <u>Picture Graphs and Bar Graphs</u>		<u>Fractions</u> <u>Angles</u>		<u>Lines and Shapes</u> <u>Perimeter of figures</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 another class a life lesson through my fable? Writing Skills: Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences Creating and developing settings for narratives (repeated throughout all narratives) Creating and developing characters for narrative (repeated throughout all narratives)		<u>Folk Tales – The Tin Forest</u> Can I pass my folk tale on to a younger generation? Writing Skills: Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Use inverted commas to punctuate direct speech (speech marks). Read and analyse narrative in order to plan and write their own versions. Create and develop plots based on a model.		<u>Classic Text – Stig of the dump</u> Could I create a story for the pupils of St. Georges to enjoy on the radio? Writing Skills: Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences Creating and developing settings for narratives (repeated throughout all narratives) Creating and developing characters for narrative		<u>Novel as a theme – Iron Man</u> Can my words bring the Iron Man to life? Writing Skills: Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences Creating and developing settings for narratives (repeated throughout all narratives) Creating and developing characters for narrative (repeated throughout all narratives)				<u>Playscripts – could link to Romans?</u> Can I write the next show for Ribchester amphitheatre? 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! Improvise, create and write dialogue 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>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>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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			<p>Independent – innovation of modelled</p> <p>Tolerance and respect of opinions and diversity</p>	Individual Liberty		
Poetry		<p><u>Poem on a theme – shape</u> Do you always need to write in a straight line?</p> <p>Writing Skills: Reading and analysing poetry in order to plan and write their own versions</p> <p>Identifying and discussing the purpose, audience, language and structures of poetry for writing</p> <p>Reading Skills: Recognising some different forms of poetry e.g. <i>narrative, free verse</i></p> <p>Preparing poems to read aloud, showing understanding through intonation, tone, volume and action</p> <p>Modelled – Christmas shape poem</p> <p>Independent – another Christmas item shape</p>			<p><u>Limerick/Hyperbole</u> Can you make Class 5 laugh in just 5 lines?</p> <p>Writing Skills: Reading and analysing poetry in order to plan and write their own versions</p> <p>Identifying and discussing the purpose, audience, language and structures of poetry for writing</p> <p>Reading Skills: Recognising some different forms of poetry e.g. <i>narrative, free verse</i></p> <p>Preparing poems to read aloud, showing understanding through intonation, tone, volume and action</p>	<p><u>Classic Poem – Matilda who told lies</u> Why should we still perform poems from the past?</p> <p>Writing Skills: Reading and analysing poetry in order to plan and write their own versions</p> <p>Identifying and discussing the purpose, audience, language and structures of poetry for writing</p> <p>Reading Skills: Recognising some different forms of poetry e.g. <i>narrative, free verse</i></p> <p>Preparing poems to read aloud, showing understanding through intonation, tone, volume and action</p> <p>Modelled – innovation of Matilda who told lies</p> <p>Independent – Recount - Diary</p>
Non-fiction	<p><u>Instructions</u> Can my instructions decorate a Christmas Tree?</p>		<p><u>Non Chronological reports</u></p>	<p><u>Recount – Diary</u> Can I read the Iron Man's mind?</p>	<p><u>Explanation text</u> Does chocolate really grow on trees?</p>	<p><u>Persuasive leaflet</u> What's so great about Ribchester?</p>

Writing Skills:

Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond*

Using headings and subheadings to organise information

Group related material into paragraphs.

Discuss and record ideas for planning using a range of formats

Reading Skills:

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*

Modelled – how to catch a mythical creature

Independent – innovation of another mythical creature

Can I share my knowledge of the Stone Age with Mossy Lea?

Writing Skills:

Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case*

Reading Skills:

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*

Record information from a range of non-fiction texts.

Discussing the purpose of paragraphs

Identifying a key idea in a paragraph

Modelled – Stone Age

Independent – Bronze/Iron Age

Writing Skills:

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case*

Proofread to check for errors in spelling, grammar and punctuation in own and others' writing

Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.*

Reading Skills:

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Developing and agreeing on rules for effective discussion

Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*

Modelled -

A diary entry in the role of the iron man when he first arrived on earth.

Independent:

A diary entry in the role of the farmers the day the iron man arrived on earth.

Writing Skills:

Use point and evidence to structure and justify responses.

Discuss the purpose of paragraphs.

Group related material into paragraphs.

Identify a key idea in a paragraph.

Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until.*

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!

Discuss and record ideas for planning.

Generate and select from vocabulary banks e.g. technical language appropriate to text type.

Proofread to check for errors in spelling, grammar

Writing Skills:

Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case*

Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*

Using headings and sub-headings to organise information

Group related material into paragraphs.

Discuss and record ideas for planning using a range of formats

Reading Skills:

Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion

Explaining the meaning of unfamiliar words by using the context

Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*

			<p>E-safety (fake news)</p>		<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>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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