

TEAM Kestrels

Picture News assembly

- Anti-Bullying Week
- Safer Internet Day
- Sporting activities – colour coded for engagement
- Internet Safety Assembly
- PCSO Visit Anti-bullying and Hate Crime
- Music For Life Tuition

- Black History Month
- School Council Charity Events
- World Autism Acceptance Week – Neurodiversity Celebration
- World Book Day
- Before and After School Clubs
- RE Celebration Event across classes

British Values

Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Health and Wellbeing <i>To be welcoming</i> RHSE Democracy and Citizenship <i>To ask questions about big issues</i> <i>To understand how we can vote for change</i> <i>To know how other people represent us in Parliament</i>	RHSE Relationships <i>To understand how to recognise bullying</i> <i>To recognise safe and unsafe behaviour</i> RHSE Living in the Wider World <i>I know how to get help in an emergency</i> RHSE Health and Wellbeing <i>To understand what a bystander is</i> <i>To understand who helps me keep healthy and safe</i> RHSE Sex and Relationships <i>I know who to go to for help and support</i> RHSE Drugs and Alcohol <i>To know the rules and laws to prevent smoking</i>	RHSE Relationships <i>To recognise appropriate and inappropriate touch</i> RHSE Health and Wellbeing <i>To describe my feelings to others</i> RHSE Sex and Relationships <i>Identify that people are unique and to respect those differences</i> RHSE Sex and Relationships <i>To understand that each person's body belongs to them</i> <i>To understand personal space and unwanted touch</i> RHSE Drugs and Alcohol <i>To be able to make the positive choice not to smoke</i>	RHSE Relationships <i>To understand what discrimination is</i> <i>To recognise a stereotype</i> <i>To consider different types of relationship</i> <i>To explore what makes a healthy friendship</i>	RHSE Relationships <i>To explore caring relationships which may be of different types</i> RHSE Living in the Wider World <i>How are we different?</i> <i>I show respect for diversity in my community</i> <i>I know about different groups and communities</i> RHSE Sex and Relationships <i>Understand that all families are different and have different family members</i>

Special Visits and Visitors

RE and Art: Gurdwara and Whitworth Art Gallery, Manchester

Geography/History: Ellesmere Port Boat Museum

PE: Residential - Tattenhall

Powerful Learning		
STEAM: Fruit or Vegetable Tarts	Spring Term Production	Canal Heritage Tour

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age to Iron Age		Mapping the UK/Rivers and Routes		Egyptian Journeys	
Reading	Science: Forces & Magnets/Rocks	Reading Breath: Stories & Poetry – Different Forms	Geography: Mountains and Rivers	Reading Breath: Fairy Story & Poetry Different Forms	History: Egyptians	Reading Breath: Stories and Plays & Poetry – Different Forms
Discussion						
Connect knowledge	<i>Word Reading – Throughout Year 3</i>					
Reference the text	⊕ Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words ⊕ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Skimming	<i>Comprehension - Throughout Year 3</i>					
Scanning	⊕ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ⊕ Participate in discussion about both books that are read to them and those they can read for themselves ⊕ Use dictionaries to check the meaning of many unknown words that they have read ⊕ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ⊕ Increase their familiarity with a wide range of books and retell some of these orally					
Comprehension	<i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i> ⊕ Building on phonics subject skills and knowledge ⊕ Connect prior knowledge with context ⊕ Locate and discuss words and pre taught vocabulary to find out what the text is about ⊕ Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context ⊕ Read a range of texts with increasing accuracy and fluency ⊕ Develop fluent and enthusiasm for reading and read widely and frequently ⊕ Develop views about what is read with support ⊕ Develop positive attitudes to reading and understanding of what is read					
Writing	The Iron Man	Fox	Rhythm of the Rain	Wisp and Midsummer Night's Dream	Egyptology	Dear Earth and Usain Bolt
Immerse	Year 3 Spelling Patterns:	Year 3 Spelling Patterns:	Year 3 Spelling Patterns:	Year 3 Spelling Patterns:	Year 3 Spelling Patterns:	Year 3 Spelling Patterns:
Purpose	/ow/ spelled - ou	Prefix – re	/a/ spelled – ai	/l/ spelled -le	-er when root word ends in (t)ch	Homophones
Audience	/u/ spelled - ou	Prefix – dis	/a/ spelled -ei	Suffix – ly	/k/ spelled – ch	Challenge words
	/i/ spelled with 'y'	Prefix – mis	/a/ spelled -ey	Suffix - ally	/g/ spelled – gue	Suffix – sion
	/ze/ spelled - sure	Adding suffixes 1	Suffix – ly	Suffix -ly	/k. spelled -que	Revision
	/ch/ spelled – ture	Adding suffixes 2	Homophones	Challenge words	/s/ spelled - sc	
			/l/ spelled -al			

Language Features Plan Draft, revise and edit Phonics and Spelling	Challenge words		Challenge words			
	<i>Writing at the Expected Standard in Year 3</i> For Working Towards and Greater Depth expectations please see the Padlet - https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v					
	Composition					
	✦ Write narratives, describing setting and characters within a storyline or plot ✦ Use paragraphing to group related material, focusing on a theme or topic ✦ In non-narrative, use simple organisational devices (heading and subheadings) ✦ Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play'.) ✦ Extend sentences using a wider range of conjunctions other than those stated in the working towards standard ✦ Express time, place and cause using conjunctions (e.g. before, after, while), adverbs (e.g. soon, therefore) and prepositions (e.g. before, after, during, because of) ✦ Understand and use specific year 3 terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks) ✦ Draw upon material read ✦ Use, when appropriate, figurative language included metaphors and similes					
	Grammar & Punctuation					
	✦ Demarcate sentences with full stops, with occasional error ✦ Demarcate sentences with capital letters, with occasional error ✦ Use question marks and exclamation marks mostly correctly, with occasional error ✦ Use apostrophes consistently to mark the possession of singular nouns ✦ Begin to use inverted commas to punctuate direct speech					
	Handwriting					
	✦ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.					
	Evaluate & Edit					
	✦ Evaluate the effectiveness of their own and others' writing ✦ Identify some spelling and punctuation errors and make some changes to grammar and vocabulary					
Maths Computing fluently Solving problems	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjv6no					
	Place value within 1,000 Addition and subtraction (1) Addition and subtraction (2) Multiplication and division (1)	Multiplication and division (2) Money Statistics Length Fractions (1)			Fractions (2) Time Angles and properties of shapes Mass Capacity	

Reasoning logically						
Justifying and explaining						
Flexible thinking						
Science	Working Scientifically - ask relevant questions - use scientific enquiries - practical enquiries, comparative and fair tests - systematic observations, measurements, equipment – data loggers and thermometers - gather, record, classify and present data to answer questions - scientific language, drawings, keys, charts, tables - report on findings - draw conclusions, predict, suggest improvements and raise questions. Recognise similarities, differences and changes evidence					
Asking questions						
Making predictions						
Observing closely over time						
Taking measurements	Forces/Magnets	Fossils/Soils	Light	Skeletons/Movement	Plants A	Nutrition and Diet
Seeking patterns	⊕ compare how things move on different surfaces	⊕ describe in simple terms how fossils are formed when things that have lived are trapped within rock	⊕ recognise that they need light in order to see things and that dark is the absence of light	⊕ identify that humans and some other animals have skeletons and muscles for support, protection and movement.	⊕ investigate the way in which water is transported within plants	⊕ 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
Recording data	⊕ notice that some forces need contact between two objects, but magnetic forces can act at a distance	⊕ recognise that soils are made from rocks and organic matter.	⊕ notice that light is reflected from surfaces		⊕ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Interpreting and communicating	⊕ observe how magnets attract or repel each other and attract some materials and not others		⊕ recognise that light from the sun can be dangerous and that there are ways to protect their eyes		⊕ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	
Evaluating	⊕ compare and group together a everyday materials on the basis of magnetism, and identify some magnetic materials		⊕ recognise that shadows are formed when the light from a light source is blocked by an opaque object			
			⊕ find patterns in the way that the size of shadows changes			

	- describe magnets as having two poles - predict whether two magnets will attract or repel each other					
	Rocks				Food Waste - Sustainability	Plants B
	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties				How can we reduce our food waste?	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
Key Questions	Can I use scientific language to explain magnetism and how magnets work? Can I predict then investigate which materials are magnetic or not?	Can I explain how fossils are formed?	Can I use scientific language to explain what light is and why it can be dangerous? Can I answer why shadows change over time by setting up an enquiry, recording results and presenting data?	Can I use scientific language to explain the importance of the skeleton?	Can I identify the life cycle of a plant? Can I test how water is transported within a plant and present my findings	Can I explain why nutrition is important?
	Can I compare and group different rocks based on given criteria?				Can I identify ways I can reduce my food waste?	Can I plan and carry out a comparative test to see and conclude what plants need for growth?
Geography	Mapping the UK – Marvellous Maps		Our City – Rivers and Routes		Egyptian Journeys – What’s it like in Cairo?	
	UK: name and locate geographical regions and their identifying human and physical characteristics, key topographical features (hills & mountains) Physical geography: mountains, hill and coasts (link to rocks in science)					
	use maps, atlases and globes & digital/computer mapping to locate countries and capitals of the world - describe features studied					
Observing patterns	use 8 points of a compass, 4 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies		Compare and contrast a location in another country to their own locality	
Making connections	Find and locate counties round Cheshire and beyond, and key cities		Explain how rivers are important to settlements round them		Explain own views about locations, thinking about what it would be like to be there, giving reasons.	
Developing a sense of place, space and scale					Collect and investigate data e.g. relating to temperatures, drawing conclusions	

Conducting fieldwork	use 8 points of a compass, symbols and key to build knowledge	- be able to explain how people have used rivers to help establish settlements - Understand and explain the water cycle; - Identify and locate rivers and mountain ranges of the UK on maps and atlases - use 8 points of a compass, symbols and key to build knowledge	- Ask and answer a range of geographical questions about the physical and human characteristics of a location - understand how land-use patterns change over time – link to earliest settlements
Big Ideas and Key Assessment Questions	Questioning Can I find key cities and counties around Cheshire? Can I locate Cheshire on a map? Can I describe key features of the area in which I live? Can I use maps and keys to find information?	Scale Where are the Rivers of the UK and the World? How are rivers created and what are their features? What makes the River Dee special? How do geographers carry out 'fieldwork'? Can I show my own fieldwork?	Scale and Questioning Can I compare my locality to another? Can I collect data and investigate it? Can I ask questions about a geographical location, including physical and human features?
History	Hunter Gatherers of the Stone Age to Iron Age	Local History Study: Curious About Canals	Ancient Civilisations - Egyptians
Making interpretations and raising questions	- Use some historical vocabulary to communicate, including: dates; time period; era; change; chronology; - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		
Explaining significance	- I know what 'prehistory is' and some ways we can learn about it; - I know some ways life changed during the eras of the Stone Age; - I know some theories about why Stonehenge was built; - I know features of life in the Stone Age; - I know some heritage sites which can still be seen today.	- I know some uses for canals in the past and today; - I can suggest ways life was changed with the introduction of canals; - I know some of the challenges faced by Navvies when building canals; - I know some facts about the life of Thomas Telford and how his life was different to the navvies; - I can identify features of life on canal boats in Chester; - I know some reasons why canals stopped being the main form of transport in the UK.	- I know some facts about the Pyramids at Giza; - I know some reasons why the Nile river was so important to the Ancient Egyptians; - I know about the role of a Pharaoh; - I know that Egyptians worshipped many Gods and can name some; - I know some ways Rameses II ensured he would be remembered; - I can explain how we know about the Ancient Egyptians;
Finding similarities and differences			
Seeing change and continuity	- show an understanding of the concept of a nation and a nation's history - Place events, artefacts and historical figures on a time line using dates - Use term 'settlement' - be able to give examples - Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different - Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ;	- show an understanding of the concept of a nation and a nation's history - Use original sources from the local area to ask and answer questions - Ask questions about the past, begin to think about open and closed questioning - Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different	- show an understanding of the concept of a nation and a nation's history; - Use term 'settlement' – be able to give examples - Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ - Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history;
Identifying causes and consequences			
Develop a sense of chronology			

		- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history - Understand the concept of change over time, and why things change.	Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ			
Big Ideas and Key Assessment Questions	Invasion and Settlement How do we know about 'Prehistory?' How did things change during and after the Stone Age? How might people see these events differently? Why should these events be remembered? Can I ask complex questions about the past? Can I make links in and across my learning? Can I understand the significance of events and people? Can I understand why people interpret events differently? Can I explain concepts and terminology?	Invasion and Settlement What was life like for the people who built and used the canals? Why were canals created in Chester and the UK? What evidence can we see today of how canals have been used, and are used now? How can we use sources to tell us information about the past? Can I ask complex questions about the past? Can I make links in and across my learning? Can I understand the significance of events and people? Can I understand why people interpret events differently? Can I explain concepts and terminology?	Invasion and Settlement Can children use information from a variety of sources to explain how the pyramids were built? Can children explain why there are different views of Akhenaten? Can children explain some features of Egyptian life? Can children show why Rameses II ensured only his version of events remains? Can children identify some reasons why the civilisation in Egypt ended? Can I ask complex questions about the past? Can I make links in and across my learning? Can I understand the significance of events and people? Can I understand why people interpret events differently? Can I explain concepts and terminology?			
Computing	Online Safety – 1 session per unit - Recognising how social media platforms are used to interact - Learning to be a responsible digital citizen; understanding their responsibilities to treat others respectfully and recognising when digital behaviour is unkind - Learning about cyberbullying - Learning that not all emails are genuine, recognising when an email might be fake and what to do about it - Learning that not all information on the internet is factual - Understanding who personal information should/ should not be shared with					
Code						
Connect						
Communicate						
Collect	Networks and the Internet - Learning what a server does - Learning what a network is and its purpose - Identifying the key components within a network, including whether	Scratch - Using an algorithm to explain the roles of different parts of a computer - Using logical reasoning to explain how simple algorithms work	Emailing - Learning to log in and out of an email account - Writing an email including a subject, 'to' and 'from' - Sending an email with an attachment - Replying to an email	Journey inside a Computer - Understanding what the different components of a computer do and how they work together - Drawing comparisons across different types of computers	Video Trailers - Using decomposition to explore the code behind an animation - Taking photographs and recording video to tell a story. - Using software to edit and enhance their video adding music,	Comparison Cards databases - Understanding the vocabulary associated with databases: field, record, data - Learning about the pros and cons of digital versus paper databases

	- they are wired or wireless ⊕ Recognising links between networks and the internet ⊕ Learning how data is transferred ⊕ Understanding that computers follow instructions	⊕ Explaining the purpose of an algorithm ⊕ Forming algorithms independently ⊕ Incorporating loops to make code more efficient ⊕ Remixing existing code ⊕ Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected ⊕ Using repetition in programs	⊕ Identifying useful terms and phrases for search engines ⊕ Understanding the purpose of emails. ⊕ Learning what a search engine is	⊕ Using decomposition to explain the parts of a laptop computer ⊕ Using logical thinking to explore more complex software; predicting, testing and explaining what it does	sounds and text on screen with transitions	⊕ Sorting and filtering databases to easily retrieve information ⊕ Creating and interpreting charts and graphs to understand data
Key Assessment Questions	Can I explain what a server does? Can I explain what a network is? Can I show how data is transferred?	Can I explain the purpose of an algorithm? Can I use loops to make a code more efficient? Can I debug a code, justifying what was wrong?	Can I log in and out of an email account? Can I write an email including a subject, to and from? Can I send an attachment?	Can I explain the different components of a computer? Can I compare different types of computer?	Can I explore the code behind an animation? Can I take photographs and record video to tell a story? Can I edit and enhance my video to add music, sounds and text?	Can I use correct vocabulary? Can I sort and filter databases? Can I create and interpret charts and graphs?
DT	Mechanical Systems – Pneumatic toys	Food - Eating Seasonally	Digital World – Wearable Technology	Structures – Constructing a Castle		Textiles – Egyptian Collar
Knowledge of tools	Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design Suggesting points for modification of the individual designs Using the views of others to improve designs Testing and modifying the outcome, suggesting improvements Learning to give constructive criticism on own work and the work of others Testing the success of a product against the original design criteria and justifying opinions Evaluating an end product and thinking of other ways in which to create similar items					
Responsible designers and makers						
Show innovation	⊕ Designing a toy which uses a pneumatic system ⊕ Developing design criteria from a design brief	⊕ Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the	⊕ Problem solving by suggesting potential features on a Micro: bit and justifying my ideas.	⊕ Designing a castle with key features to appeal to a specific person/ purpose ⊕ Drawing and labelling a design		⊕ Designing and making a template from an existing design and applying individual design criteria
Work safely						

Knowledge of brief	- Generating ideas using thumbnail sketches and exploded diagrams - Learning that different types of drawings are used in design to explain ideas clearly - Creating a pneumatic system to create a desired motion - Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy - Selecting materials due to their functional and aesthetic characteristics - Understanding how pneumatic systems work - Learning that mechanisms are a system of parts that work together to create motion - Understanding that pneumatic systems can be used as part of a mechanism	- taste, texture, smell and appearance of the dish - Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination - Following the instructions within a recipe - Describing the benefits of seasonal fruits and vegetables and the impact on the environment - Suggesting points for improvement when making a seasonal tart - Learning that climate affects food growth - Working with cooking equipment safely and hygienically - Learning that imported foods travel from far away and this can negatively impact the environment - Learning that vegetables and fruit grow in certain seasons	- Developing design ideas for a technology pouch. - Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. - Using a template when cutting and assembling the pouch. - Following a list of design requirements. - Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. - Applying functional features such as using foam to create soft buttons. - Analysing and evaluating an existing product. - Identifying the key features of a pouch. - To know what a Point of Sale device is. - To know that a Micro:bit is a pocket-sized, codeable computer.	- using 2D shapes, labelling: - the 3D shapes that will create the features - materials need and colours - Constructing a range of 3D geometric shapes using nets - Creating special features for individual designs - Making facades from a range of recycled materials - Identifying features of a castle - Identifying suitable materials to be selected and used for a castle, considering weight, compression, tension - Extending the knowledge of wide and flat based objects are more stable - Understanding the terminology of strut, tie, span, beam - Understanding the difference between frame and shell structure		- Following design criteria to create - Selecting and cutting fabrics with ease using fabric scissors - Sewing cross stitch to join fabric - Decorating fabric using appliqué - Completing design ideas with stuffing and sewing the edges
----------------------------------	---	---	---	---	--	--

	⊕ Learning that pneumatic systems force air over a distance to create movement	⊕ Learning that each fruit and vegetable gives us nutritional benefits				
Key Assessment Questions	Can I select materials according to their functional and aesthetic characteristics? Can I explain how pneumatic systems work? Can I suggest modifications to a design?	Can I follow instructions within a recipe? Can I work safely and hygienically? Can I show how food is grown at certain seasons and how we can make better choices for the environment? Can I test the success of a product against the original design?	Can I say what POS stands for? Can I explain the functionality of my finish product? Can I follow design requirements? Can I evaluate an end product?	Can I construct a range of 3D geometric shapes? Can I use terminology involved in structures? Can I evaluate an end product?		Can I use different stitches to join fabric? Can I decorate my fabric? Can I design and make a template?
PE	Invasion games/Netball	Dodgeball	Dance	Gymnastics	Tennis	Athletics
Skill	Evaluate ⊕ Watch, describe and evaluate the effectiveness of a performance. ⊕ Describe how their performance has improved over time.					
agility	Throwing and catching ⊕ Throw (in various ways) and catch with greater control and accuracy, practising the correct technique.	⊕ Begin to improvise with a partner to create a simple dance.	⊕ Choose ideas to compose a movement sequence independently and with others.	Striking and hitting: ⊕ Strike with accuracy and control, using at least two shots in a game situation.		Running: ⊕ Identify and demonstrate how different techniques can affect their performance. ⊕ Focus on their arm and leg action to improve their sprinting technique. ⊕ Begin to combine running with jumping over hurdles. ⊕ Focus on trail leg and lead leg action when running over hurdles. Jumping:
balance	Travelling with a ball: ⊕ Use two different ways of moving with a ball in a game, with reasonable control.	⊕ Create motifs from different stimuli.	⊕ Link combinations of actions with increasing confidence, including changes of direction, speed or level.			
co-ordination	Passing a ball: ⊕ Pass the ball in two different ways in a game situation with some success.	⊕ Begin to compare and adapt movements and motifs to create a larger sequence.	⊕ Develop the quality of their actions, shapes and balances.			
health and fitness	Possession: ⊕ Know how to keep and win back possession of the ball in a team game.	⊕ Perform with some awareness of rhythm and expression.	⊕ Move with coordination, control and care.			
co-operative and competitive	Using space: ⊕ Find a useful space and get into it to support teammates. Attacking and defending: Use simple attacking and defending skills in a game.					

			- Use turns whilst travelling in a variety of ways. - Begin to use equipment to vault. - Create interesting body shapes while holding balances with control and confidence. - Begin to show flexibility in movements		- Use one and two feet to take off and to land with. - Develop an effective take-off for the standing long jump. - Develop an effective flight phase for the standing long jump. - Land safely and with control. Throwing: - Throw with greater control and accuracy. - Show increasing control in their overarm throw. - Perform a push throw.
Key Assessment Questions	Can you throw in different ways using control and accuracy? Can you travel with a ball in different ways? Can you identify and demonstrate the role of an attacker and defender in a game situation and use some of these skills? How can you win back possession of the ball?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances? Can you move in time to the music?	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance? Can you move with coordination, control and care?	Can you select and perform appropriate shots using control and accuracy?	Can you show me how to run, jump and throw using a variety of techniques?
RE	Hinduism	Sikhism	Christianity	Islam	Christianity
Religious tolerance	What does a Hindu believe about God and how is Diwali celebrated?	What is Sikhism?	How can the bible help a Christian with their way of life?	What do I think about Jesus and how he is portrayed in art from around the world? Why is the cross important to Christians?	What is my point of view about God and why do people have faith?
Reflection					
Self-Understanding	I can explain how a Hindu may	I can name the founder of Sikhism	I can describe and suggest reasons why Christians use titles	I can explain how Christians see God as 'Three in One'	- I can explain how Christians see God as 'Three in One' (Father, - I can identify and understand that Muslims believe the

Wonder Sense of Community Open-mindedness	worship at home or in the mandir. ✦ I can describe and explain how a Hindu celebrates Diwali and Holi ✦ I can explain how a Hindu may view God. ✦ I can retell some Hindu stories and explain their significance for a Hindu.	and identify where Sikh's worship ✦ I can retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru.	to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World) ✦ I can describe how Christians live their lives as disciples and choose to follow Jesus. ✦ I can explain why & how people lives changed when they met Jesus.	(Father, Son & Holy Spirit) through symbols. (Trinity) ✦ I can suggest what Christians can learn about Jesus from nativity stories and the Easter story. ✦ I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World)	Son & Holy Spirit) through symbols. (Trinity)	Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. ✦ I can recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. ✦ I can identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God) ✦ I can describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. ✦ I can analyse how the main features of a mosque explain Muslim key beliefs.
Key Assessment Questions	Can I recall different beliefs, faiths and practise, explaining the meaning behind them? Can I give thoughtful responses?	Who founded Sikhism? Where do Sikh's worship? Who is Guru Granth Sahib?	Can I discuss examples of religious leaders in stories from different faiths and perspectives? Can I find out questions about right and wrong?	Can I connect my ideas regarding religion with my own previous learning? Can I reflect on my own values?	Can I find the moral in a story? Can I show and explain what is sacred to people of different faiths?	. Can I make connections between stories and sayings of different world views?

	Can I explain elements of the Hindu faith?		Can I express my own opinion?	Can I understand commitment and dedication needed by people of any faith and none?	Can I show why worshippers choose a particular place and what it means to belong?	Can I explore belief in action in my life and community?
Music	Let Your Spirit Fly	Glockenspiel 1	Guitar Production	Three Little Birds Guitar Production	The Dragon Song	Bringing Us Together
Listen and appraise Sing and play Composing Improvise Performance	Listen and Appraise ⊕ To learn songs and know who sang them or wrote them. ⊕ To recognise the style of songs learned Sing and play ⊕ To talk about the features and meaning of a song ⊕ To confidently identify and move to the pulse. ⊕ To talk about how a song makes them feel. Sing and Play ⊕ To know that singing in a group can be called a choir and has a conductor ⊕ To explore how songs evoke different feelings ⊕ To understand the importance of listening to others when singing together ⊕ To know why you must warm up your voice ⊕ To sing in unison and in simple two-parts. ⊕ To demonstrate a good singing posture. ⊕ To sing with awareness of being 'in tune' ⊕ To have an awareness of the pulse internally when singing ⊕ To talk about the instruments used in class ⊕ To play 1, or all of 4, differentiated parts on a tuned instrument ⊕ To rehearse and perform their part Compose and Improvise ⊕ To improvise using instruments in the context of a song they are learning to perform To talk about: ⊕ A composition created by you ⊕ Different ways of recording compositions ⊕ To help create a simple melody using 1, 3 or 5 notes ⊕ To plan and create a section of music that can be performed ⊕ To talk about how your music was created ⊕ To listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ⊕ To record the composition in a way that recognises connection between sound and symbol Perform			Can I sing some songs by heart and know who sang or wrote them? Can I recognise the style of music? Can I talk about the features and meanings of songs? Can I express how music makes me feel? Can I sing confidently alone and in a group, including in unison and two-parts? Can I show an awareness of being 'in tune'? Can I listen to others and keep to a beat? Can I talk confidently about instruments we are using? Can I improvise using instruments? Can I talk about different ways to record compositions? Can I talk about how my music was created? Can I reflect on and make musical decisions? Can I show planning and careful consideration about my performances? Can I consider the best position for performing? Can I record and reflect on my performance?		

	⊕ To understand that performances are planned and carefully considered for the occasion and audience ⊕ To choose what to perform and create a programme. ⊕ To communicate the meaning of lyrics and clearly articulate them ⊕ To consider the best position for performing ⊕ To record a performance and reflect on it	
RSHE		
manage relationships	My Healthy Self Connecting with Others	The Online World Citizenship
how and who to ask for help	<i>How can I take care of my mind and body?</i> • I know there is a connection between my mind and my body. • I know habits that support a good night's sleep. • I know that bullying can negatively affect feelings. • I can use nuanced language to describe my own and others' emotions and feelings. I can identify how and where to get support.	<i>How should we treat each other online?</i> • I know that words and actions online can affect others. • I know how to respond safely if contacted online by someone I do not know. • I can interact respectfully with friends in digital spaces. • I can recognise online bullying. I can seek help if I experience online bullying.
unique individuals		
recognise beauty in difference		
express emotions and opinions respectfully	<i>What helps us feel safe and included?</i> • I know that families support one another in different ways. • I know that friendships are built on kindness and shared values. • I know different types of bullying. • I can express personal boundaries clearly and respectfully. • I can explore ways to repair friendships.	<i>Citizenship 1: What rights and responsibilities do we have?</i> • I know what is meant by rights and responsibilities. • I know about children's rights and human rights and why they matter. • I know how local councils meet the needs of people in the local area. • I can explain why reducing, reusing and recycling waste is important. I can explain how responsibilities extend to the wider community.
manage risk		
know rights and responsibilities of my citizenship		
Key Assessment Questions	Can you explain why your mind and body are connected?	How could something you say online hurt someone's feelings?
		Health Protection Staying Safe
		<i>Health protection: How can we prevent illness and injury and respond if they happen?</i> • I know how hygiene routines help to prevent illness. • I know about sun safety and how vaccines support the body to build immunity. • I can judge when a health concern can be managed independently and when help is needed. • I can apply basic first aid responses for common injuries. I can make a clear and effective 999 call.
		<i>Citizenship 2: What careers do people choose and why?</i> • I know about a range of different jobs and the reasons people choose them. • I know that careers can change over time. • I can explain why gender stereotypes should not limit career choices. I can explore how workplace stereotypes can be challenged.

	• What words can you use to describe how you are feeling right now? • Who could you talk to if you needed help with how you feel? What is bullying, and how is it different from falling out? • How can you show someone that their feelings matter? • What could you do to help fix a friendship after a falling out?		• What is cyberbullying, and what should you do if it happens to you? • What would you do if a stranger tried to contact you online? • What is a right? What is a responsibility? • Can you name a right that all children should have? • Why is it important to reduce, reuse and recycle?		• When would you deal with something yourself, and when would you get help? • What would you do if someone had a cut or graze? What job would you like to do when you are older, and why? • Why should your gender not stop you from choosing any job? • How could you challenge an unfair idea about jobs?	
MFL	French Greetings with Puppets	French adjectives – colour, size and shape	French Playground Games – numbers and age	In a French Classroom	French Transport	A circle of life in French
Read fluently	⊕ Say hello ⊕ Learn every day words	⊕ Use short phrases ⊕ Say the names of colours, shapes and sizes	⊕ Say numbers 1 – 30 ⊕ Say my own age and ask for someone else's	⊕ Recite days of the week ⊕ Name some subjects and say whether I like or dislike them ⊕ Say what is in my bag and name some school equipment	⊕ Identify some forms of transport ⊕ Say how to travel to a place ⊕ Identify places in the world where French is spoken ⊕ Demonstrate a growing vocabulary	⊕ Identify animal names in French ⊕ Identify French habitats ⊕ Use basic phrases
Write imaginatively	⊕ Ask, 'how are you?'					
Speak confidently	⊕ Say 'My name is...'					
Understand culture	⊕ Use basic phrases					
Key Assessment Questions	Can I speak with confidence the vocabulary taught to me including introductions, colours, numbers and days? Can I write phrases in French? Can I answer questions in French? Can I read simple French words and phrases?					
Art	Developing ideas					
Developing Ideas	⊕ Use a sketchbook to record media explorations and experimentations ⊕ Use a sketch book to express feelings about a subject ⊕ Make notes in a sketch book about techniques used by artists ⊕ Annotate ideas for improving their work through keeping notes in a sketch book					
Master techniques – Drawing	Mastering technique - Drawing					
Painting	⊕ Develop intricate patterns/ marks with a variety of media ⊕ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes ⊕ Begin to show consideration in the choice of pencil grade they use.					
Print making	Mastering technique - Painting					
3D						

Textures, pattern, colour, line and tone Taking inspiration from the greats.	- Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. - Become increasingly confident in creating different effects and textures with paint according to what they need for the task - Understand how to create a background using a wash				
	3D				
	- Use equipment and media with confidence - Begin to show an awareness of objects having a third dimension and perspective - Join two parts successfully - Construct a simple base for extending and modelling other shapes - Produce larger ware using pinch/ slab/ coil techniques - Demonstrate awareness in environmental sculpture and found object art - Show awareness of the effect of time upon sculptures				
	Texture, pattern, colour, line and tone				
	- Create textures and patterns with a wide range of drawing implements - Create art works from natural materials to show an awareness of different viewpoints of the same object.				
	Taking inspiration from the greats				
	- Continue to explore the work of a range of artists, craft makers and designers - Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. - Respond to art from other cultures and other periods of time.				
Key Assessment Questions	Developing ideas	Mastering technique – drawing and painting	3D	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Can you use a sketchbook to record media explorations and experimentations?	Can you create different effects and textures with paint? Can you control the types of marks made with the range of media? Can you use a range of painting techniques?	Can you explain that objects have a third dimension and perspective? Show me how to join two parts and construct a simple base for extending and modelling other shapes	Can you show me a range of patterns and texture?	Can you tell me about work by.....? (link to different cultures and time)