

Year 3 Wider Curriculum Map

For each of the wider curriculum subjects we follow the National Curriculum (NC), however where there is no national guidance, such as in Religious Education (RE), we have chosen to follow the Barnet syllabus. Alongside this, we have also developed our own progression of skills in certain subjects, such as Art, Design and Technology (D&T) and Physical Education (PE), to avoid repetition of objectives and build on prior learning. These are written in italics, underneath the National Curriculum objectives.

Yellow highlighting shows the topics that we as a school have opted to study within the National Curriculum/Barnet guidance. Orange text shows where a PSHE objective is also covered in another subject.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Science (NC) | <u>ANIMALS INC HUMANS</u> -To 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. -To identify that humans and some other animals have skeletons and muscles for support, protection and movement. | <u>LIGHT</u> -To recognise that they need light in order to see things and that dark is the absence of light. -To notice that light is reflected from surfaces. -To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -To recognise that shadows are formed when the light from a light source is blocked by a solid object. -To find patterns in the way that the size of shadows change. | <u>PLANTS</u> -To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. -To 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. -To investigate the way in which water is transported within plants. -To explore the part that flowers play in the | <u>WORKING SCIENTIFICALLY</u> -To ask relevant questions and using different types of scientific enquiries to answer them. -To set up simple practical enquiries, comparative and fair tests -To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including | <u>ROCKS</u> -To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -To describe in simple terms how fossils are formed when things that have lived are trapped within rock. -To recognise that soils are made from rocks and organic matter. | <u>FORCES AND MAGNETS</u> -To compare how things move on different surfaces. -To notice that some forces need contact between two objects, but magnetic forces can act at a distance. -To observe how magnets attract or repel each other and attract some materials and not others. -To compare and group together a variety of everyday materials on the basis of whether they are |

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| | | | life cycle of flowering plants, including pollination, seed formation and seed dispersal. | thermometers and data loggers. -To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | | attracted to a magnet, and identify some magnetic materials. -To describe magnets as having two poles. -To predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| Geography (NC) | | <u>WHAT IS IT LIKE TO LIVE IN A DESERT?</u> <i>-Revise climate zone knowledge (Y2)</i> <i>-Introduce desert as a biome</i> <i>-Describe features and processes of desertification making links with rain/water cycle and location on world map to understand terrain and make comparisons with previous learning of other climates (e.g. polar Y2).</i> <i>-Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, Tropics, Arctic and Antarctic Circle.</i> | | | <u>DOES A RIVER ALWAYS RUN THROUGH IT?</u> <i>-Enhance UK knowledge and mapping (going deeper than just urban v human)</i> <i>-Define land use and topography including rivers/mountains/hills/coasts</i> <i>-Identify stages and features of rivers/Thames and differences with other rivers in the world e.g. Nile (previous unit).</i> <i>-Build pupils' appreciation of settlement and relationship with environment (in Autumn) going deeper than just urban v human.</i> | <u>CAN WE HOLD BACK THE TIDE?</u> <i>-Recognise land use and settlement in UK including distribution of natural resources</i> <i>-Use of Docklands/Thames for trade links/travel to Europe</i> <i>-Causes and impact of flooding and measures against impact e.g. Thames Barrier.</i> <u>GEOGRAPHICAL SKILLS</u> <i>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>-Use the eight points of a compass, four and</i> |

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| | | <u>GEOGRAPHICAL SKILLS</u> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -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. | | | <u>GEOGRAPHICAL SKILLS</u> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -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. | six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -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. |
| History (NC) | <u>WHO LIVED IN A HOUSE LIKE THIS?</u> Changes in Britain from the Stone Age to the Iron Age. To know and understand the history of these islands as a coherent and chronological narrative, | | WHO WERE THE ANCIENT EGYPTIANS? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China. To know and understand significant aspects of the history of the wider world: the nature of ancient | | | |

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| | <p>from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><i>-Study chronology of Stone to Iron Age.</i> <i>-Calculate when and where from sources.</i> <i>-Compare to modern houses around the world (Y2) and relate to climate for farming, art, culture etc</i> <i>-Identify key elements for settlement and survival in local environment.</i></p> <p>HISTORICAL SKILLS: -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -Note connections, contrasts and trends over time and develop the appropriate use of</p> | | <p>civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><i>-Study chronology of Ancient Egypt</i> <i>-Find detail from sources to describe differences in lifestyle to Stone-Iron and modern life, including status/role of women, and children's pastimes and explain reasons making links to climate and chronology.</i> <i>-Include mapping, description and use of Nile e.g. for farming.</i> <i>-Research the achievements of the Ancient Egyptian period</i></p> <p>HISTORICAL SKILLS: -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. -Understand how our knowledge of the past is constructed from a range of sources.</p> | | |
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| | <p>historical terms.</p> <ul style="list-style-type: none"> -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. -Understand how our knowledge of the past is constructed from a range of sources. | | | | |
| Art (NC and skills progression) | <p><u>DRAWING</u></p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. | | <p><u>DRAWING/PAINTING</u></p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | | <p><u>3D FORM</u></p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. |

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| | <p>-Experiment with different grades of pencil and other implements</p> <p>-Plan, refine and alter drawings as necessary.</p> <p>-Use sketch books to collect and record visual information from different sources</p> <p>-Draw for a sustained period of time at their own level.</p> <p>-Create patterns and textures with a variety of media.</p> <p>-Can investigate tone by drawing light/dark lines, patterns and shapes</p> <p>-Begin to show an awareness of objects having a third dimension and perspective in their drawings, using a single focal point and horizon.</p> <p>-Develop an awareness of composition, scale and proportion in their drawings.</p> <p>*Stephen Wiltshire</p> | | <p>-To learn about great artists, architects and designers in history.</p> <p>-Mix colour, shades and tones with increasing confidence.</p> <p>-Add white or black to colour to tint or shade a colour for effective colour matching.</p> <p>-Begin to explore complimentary colours.</p> <p>-Confidently control the types of marks made and experiment with different effects and textures.</p> <p>-Begin to plan work to make effective use of space and work in a sustained and independent way.</p> <p>-Begin to create atmosphere and light effects (shadow and highlights) through use of black and white as well as colour mixing.</p> <p>*Vincent Van Gogh</p> | | <p>- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>- Explore sculpture with a range of malleable media, especially clay.</p> <p>- Explore shape and form.</p> <p>-Explore cutting, shaping and impressing patterns into clay/dough.</p> <p>-Model and develop work through a combination of pinch, slab, and coil.</p> <p>* Barbara Hepworth</p> | |
| DT (NC) | | <p><u>TEXTILES, STRUCTURES AND MATERIALS, ELECTRICAL SYSTEMS</u></p> <p>-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are</p> | | <p><u>FOOD AND NUTRITION</u></p> <p>-To understand and apply the principles of a healthy and varied diet.</p> <p>-To prepare and cook a variety of predominantly savoury</p> | | <p><u>STRUCTURES AND MATERIALS, MECHANISMS, ELECTRICAL SYSTEMS</u></p> <p>-To use research and develop design criteria to inform the design of innovative,</p> |

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| | | <p>fit for purpose, aimed at particular individuals or groups.</p> <p>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>-To 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>-To investigate and analyse a range of existing products.</p> <p>-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>-To understand how key events and individuals in design and technology have helped shape the world.</p> | | <p>dishes using a range of cooking techniques.</p> <p>-To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><u>Food production and processing</u></p> <p><i>Pupils understand that food is grown, reared and caught and can explain how a range of every day foods are produced and where in the world.</i></p> <p><u>Nutrition and healthy eating</u></p> <p><i>Pupils understand that a healthy diet is a variety and balance of different food and drink as depicted in the 'Eatwell Plate'. That to be active and healthy food and drink are needed to provide energy to the body. (link to Year 3 science).</i></p> <p><u>How to cook</u></p> <p><i>Pupils can prepare and cook predominantly savoury dishes safely and hygienically including where</i></p> | | <p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>-To 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>-To investigate and analyse a range of existing products.</p> |
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| | | <p>-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>-To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>-To apply their understanding of computing to program, monitor and control their products.</p> <p>Design and make an outfit for a special occasion</p> | | <p><i>appropriate using a heat source. They can use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. (e.g - soups and salads, pasta and sauce, cheese on toast).</i></p> <p>Design and prepare a savoury dish for a child.</p> | | <p>-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>-To understand how key events and individuals in design and technology have helped shape the world.</p> <p>-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>-To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>-To apply their understanding of computing to program, monitor and control their products.</p> |
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| | | | | | | Exploring levers and linkages: Make a cardboard house to include moving parts. |
| RE (Barnet Syllabus for Religious Education Nov 2018) | RELIGION AND THE INDIVIDUAL (CHRISTIANITY, JUDAISM, HUMANISM/NON-RELIGIOUS EXPERIENCES, HINDUISM, BUDDHISM) -To understand what it means for an individual to belong to a faith. -To understand how religious identity is developed through dress and personal symbols. -To understand that there are similarities and differences in the ways in which faiths express and interpret these ideas. | TEACHING AND AUTHORITY (SACRED TEXTS) AND WORSHIP (CHRISTIANITY, JUDAISM, HUMANISM/NON-RELIGIOUS EXPERIENCES, HINDUISM, BUDDHISM) -To explore a range of religious stories and sacred writings about God, the world and how we should treat it and human life. -To understand that there are similarities and differences in the answers that faiths give to questions and the ways in which faiths express and interpret ideas. -To understand the different ways that religious groups worship. To identify the symbols and artefacts used in worship. To understand some of the differences within and between religions in their approach to worship and its significance. | INSPIRATIONAL PEOPLE (CHRISTIANITY, JUDAISM, HUMANISM/NON-RELIGIOUS EXPERIENCES, HINDUISM, BUDDHISM) -To develop knowledge of the religious leaders of the world. -To understand the position in the local community of religious leaders and other members of the community. -To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today. | | | |
| PSHE (PSHE and Wellbeing Framework for Primary Schools) | Emotions and Feelings -To know that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing. -To know that people’s feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity. -To know how to talk about their emotions and how to respond appropriately in different situations. -To know strategies to manage transitions between classes and key stages. | Healthy Lifestyles -To learn about what constitutes a healthy diet and the risks of eating too much sugar. -To learn about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating. -To learn about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing. -To use their learning to plan a healthy lunchbox. -To be able to name at least 3 things they can | Drug Education – Smoking and basic First Aid -To understand the impact of smoking and passive smoking. -To know school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary). -To know some of the effects of smoking on the body -To be able to consider why some people smoke -To know the rules and laws to prevent smoking | | | |

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| | <p>-To be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.).</p> <p>-To be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down.</p> <p>-To be able to describe the difference between feelings that feel 'small' and 'big' to them, and know some strategies for managing these.</p> <p><u>Peer influence/pressure</u></p> <p>-To recognise the importance of self-respect.</p> <p>-To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>-To learn about critical thinking and decision making.</p> <p>-To have strategies to deal with peer pressure.</p> <p><u>Me and my community</u></p> <p>-To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>-To know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>-To learn about school and local democracy.</p> <p>-To show an understanding of the role of a school councillor</p> <p>-To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> | <p>do to look after their teeth.</p> <p>-To be able to describe the (physical and mental) benefits of physical activity.</p> <p><u>Keeping Safe</u></p> <p>-To learn about risks they may face and how to predict, assess and manage these risks.</p> <p>-To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>-To be able to describe what risk is and how this may affect decisions.</p> <p><u>Safe Relationships</u></p> <p>-To understand what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>-To recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations.</p> <p>-To know what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc.</p> <p>-To know about why someone may behave differently online, including pretending to be someone they are not.</p> <p>-To recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support.</p> | <p><u>Different Families</u></p> <p>-To learn about different types of family structures (e.g. single parent, same-sex, foster parents).</p> <p>-To know that positive family life is about caring relationships and giving love, security and stability.</p> <p>-To understand that all families are different and have different family members.</p> <p>-To understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support.</p> <p><u>Aspirations</u></p> <p>-To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>-To know that there are a broad range of different jobs/careers and that people can have more than one career/job during their life.</p> <p>-To be able to consider their unique skills and attributes.</p> <p>-To be able to talk about the jobs/careers they are familiar with.</p> <p><u>Managing Money</u></p> <p>-To learn about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important.</p> <p>-To be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments.</p> |
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| | | | <p>-To understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond(including who to tell and how to tell them).</p> <p>-To know about their right to keep certain things ‘private’.</p> <p><u>Where do things come from?</u></p> <p>-To learn about sources of products and Fairtrade</p> <p>-To understand that people’s decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity.</p> <p>-To be able to explain the ethical considerations and environmental impact of buying/products.</p> | | <p>-To begin to understand that different people have different attitudes to, and feelings about, saving and spending money.</p> | |
| Computing (Purple Mash) | Digital Literacy <p>-To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> <p><u>Computing skills</u></p> <p><i>-To demonstrate the importance of having a secure password and not sharing this with anyone else.</i></p> <p><i>-To explain the negative implications of failure to</i></p> | Computer Science <p>-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | Information Technology <p>-To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><u>Computing skills</u></p> <p><i>-To carry out simple searches to retrieve digital content.</i></p> <p><i>-To understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</i></p> | Computer Science <p>-To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>-To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a</p> | Information Technology <p>-To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>Computing skills</u></p> <p><i>-To collect, analyse, evaluate and present</i></p> | Computer Science: <p>-To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>Computing skills</u></p> |

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| | <p>keep passwords safe and secure.</p> <p>-To understand the importance of staying safe and the importance of their conduct when using familiar communication tools. -To know more than one way to report unacceptable content and contact.</p> <p>Purple Mash Module: Unit 3.2 Online safety</p> | <p><u>Computing skills</u></p> <p>-To turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts.</p> <p>-To produce a design which shows that they are thinking of the desired task and how this translates into code.</p> <p>-To identify an error within their program that prevents it following the desired algorithm and then fix it.</p> <p>-To demonstrate the ability to design and code a program that follows a simple sequence.</p> <p>-To experiment with timers to achieve repetition effects in their programs.</p> <p>-To begin to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</p> <p>-To create designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures.</p> | <p>Note: not on PurpleMash</p> | <p>range of ways to report concern about content and contact.</p> <p><u>Computing skills</u></p> <p>-To list a range of ways that the Internet can be used to provide different methods of communication.</p> <p>-To use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email.</p> <p>-To describe appropriate email conventions when communicating in this way.</p> <p>Purple Mash Module: Unit 3.5 Email (including email safety)</p> | <p>data and information using a selection of software.</p> <p>-To consider what software is most appropriate for a given task.</p> <p>-To create purposeful content to attach to emails.</p> <p>Purple Mash Module: Unit- 3.4 Touch Typing using 2Type</p> | <p>-To collect, analyse, evaluate and present data and information using a selection of software.</p> <p>-To consider what software is most appropriate for a given task.</p> <p>Purple Mash Module: Unit 3.3 Spreadsheets</p> |
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| | | <p>-To make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this.</p> <p>Purple Mash Module: Unit 3.1 Coding using 2Code</p> | | | | |
| PE (GM) (NC and skills progression) | <p><u>Invasion Games (Tag Rugby)</u></p> <p>-To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>-To be able to follow the rules of a tag game. -To know how to tag another player. -To be able to pass a rugby ball to another team member. -To be able to throw the ball backwards to another player. -To learn simple attacking and defending skills. -To be able to make decisions at the right time in tag rugby game. -To play a small sided game of tag rugby with an</p> | <p><u>Invasion Games (Basketball)</u></p> <p>-To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>- To make a 'W' shape with hands when receiving to make a big target for the person passing to aim at. -To control the ball when dribbling using shoulder and wrist movements. -To keep the ball close to enable a turn to take place. -To be able to travel when the ball is not bouncing . -To be able to complete a chest pass (pass the ball with two hands from the chest, pushing the ball away from their body). -To be able to complete a bounce pass (pass the ball with one</p> | <p><u>Gymnastics</u></p> <p>-To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-To modify actions independently using different pathways, directions and shapes. -To consolidate and improve quality of movements and gymnastics actions. -To relate strength and flexibility to the actions and movements they are performing. -To use basic compositional ideas to improve sequence work—unison.</p> | <p><u>Athletics</u></p> <p>-To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-To run in different directions and at different speeds, using a good technique. -To improve throwing technique. -To reinforce jumping techniques. -To understand the relay and passing the baton. -To choose and understand appropriate running techniques.</p> | <p><u>Invasion Games (Hockey)</u></p> <p>-To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>-To be able to consistently perform basic hockey skills such as dribbling and push pass. -To implement the basic rules of hockey. -To develop tactics and apply them in competitive situations. -To increase speed and endurance during game play.</p> | <p><u>Striking and Fielding Games (Rounders)</u></p> <p>-To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>-To be able to play simple rounders games. -To apply some rules to games. -To develop and use simple rounders skills. -To develop the range of rounders skills that can apply in a competitive context. -To choose and use a range of simple tactics in isolation and in a game context.</p> |

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| | <p><i>understanding of simple rules.</i></p> | <p><i>bounce between the passer and the receiver. Judge the distance between the two and aim accordingly).</i></p> <p><i>-To be able to complete a shoulder pass (for longer distances. Using one hand overhead.)</i></p> <p><i>-To be able to pass and move working as a team.</i></p> | <p><i>-To identify similarities and differences in sequences.</i></p> <p><i>-To develop body management over a range of floor exercises.</i></p> <p><i>-To attempt to bring explosive moves in to floor work through jumps and leaps.</i></p> <p><i>-To show increasing flexibility in shapes and balances.</i></p> | <p><i>-To compete in a mini competition, recording scores.</i></p> | | <p><i>-To identify different positions in rounders and the roles of those positions.</i></p> |
| <p>PE (CT)</p> <p>(NC and skills progression)</p> | <p>Swimming</p> <p>-To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>-To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>-To perform safe self-rescue in different water-based situations.</p> | <p>Swimming</p> <p>-To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>-To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>-To perform safe self-rescue in different water-based situations.</p> | <p>Dance</p> <p>-To perform dances using a range of movement patterns.</p> <p>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>-To practise different sections of a dance aiming to put together a performance.</i></p> <p><i>-To perform using facial expressions.</i></p> <p><i>-To perform with a prop.</i></p> | <p>Dance</p> <p>-To perform dances using a range of movement patterns.</p> <p>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>-To practise different sections of a dance aiming to put together a performance.</i></p> <p><i>-To perform using facial expressions.</i></p> <p><i>-To perform with a prop.</i></p> | <p>Athletics</p> <p>-To develop flexibility, strength, technique, control and balance.</p> <p>-To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>-To run in different directions and at different speeds, using a good technique.</i></p> <p><i>-To improve throwing technique.</i></p> <p><i>-To reinforce jumping techniques.</i></p> <p><i>-To understand the relay and passing the baton.</i></p> | <p>Outdoor and Adventurous Activities</p> <p>-To take part in outdoor and adventurous activity challenges both individually and within a team.</p> |

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| | | | | | <p><i>-To choose and understand appropriate running techniques.</i></p> <p><i>-To compete in a mini competition, recording scores.</i></p> | |
| Music (NC and skills progression) | <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> | <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> | <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> | <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> | <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> | <p>-To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>-To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>-To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>-To use and understand staff and other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> |

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| | <p>Singing: Songs do-do with increasing vocal control and expression. Start to explore simple ostinato, layers and rounds.</p> <p>Musicianship: clap and play rhythmic and melodic ostinati. Recognise drone, unison vs. layered, solo vs. tutti and key vocabulary for dynamics, tempo, pitch.</p> <p>Notation: crotchet, quaver, minim, semibreve. Relate simple melodies to dot notation. Relate hand staff to a written stave with lines and spaces.</p> <p>Walk, Walk, Walk</p> | <p>Singing: Songs do-do with increasing vocal control and expression. Start to explore simple ostinato, layers and rounds.</p> <p>Musicianship: clap and play rhythmic and melodic ostinati. Recognise drone, unison vs. layered, solo vs. tutti and key vocabulary for dynamics, tempo, pitch.</p> <p>Notation: crotchet, quaver, minim, semibreve. Relate simple melodies to dot notation. Relate hand staff to a written stave with lines and spaces.</p> <p>Class Band 1 - parts</p> | <p>Singing: Songs do-do with increasing vocal control and expression. Start to explore simple ostinato, layers and rounds.</p> <p>Musicianship: clap and play rhythmic and melodic ostinati. Recognise drone, unison vs. layered, solo vs. tutti and key vocabulary for dynamics, tempo, pitch.</p> <p>Notation: crotchet, quaver, minim, semibreve. Relate simple melodies to dot notation. Relate hand staff to a written stave with lines and spaces.</p> <p>West African Rhythms</p> | <p>-To develop an understanding of the history of music.</p> <p>Singing: Songs do-do with increasing vocal control and expression. Start to explore simple ostinato, layers and rounds.</p> <p>Musicianship: clap and play rhythmic and melodic ostinati. Recognise drone, unison vs. layered, solo vs. tutti and key vocabulary for dynamics, tempo, pitch.</p> <p>Notation: crotchet, quaver, minim, semibreve. Relate simple melodies to dot notation. Relate hand staff to a written stave with lines and spaces.</p> <p>Traditional Indian Music</p> | <p>Singing: Songs do-do with increasing vocal control and expression. Start to explore simple ostinato, layers and rounds.</p> <p>Musicianship: clap and play rhythmic and melodic ostinati. Recognise drone, unison vs. layered, solo vs. tutti and key vocabulary for dynamics, tempo, pitch.</p> <p>Notation: crotchet, quaver, minim, semibreve. Relate simple melodies to dot notation. Relate hand staff to a written stave with lines and spaces.</p> <p>L'il Liza Jane</p> | <p>composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> <p>Singing: Songs do-do with increasing vocal control and expression. Start to explore simple ostinato, layers and rounds.</p> <p>Musicianship: clap and play rhythmic and melodic ostinati. Recognise drone, unison vs. layered, solo vs. tutti and key vocabulary for dynamics, tempo, pitch.</p> <p>Notation: crotchet, quaver, minim, semibreve. Relate simple melodies to dot notation. Relate hand staff to a written stave with lines and spaces.</p> <p>Tick Tock Shock</p> |
| MFL (NC and skills progression) | -To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | | -To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | | -To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | |

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| <p>-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>-To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-To present ideas and information orally to a range of audiences.</p> <p>-To read carefully and show understanding of words, phrases and simple writing.</p> <p>-To appreciate stories, songs, poems and rhymes in the language.</p> <p>-To 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>-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-To describe people, places, things and actions orally and in writing.</p> <p>-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><i>-To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</i></p> <p><i>-To follow and repeat key words from a song, rhyme or poem.</i></p> <p><i>-To recall and read key phonics words (and gestures) and say them aloud with good pronunciation.</i></p> <p><i>-To ask and answer simple pre-learned questions from memory.</i></p> | <p>-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>-To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-To present ideas and information orally to a range of audiences.</p> <p>-To read carefully and show understanding of words, phrases and simple writing.</p> <p>-To appreciate stories, songs, poems and rhymes in the language.</p> <p>-To 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>-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-To describe people, places, things and actions orally and in writing.</p> <p>-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><i>-To repeat and say familiar words and short simple phrases, using understandable pronunciation.</i></p> <p><i>-To read aloud some very familiar words and short phrases with accurate pronunciation.</i></p> | <p>-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>-To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-To present ideas and information orally to a range of audiences.</p> <p>-To read carefully and show understanding of words, phrases and simple writing.</p> <p>-To appreciate stories, songs, poems and rhymes in the language.</p> <p>-To 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>-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-To describe people, places, things and actions orally and in writing.</p> <p>-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><i>-To, with support, substitute one element in a simple phrase or sentence to vary the meaning.</i></p> <p><i>-To use indefinite articles in the singular with masculine and feminine nouns.</i></p> <p><i>-To form regular plural nouns.</i></p> <p><i>-To identify adjective and noun position.</i></p> |
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| | <p><i>-To begin to understand the formation of questions and answers involving familiar vocabulary.</i></p> <p><i>-To indicate that there is a problem, using a pre-learned phrase.</i></p> | <p><i>-To understand some familiar written words and short phrases.</i></p> <p><i>-To use visual cues to follow the gist of a short text.</i></p> <p><i>-To use a word list to locate specific words.</i></p> <p><i>-To use classroom prompts as an aid to spelling.</i></p> <p><i>-To write some single words from memory, with plausible spelling.</i></p> | <p><i>-To use some singular masculine and plural adjectives correctly.</i></p> <p><i>-To use the high frequency verb forms 'I have, it is, they are' and regular -ar verbs in first person singular form, confidently.</i></p> |
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