

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	From the Stone Age to the Iron Age...	Cool Britannia	Animal Antics	The Bare Necessities	Extreme Earth	Walk like an Egyptian...
Cultural Capital Development Opportunities:	Visit to Stone Henge – History and Science (light and shadows) Roald Dahl Workshop RE Rev. Kathy Visit	Warburton's Bread Workshop Visit to an Opera Performance	Gardener Visitor Animals and nature poetry workshop with local author RE - religious visitor – Judaism	Dietician Visitor Rev. Kathy visit (RE)		
Literature	Fantastic Mr Fox – Roald Dahl (Link to RD texts studied in year 2 for transition) The Secrets of Stone Henge - Mick Manning & Brita Granström (NF)	Gangsta Granny – David Walliams The British Poem and Talkin' Turkeys Poetry – Benjamin Zephaniah	Varjak Paw – S.F.Said Under the Canopy: Trees around the world - Iris Volant & Cynthia Alonso (NF)	The Iron Man – Ted Hughes The Variety of Life – Nicola Davies (NF) National Geographic Book of Nature - Poetry	Escape from Pompeii Toto: The Dog Gone Amazing story of the Wizard of Oz – Michael Morpurgo Flood – A.F. Villa Fragile Earth (NF) – Claire Llewellyn Volcanic Eruptions (NF) – Louise & Richard Spilsbury Survivors (NF) – David Long National Geographic Book of Nature Poetry: Extreme Earth Poetry	Zac Power – H.I. Larry Egyptian Cinderella – Shirly Climo The mystery of the missing mummy (play script) So you think you've got it bad? A kid's life in Ancient Egypt (NF) - Chae Strathie

T4W Fiction	Journey Tale	Action	Friendship Story	Defeating the monster Tale	Warning Tale	NO T4W - APPLICATION
Focus in fiction	Plot	Characterisation and Dialogue	Characterisation and Dialogue	Suspense	Setting to build suspense	
Grammar focus	<p>Review from Year 2: -Consolidate punctuation taught in key stage 1 (.? ! , in lists apostrophes for contractions) -Expanded noun phrases to describe and specify</p> <p>-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</p>	<p>-Regular and irregular past tense verbs including Standard English verb inflections (I did vs I done)</p> <p>-using and punctuating direct speech (i.e. Inverted commas)</p> <p>-range of sentence openers (adverbs) to support with integrating Description, Action and Dialogue within speech.</p>	<p>- use the correct form of 'a' or 'an'</p> <p>- using and punctuating direct speech (i.e. Inverted commas)</p> <p>-range of sentence openers, conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>-Varied use of sentence openers (conjunctions, adverbs and prepositions to show time, place and cause)</p> <p>-Use apostrophes for singular possession</p>	<p>- extended noun phrases, including with prepositions</p> <p>-Varied use of sentence openers (conjunctions, adverbs and prepositions to show time, place and cause)</p> <p>-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	APPLICATION OF ALL YEAR 3 SKILLS
T4W Non Fiction	Recount	Instructions	Explanation	Non chronological	Persuasion/Discussion	APPLICATION
Grammar focus	<p>-Use conjunctions to express time and cause.</p> <p>-Using prepositions to express place</p> <p>-Simple and continuous past tense</p>	<p>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>-Use conjunctions and adverbs to express time and manner</p> <p>-Imperative verbs</p>	<p>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>-Use a range of fronted adverbials with commas (multi clause sentences)</p> <p>-Organising paragraphs around a theme.</p> <p>-In non-narrative material, using simple organisational</p>	<p>-Use a wider range of conjunctions – subordinate clauses and subordinate conjunctions to create multi-clause sentences</p> <p>-Use apostrophes for singular possession</p> <p>-Organising paragraphs around a theme.</p> <p>-In non-narrative material, using simple organisational devices</p>	<p>-Use a wider range of conjunctions – subordinate clauses and subordinate conjunctions to create multi-clause sentences</p> <p>-range of sentence openers, conjunctions, adverbs and prepositions to express time and cause (and place)</p>	APPLICATION OF ALL YEAR 3 SKILLS

			devices (headings & subheadings)	(headings & subheadings)		
Fictional non-fiction:	Recount of Mr Fox’s Journey	How to make a disgusting sandwich/how to survive an evening with granny	Should Wilbur be killed for food? Should poaching be stopped?	Creation of own ‘Fing’ character.	Appealing for help with natural disasters	
Year 3 Maths	Number: Place Value 100 and bridging 100- Number: Composition and calculation: 3 digit numbers Number: Securing mental strategies to 999	Number: Column addition and column subtraction algorithm Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and perimeter Application of + and -	Number : Fractions	Number: Fractions Measurement: Time Geometry: Properties of Shapes	Measurement: Mass and Capacity Application of 4 operations Statistics
History	Changes in Britain from the Stone Age to the Iron Age					Ancient Egypt
	Core Objectives (Core Knowledge and Vocabulary outlined on the Year 3 Crime and Punishment Knowledge Organiser).				First Order Concepts	Second Order Concepts
Autumn 1 History	Changes in Britain from the Stone Age to the Iron Age				People and Settlement	Continuity and Change – How much did life change for man in the Neolithic Era? How much did life really change during the Iron Age and how
	<p>Chronology</p> <ul style="list-style-type: none"> -Uses timelines to place events in order – (Compare to KS1 events to recall knowledge; Titanic, Great Fire of London, Florence Nightingale/Mary Seacolel). -Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade, ancient. -Use dates related to the passing of time <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Uses evidence to describe the everyday lives of people in the time studied: e.g. houses and settlements, way of life and actions of people. -Uses evidence to find out how any of these may have changed during a time period. 					

	<ul style="list-style-type: none"> -Describes similarities and differences between people, events and objects from the two periods studied -Compare with our life today Interpretation of history -Look at 2 versions of same event and identifies differences in the accounts, evaluating their usefulness - why is the past represented differently? -Recognise the part that archaeologists have in helping us understand more about what happened in the past. Historical Enquiry -Observe small details – artefacts, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Ask questions such as 'how did people? What did people do for?' -Use a range of sources to find out about a period. -Select and record information relevant to the study. -Begin to use the library, e-learning for research. Organisation and communication -Uses dates and terms with increasing accuracy. 		<p>can we possibly know?</p> <p>Similarities and Differences – What was the same and what was different between the people, events and objects across the three periods? How was life different to today?</p>
<p>Summer 2 History</p>	<p style="text-align: center;">Ancient Egypt</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a in depth study</p> <p>Chronology</p> <ul style="list-style-type: none"> -Uses timelines to place events in order – (Compare to KS1 events to recall knowledge; and the stone age and the iron age). -Understands timeline can be divided into BCE and AD. Uses words and phrases: century, decade, ancient. -Use dates related to the passing of time <li style="text-align: center;">Knowledge and understanding of past events, people and changes -Uses evidence to describe the everyday lives of people in the time studied: e.g. houses and settlements, culture and leisure activities, clothes, way of life and actions of people, travel, beliefs and attitudes, differences between lives of rich and poor. -Uses evidence to find out how any of these may have changed during a time period. -Describes similarities and differences between people, events and objects in the period studied -Compare with our life today Interpretation of history -Look at 2 versions of same event and identifies differences in the accounts, evaluating their usefulness - why is the past represented differently? -Recognise the part that archaeologists have in helping us understand more about what happened in the past. Historical Enquiry -Observe small details – artefacts, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Ask questions such as 'how did people? What did people do for?' 	<p style="text-align: center;">Religion and Civilisation</p>	<p>Similarities and Differences – What did Ancient Egypt have in common with other civilisations at the time?</p>

	<ul style="list-style-type: none"> -Use a range of sources to find out about a period. -Select and record information relevant to the study. -Begin to use the library, e-learning for research. <p>Organisation and communication</p> <ul style="list-style-type: none"> -Uses dates and terms with increasing accuracy. 					
Geography		The UK – counties and cities			Extreme Earth	
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					Progression in Mapping	
Autumn 2 Geography	<p>Autumn 2 – The UK – counties and cities</p> <p>Locational Knowledge Revise and build on year 2 UK countries and capital city knowledge.</p> <p>We live in the city of Southampton which is in the county of Hampshire.</p> <ul style="list-style-type: none"> -Name and locate counties and cities of the United Kingdom and develop an idea of these spaces, and how they relate to each other. -Know the 8 points of the compass -Know that 4 figure grid references help us find places on maps. <p>Place Knowledge (physical areas that can be located on a map).</p> <p>Country: A nation with its own government and rules County: Different sections of a country, with many cities and towns within City: A built up area (usually with a cathedral) bigger than a town</p> <p>Human and Physical Processes</p> <ul style="list-style-type: none"> - looking closely at specific cities and counties, develop a sense of place by studying geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> -See progression in mapping -through map work, analyse land-use patterns; and understand how some of these aspects have changed over time <p>Use the eight points of the compass and 4 figure grid references, symbols and keys to relate counties, counties and cities to each other.</p> <p>Environment: e.g. How is the land used in our school grounds?</p>				<ul style="list-style-type: none"> -Use the zoom feature to explore places at different scales. -Use of atlases and Ordnance Survey maps (free on Bing) to consider compass directions when looking at the spatial relationship between counties and cities. -Create own maps of Hampshire, signalling neighbouring counties, highlighting some key features using OS map keys. -Add annotation labels to maps. -Use of google maps to map a journey across the UK. -Using Ordnance Survey maps to learn how to use 4 figure grid references and using them to record a location. 	

		<p>-Use of ordnance survey maps to explore land use patterns and gain an understanding of places when looking at specific regions.</p>
<p>Summer 1 Geography</p>	<p>Summer 1 - Extreme Earth</p> <p>Locational Knowledge -Revise Year 2 continent knowledge - Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. -Locate countries in the world where volcanoes and earthquakes occur</p> <p>Place Knowledge -Ask questions about the places explored: Where is this place? Why is this place like this? Why is it here not there? How did it get like this? How are other places affected?</p> <p>Human and Physical Processes -describe and understand key aspects of physical geography with a focus on volcanoes and earthquakes - identify their cause and the processes that occur, using the correct geographical vocabulary. - know how volcanoes can affect human life and explore the places where they occur e.g. settlements and distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none"> ● See progression in mapping (heat map patterns) ● Review use of grid references through locating countries. <p>Changing Environments e.g. How do physical changes caused by volcanoes affect humans?</p>	<p>Having built their knowledge of UK physical features, children now begin to grow their knowledge of global physical features that impact on human life. They will investigate places and environments in the wider world which will help them to understand changes in environments other than their own.</p>
<p>Core Geographical Knowledge to be remembered by the end of Year 3</p>	<p>Retrieved from Year 1:</p> <ul style="list-style-type: none"> - Our school is in Shirley which is in Southampton. - Human features have been made by people (can give examples). - Physical features are natural features of land (can give examples). - Africa is a continent and Kanya is a country in Africa <p>- Be able to name the 4 seasons: Autumn, Winter, Spring and Summer, and talk about the type of weather typical of each.</p> <p>Retrieved from Year 2:</p> <ul style="list-style-type: none"> -Southampton is in England which is in the United Kingdom/Great Britain. -The 4 countries in the United Kingdom are England, Scotland, Wales and Northern Ireland. 	

	<p style="color: red;">-The capital of England is London, -The capital of Wales is Cardiff, The capital of Scotland is Edinburgh, The capital of Northern Ireland is Belfast</p> <p style="color: red;">The sea closest to Southampton is the English Channel – (to link to history units e.g. WW2 and later geography units).</p> <p style="color: red;">The Continents of the world are: Asia, Africa, North America, Antarctica, Europe and Australia -know simple compass directions (North, South, East and West) -Know the locational language, near, far, left and right</p> <p>Core knowledge to be remembered in Year 3:</p> <ul style="list-style-type: none"> - Southampton is a city in the county of Hampshire, in the country of England. <ul style="list-style-type: none"> - A country is a nation with its own government and rules - A county is a section of the country, with many cities and towns within. - A city is a built up area (usually with a cathedral) bigger than a town. - Know the 8 points of a compass (North, South, East, West, Northeast, South East, North West, South West). <ul style="list-style-type: none"> - 4 Figure Grid references help us to locate places on a map. <ul style="list-style-type: none"> - The equator is an imaginary line around the earth - It is halfway between the North and South Pole - Above the equator is the Northern Hemisphere - Below the equator is the Southern Hemisphere <p>-Underneath the surface of the earth that we can see there are 4 different layers; Crust, Mantle, Outer and Inner Core.</p> <p>Volcanoes: There are 3 different types of volcano; active, dormant, extinct. They can be found on the ocean floor and under ice caps, too.</p> <p>Earthquakes: Earthquakes happen where two tectonic plates meet. When the plates rub against each other is when the earthquake can be felt. -An earthquake that occurs at the bottom of the sea can push water upwards and create tsunamis.</p>					
Science	Light		Plants	Animals including humans	Rocks	Forces and Magnets
	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).				Working Scientifically	
Autumn 1 Science	<p style="text-align: center;">Autumn 1 - Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object 				<p>Pattern Seeking/Survey: -look for and measure shadows to find out how they are formed and why they might change when the light source moves/distance between light source changes. Comparative and fair Testing</p>	

	-find patterns in the way that the size of shadows change	-investigate transparent/opaque materials Enquiry questions: How does the type of material affect the amount of light let through? How does the distance from a light source to an object affect the size of the shadow
Spring 1 Science	<p style="text-align: center;">Spring 2- Plants</p> <p style="text-align: center;">Recall parts of plants from year 1 KO ready to make the link between structure and function</p> <ul style="list-style-type: none"> -identify and describe the functions of different parts of flowering plants: roots, stem/trunk (nutrition and support), leaves (nutrition) and flowers (reproduction) -explore the requirements of plants for life and growth (air, light, water YEAR 2 KO, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p>Comparative and Fair Testing & Observation over time:</p> <ul style="list-style-type: none"> - compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser. <p>Observation over time:</p> <ul style="list-style-type: none"> - observing how water travels up the stem to the flowers (celery investigation). <p>Secondary Sources:</p> <ul style="list-style-type: none"> -research how requirement vary from plant to plant <p>Enquiry questions:</p> <p>Which conditions do plants need to grow healthily?</p>
Spring 2 Science	<p style="text-align: center;">Spring 1 - Animals including humans</p> <ul style="list-style-type: none"> -identify that animals, including humans, need the right type of foods (review from year 2 KO) and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Classifying and Grouping:</p> <ul style="list-style-type: none"> -identifying and grouping animals with and without skeletons <p>Survey/Pattern seeking:</p> <ul style="list-style-type: none"> -Investigating body proportions <p>Enquiry questions:</p> <p>Does the length of your arm affect how far you can throw something?</p> <p>Classifying and Grouping:</p> <ul style="list-style-type: none"> -compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. <p>Secondary Sources:</p> <ul style="list-style-type: none"> -Research nutrition of restaurant/takeaway meals and design meals based on what they find out.
Summer 1	<p style="text-align: center;">Summer 1 - Rocks</p> <p style="text-align: center;">Recall Year 2 knowledge of everyday materials and their uses such as wood, metal, plastic, glass, brick, rock, paper and cardboard (Year 2 KO)</p> <ul style="list-style-type: none"> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter 	<p>Observing over time:</p> <ul style="list-style-type: none"> -observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time <p>Classifying and Grouping:</p> <ul style="list-style-type: none"> -observe, classify and group rocks in a variety of different ways (grains, crystals or fossils) <p>Secondary Sources:</p> <ul style="list-style-type: none"> -explore how fossils are formed. <p>Comparative Testing – How are soils formed?</p>

		<p>- Pupils could explore different soils and identify similarities and differences between them</p> <p>Enquiry questions: Which soil will be the best at absorbing water?</p>
<p>Summer 2</p>	<p style="text-align: center;">Summer 2 - Forces and Magnets</p> <ul style="list-style-type: none"> -compare how things move on different surfaces -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others (example, bar, ring, button and horseshoe) -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials <ul style="list-style-type: none"> -describe magnets as having 2 poles -predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>Comparative and Fair Testing:</p> <ul style="list-style-type: none"> - raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions; -exploring the strengths of different magnets and finding a fair way to compare them; <p>Classifying and Grouping:</p> <ul style="list-style-type: none"> -sorting materials into those that are magnetic and those that are not; <p>Enquiry questions: Which surface needs the most force to move an object across it?</p>
<p>Working Scientifically at a Year 3 level:</p> <p>Working Scientifically at a Year 3 level:</p> <p>Planning</p> <ul style="list-style-type: none"> -Raise their own relevant questions about the world around them. -Start to make their own decisions about appropriate scientific enquiry -Talk about criteria for grouping, sorting and classifying. <p>Enquiring and Testing</p> <ul style="list-style-type: none"> - set up practical, comparative and fair tests (fair testing new from key stage 1). <p>Observing and recording</p> <ul style="list-style-type: none"> -Make systematic and careful observations, making decisions about what to look for, for how long, and the equipment that might be used (torches, rock samples, pipettes, data logger, petri dishes, goggles, magnets, Newton metres, magnifying glasses). -Take accurate measurements using standard units and new equipment (cm with a ruler, ml, cm and m with trundle wheels, newton metres) - Collect and record data in a variety of ways (venn diagrams, tables, observational drawings) <p>Evaluating and communicating</p> <ul style="list-style-type: none"> -With help look for changes, patterns, similarities and differences in their data to draw simple conclusions and answer questions (start to form simple comparative statements e.g. 'The ___er the ___ the ___er the ___') -Use relevant scientific language to discuss their ideas and communicate findings in appropriate ways -With support, identify new questions arising from the data, making predictions within or beyond <p>Core vocabulary</p> <p>fair testing, relationships, accurate, data logger, stopwatch, timer, estimate, data, diagram, prediction, similarity, difference, evidence, prediction, conclusion, evaluation, sample, pipettes, petri dishes, goggles, magnifying glasses, newton metres, torches, magnets, data loggers.</p>		

Music (Charanga)	Let your spirit Fly		Glockenspiel – Stage 1 (course)			Three Little Birds (Bob Marley)
Style of Main Song	RnB		Mixed Styles			Reggae
Unit Theme	RnB and other styles		Exploring and Developing Playing Skills Learn to play and read the notation of C, D, E and F			Reggae and Animals
Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel.	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is		Learn to Play: Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth			Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is. Name the main sections of the song (introduction, Verse Chorus)
Warm up Games Progressive challenges within each unit that include 4 games.	Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D		n/a			Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D
Playing Instruments (Easy part) -> (medium part) -> (melody) ->	Play a part from memory or using notation. C, F and G E, F, G, A, B and C n/a		Play a part from memory or using notation. D + E and D + C D, E, F and C, D + E n/a			Play a part from memory or using notation. G and A C and A C, D, E, G, A and Bb
Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise	Know that using one or 2 notes confidently is better than using 5. Using up to 3 notes...		Improvise with the notes D, E and F			Know that using one or 2 notes confidently is better than using 5. Using up to 3 notes...

<p>Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>C C and D C, D and E</p>		<p>n/a</p>			<p>C C and D C, D and E</p>
<p>Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. letter names and symbols.</p>	<p>Choose from the notes: C, D and E or C, D, E, F and G</p>		<p>Compose using the notes D and E</p>			<p>Choose from the notes: C, D and E or C, D, E, F and G</p>
<p>Perform and Share The performance will include one or more of the following: Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance. Record, discuss and evaluate together.</p>		<p>Decide how to present the performance and explain how you learnt the music. Record, discuss and evaluate together.</p>			<p>Decide how to present the performance – could you add some choreography? Record, discuss and evaluate together.</p>

Year 3: Progression in Notation

Language: Stave, lines, bars, treble clef

Reading music: crotchet, crotchet rest, notes: c, d and e.

Writing music: Dot notation - higher dot = higher pitch, lower dot = lower pitch, show children what their composition looks as musical notation.



Treble Clef, Stave and Lines



Bars



Minim



Crotchet & Rest



Minim and Rest

French		Moi (All about me)		Spring 2 – Jeux et chansons (games and songs)		Summer 1 – On fait la fête (celebrations)
<p>Over-arching Objectives:</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding. - Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words. - Appreciate songs in the language. - engage in conversations; ask and answer questions; express opinions and respond to those of others - Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. 						
<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>				<p>Grammatical Progression</p>		
<p>Autumn 2 French</p>	<p>Autumn 2 - Moi (All about me)</p> <p>Core Language:</p> <p>Bonjour! Hello!</p> <p>Salut! Hi!</p> <p>ça va? How are you?</p> <p>ça va bien/mal. I'm fine/not</p> <p>Et Toi? And You?</p> <p>Au Revoir! Goodbye!</p> <p>Monsieur/Madame Sir/Mrs/Miss</p> <p>Oui, Non Yes, No</p> <p>Je m'appelle... My name is...</p> <p>Comment tu t'appelles What is your name?</p> <p>Voici Here is...</p> <p>1-10: un, deux, trois, quatre, cinq, seis, sept, huit, neuf, dix</p> <p>J'ai... I have...</p> <p>Quel âge as tu? How old are you?</p> <p>J'ai sept/huit ans. I am 7/8 years old.</p>			<p>Match simple phrases with pictures.</p> <p>Introduce concept of J'ai as possession.</p> <p>Construct own verbal phrases through listening and repeating.</p>		


<p>Spring 2 French</p>	<p>Spring 2 – Jeux et chansons (games and songs) Review Language from unit 1 (greetings and responses and numbers to 10). Core Language:</p> <p>11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <table border="0"> <tr> <td>Combien de...?</td> <td>How many...?</td> </tr> <tr> <td>Je préfère...</td> <td>I prefer...</td> </tr> <tr> <td>J'ai...</td> <td>I have...</td> </tr> <tr> <td>C'est...</td> <td>It is...</td> </tr> </table>	Combien de...?	How many...?	Je préfère...	I prefer...	J'ai...	I have...	C'est...	It is...	<p>Match simple phrases with pictures.</p> <p>Introduction of plurals when there is more than 1 animal e.g. les chats, les chiens. Children learn that the pronunciation is the same as the singular (chat and chien), unlike in English.</p> <p>Construct own verbal phrases through listening and repeating.</p>																		
Combien de...?	How many...?																											
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J'ai...	I have...																											
C'est...	It is...																											
<p>Summer 1 French</p>	<p>Summer 1 – On fait la fête (celebrations) Review Language from unit 1 and 2 (greetings and responses and numbers to 20). Core Language:</p> <table border="0"> <tr> <td>(tres) bien</td> <td>very well/good</td> </tr> <tr> <td>Je joue bien au football.</td> <td>I'm good at playing football.</td> </tr> <tr> <td>Je nage bien.</td> <td>I'm a good swimmer.</td> </tr> <tr> <td>Je nage</td> <td>I swim/I'm swimming.</td> </tr> <tr> <td>Je danse</td> <td>I dance/I'm dancing.</td> </tr> <tr> <td>Je chante</td> <td>I sing/I'm singing.</td> </tr> <tr> <td>Je lis</td> <td>I read/I'm reading.</td> </tr> <tr> <td>Bravo!</td> <td>Well done!</td> </tr> <tr> <td>Super! Chouette!</td> <td>Super! Cool!</td> </tr> <tr> <td>Fantastique!</td> <td>Fantastic!</td> </tr> <tr> <td>Je suis/ Tu es un genie</td> <td>I am/you are a genius!</td> </tr> <tr> <td>Joyeux anniversaire!</td> <td>Happy Birthday!</td> </tr> </table> <p>Les Mois: Janvier, Fevrier, Mars, Avril, Mai, Juin, Juillet, août, septembre, octobre, novembre, décembre.</p> <table border="0"> <tr> <td>Je peux/Je Peux?</td> <td>I can/can I?</td> </tr> </table>	(tres) bien	very well/good	Je joue bien au football.	I'm good at playing football.	Je nage bien.	I'm a good swimmer.	Je nage	I swim/I'm swimming.	Je danse	I dance/I'm dancing.	Je chante	I sing/I'm singing.	Je lis	I read/I'm reading.	Bravo!	Well done!	Super! Chouette!	Super! Cool!	Fantastique!	Fantastic!	Je suis/ Tu es un genie	I am/you are a genius!	Joyeux anniversaire!	Happy Birthday!	Je peux/Je Peux?	I can/can I?	<p>Match simple phrases with pictures.</p> <p>First person verb e.g. je nage</p> <p>No capitalisation for months.</p> <p>Construct own verbal phrases through listening and repeating.</p>
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<p>Art</p> <p>Record and explore ideas from observation, experience and imagination. Ask and answer questions about starting point for work and develop ideas. Explore differences and similarities in artwork/design.</p> <p>Review what they have done and say what they think about it – what might they change or develop in the future?</p> <p>RRSA: Article 31</p> <p>British Values: To be conversant with examples of British creativity and /or culture</p>		<p>Drawing</p> <p>British artist - William Morris</p> <p>-Use sketchbooks to review and revisit previously taught artists (Monet and Lowry) How is Morris different? Likes and dislikes.</p> <p>-Can use a range of drawing tools with control and dexterity</p> <p>-Develop a range of tones using a pencil and a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines.</p> <p>-Use sketchbook to express likes and dislikes about the final piece.</p> <p>TEACH THESE TECHNIQUES EXPLICITLY AND RECORD IN SKETCHBOOK FOR REVIEW AND REVISIT</p>		<p>Painting- Still life paintings - plants, trees (Van Gogh)</p> <p>- to use sketch books to review and revisit ideas of previously studied artists - what makes Van Gogh different?</p> <p>-can use and mix primary and secondary colours with the addition of black and white and other hues (colour wheel work)</p> <p>-Can understand how artists use warm and cool colours using this when mixing paint to express mood in a work</p> <p>Review: (smooth - horizontal, vertical or angled) brush strokes</p> <p>To add flowing/semicircular brush strokes to those previously learnt to emulate the style of Van Gogh</p> <p>- Use sketchbooks to record their observations and evaluate, suggesting how they can develop their work further.</p>		<p>Sculpture - Mod Rock Mummies</p> <p>-Can design a 3D form as a maquette that can be imagined on a larger scale</p> <p>-Review year 2 clay techniques: rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together.</p> <p>-Consider how these can be applied to mod rock.</p> <p>-Construct a structure to form the basis of the sculpture and understand the purpose of this (wire or paper base)</p> <p>-Build in modrock a functional form using 2 to 3 building techniques and some surface decoration</p>
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<p>Design Technology</p> <p>DESIGN</p> <p>MAKE</p> <p>EVALUATE</p>	<p>Materials: Build your own Stonehenge</p> <p>Design</p> <p>-Use research to understand the design, the materials used and the construction technique</p> <p>-Design -considering which materials can be used to strengthen, stiffen and reinforce their structure.</p> <p>-Make templates and mockups of their ideas in card and paper.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Make</p> <p>-Select from a wider range of tools and techniques (KS1- tearing, cutting, folding, joining and finishing), and explain the choices they have made based on their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <p>-Think about ideas as they make progress and make adaptations to strengthen, stiffen or reinforce.</p> <p>-Evaluate their structure against their original design criteria.</p>	<p>Food: Making Bread</p> <p>-Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK.</p> <p>-Start to understand that a healthy diet is made up of variety and balance of different food and drink.</p> <p>-Identify a purpose and establish design criteria for a successful bread dish, by exploring familiar products.</p> <p>-Measure or weigh using measuring cups or electronic scales. Follow a recipe.</p> <p>- Prepare the dish safely and hygienically using a range of techniques such as mixing, spreading, kneading and baking using a heat source.</p> <p>-Evaluate the product against the design criteria - how well did it meet its purpose?</p>	<p>Textiles: Animal Puppets</p> <p>Design</p> <p>-To investigate and evaluate a range of existing hand puppets.</p> <p>-To come up with own ideas through discussion and annotated sketches in the context of designing an animal hand puppet.</p> <p>-to explore and design a functional design for their puppet</p> <p>-Review the use of prototypes in year 2 for the pirate hats. Develop pattern pieces/prototypes for the puppet.</p> <p>Make</p> <p>-cut, shape and assemble fabric for joining with increasing accuracy (showing an understanding of seam allowance).</p> <p>-REVISE the use of a RUNNING STITCH from year 2</p> <p>- Use a RUNNING STITCH to join fabrics</p> <p>-Start to choose and use appropriate finishing techniques based on own ideas, such as adding on buttons, beads or sequins</p>			
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			<p>Evaluate</p> <p>-Start to evaluate their product against original design criteria and through testing - how well did it meet its purpose?</p>			
<p>Computing</p>	<p>Programming: Sequencing Music</p>		<p>Data and Information: Branching Databases</p>	<p>Cross Curricular Application (Science)</p>	<p>Creating Media: Desktop Publishing</p>	
	<p style="text-align: center;">Digital Literacy</p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet Taught throughout all units of computing, the shared school charter, internet safety day and progressively through PSHE lessons.</p>					
	<p style="text-align: center;">Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>					
<p>Autumn 1 Computing</p>	<p style="text-align: center;">Autumn 1: Programming A: Sequencing Music</p> <p style="text-align: center;">Review technology safety Computer Science</p> <p>Concept -Programs start because of an input and a program consists of sequences of commands (algorithms). The sequence of a program is a process and the order of commands can affect a program’s output.</p> <p>Knowledge and Skills Review from Year 2: Terminology: They review that: An ‘input’ is data that is entered into or received by a computer or electronic device. An ‘output’ is any information processed by and sent out from a computer or electronic device. ‘Debugging’ is fixing a problem.</p> <ul style="list-style-type: none"> - Choose a command for a given purpose (find and use commands to move a sprite). - Show that a series of commands can be joined together (use more than one block by joining them together, use a Start block, run the program) - Identify the effect of changing a value 					

	<ul style="list-style-type: none"> - Design and create an algorithm for given purpose. - Test and debug the programme created. - Identify the objects in scratch and that objects have attributes. - Build a sequence of commands - Combine sound commands in a program - Order commands in a program - Create a sequence of commands to produce a given outcome <p>Software: Scratch</p>
<p>Spring 1 Computing</p>	<p style="text-align: center;">Spring 1: Data and Information: Branching Databases</p> <p style="text-align: center;">Review technology safety</p> <p style="text-align: center;">Information Technology</p> <p>Knowledge and Skills</p> <p>Review from Year 2:</p> <ul style="list-style-type: none"> - Recognise that people, animals and objects can be described by 'attributes' (an attribute includes its name and a value. For example, a ball will have a colour, which might be red. 'Colour' is the attribute name, and 'red' is the attribute value. - The term 'database' means 'a collection of organised data that is stored on a computer'. Databases allow people to search and sort large quantities of data to find information. - Create questions with yes/no answers (create two groups of objects separated by one attribute) - Create a group of objects within an existing group - Create a branching database and test it to see if it works. - Explain why it is helpful for branching databases to be well structured. - Create and test their own identification tool. <p>Software: https://www.j2e.com/jit5#branch</p>
<p>Spring 2 Computing</p>	<p>Cross-Curricular Application:</p> <p>Spring 2 - Science</p> <p>Scientific enquiry (using secondary sources): enquiry research into how requirements vary from plant to plant.</p>
<p>Summer 1 Computing</p>	<p style="text-align: center;">Summer 1 – Creating Media: Desktop Publishing</p> <p style="text-align: center;">Review technology safety</p> <p style="text-align: center;">Information Technology</p> <p>Concept</p>

	<p>Recognise how text and images can be used together to convey information. Consider how different layouts can suit different purposes and recognise how different styles and effects are used in a DTP application.</p> <p>Knowledge and Skills</p> <p>Review from Year 2:</p> <ul style="list-style-type: none"> - To save work and be able to open a file. - Use letter, number and space keys to enter text into a computer - Remove text using the backspace - Use punctuation and special characters - Select and change the appearance of text (bold, italic, underline, font) <ul style="list-style-type: none"> - know landscape and portrait as two different page orientations - Organise text and image placeholders in a page layout - To edit text in a placeholder - Move, resize and rotate images - choose fonts and apply effects to text <p>Software: Adobe Spark. To use Spark accounts are needed for learners (guide provided)</p>					
<p>RE</p>	<p>Concept: Trees Context: Trees RE038</p> <p>Religion: Across Religions and Traditions</p> <p>Core Knowledge: Revisit the story of Creation.</p> <p>Bible stories can show Christian people how to live.</p> <p>Children learn the story: The Garden of Eden and the Tale of 3 trees.</p> <p>Learn what symbols are in religion. Learn the symbolism of the Tree of Knowledge and that it</p>	<p>Concept: Angels Context: Angels RE001</p> <p>Religion: Christianity</p> <p>Core Knowledge: Recap key events of the Christmas story from years R, 1 & 2.</p> <p>Revisit the arrival of the Shepherds.</p> <p>Some Christians celebrate Christmas in December every year.</p> <p>They are celebrating the birth of Jesus who was a baby.</p>	<p>Concept: Authority Context: Torah. Jewish Synagogue RE027</p> <p>Religion: Judaism</p> 	<p>Concept: Changing emotion Golden thread: Love Context: Changing emotions – Easter. Easter for KS2 RE039</p> <p>Religion: Christianity</p> <p>UC KS2 salvation plan</p> <p>Core Knowledge: Review Easter Story from palm Sunday to tomb visiting (directly from the new testament as a new source).</p> <p>Highlighted key elements; - Jesus’ arrival</p>	<p>Concept: Sacred Golden thread: Special Context: Places of worship in Christianity and Hinduism</p> <p>Religion: Hinduism and Christianity</p> <p>Core Knowledge: The importance of church as a special place for Christians.</p>	<p>Concept: Identity Golden thread: Belonging Context: Belonging as identity. Jewish traditions. Synagogue RE027</p> <p>Religion: Judaism</p> <p>Core Knowledge The celebration of Shabbat every Friday/Saturday to show belonging to Jewish faith.</p> <p>Jewish belief of One creator, God.</p> <p>Children learn about the Shabbat meal.</p> <p>Children learn about the synagogue as a place of</p>

	spans Christianity, Judaism and Islam. 	They know the key characters of the Christmas story. Hear Matthew and Luke's gospel account of the birth narratives. Understand when and why angels appear in their role as messengers.		<ul style="list-style-type: none"> - Jesus's betrayal - Jesus' death - Jesus' resurrection (the rising of Christ from the dead) Identify and reflect on the suffering of Jesus and the significance of why he died.		worship, meeting place, learning Hebrew and learning about the Jewish faith.
PSHE - JIGSAW	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	PSHE – JIGSAW Each Jigsaw piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills .					
	Core Knowledge (based on specific PSHE learning)			Children will learn to (emotional literacy & social skills)		
Autumn 1 PSHE Being Me in My World	<ul style="list-style-type: none"> • Understand that they are important. • Know what a personal goal is. • Understanding what a challenge is. • Know why rules are needed and how these relate to choices and consequences. • Know that actions can affect others’ feelings. • Know that others may hold different views. • Know that the school has a shared set of values. 			<u>Children will learn to:</u> -Name some of the responsible choices they make in school. Say who they can go to for help if they need it. Give examples of how to work/play well with others. -Explain how their behaviour can affect how others feel and behave. -Evaluate the different choices that they or others might make in school and explain what the consequences might be. They can link these choices to the need for rules, rights and responsibilities. -Explain why it is important to have rules and how that helps them and others in class learn. Explain why it is important to feel valued. -Express and respond appropriately to others’ feelings and explain why they may be feeling that way. Offer help to myself and others to feel valued.		
Autumn 2 PSHE Celebrating difference	<ul style="list-style-type: none"> • Know why families are important. • Know that everybody’s family is different. 			<u>Children will learn to:</u> -Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.		

	<ul style="list-style-type: none"> • Know that sometimes family members don't get along and some reasons for this. • Know that conflict is a normal part of relationships. • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. • Know that some words are used in hurtful ways and that this can have consequences. 	<ul style="list-style-type: none"> -Explain their involvement within conflict situations, how this affected other people's feelings and why this made the situations better or worse. -Explain the effect this had on relationships. -Explain how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g. Solve It Together or ask for help. -Explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. Suggest ways that they might act in these situations.
Spring 1 PSHE Dreams and Goals	<ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success. • Know what dreams and ambitions are important to them. • Know how they can best overcome learning challenges. • Know that they are responsible for their own learning. • Know what their own strengths are as a learner. • Know what an obstacle is and how they can hinder achievement. • Know how to take steps to overcome obstacles. • Know how to evaluate their own learning progress and identify how it can be better next time. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Explain the different ways that help them learn and what they need to do to improve. -Analyse their learning strengths and use this to design clear steps to help them improve. -Be confident and positive when sharing their successes with others. -Confidently discuss their successes and difficulties with others. -Analyse these feelings and explain how they can assist them in the future.
Spring 2 PSHE Healthy Me	<ul style="list-style-type: none"> • Know how exercise affects their bodies (PE - Healthy Participation). • Know why their hearts and lungs are such important organs. • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health. • Know that there are different types of drugs . • Know that there are things, places and people that can be dangerous (including online - link to computing curriculum). • Know a range of strategies to keep themselves safe. • Know when something feels safe or unsafe. • Know that their bodies are complex and need taking care of. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Identify things, people and places that they need to keep safe from, and can give some strategies for keeping themselves safe and healthy. -Judge the levels of risk involved in different situations and can select and describe suitable strategies for keeping safe and healthy, including knowing how to seek help and from whom. -Express and respond appropriately to feelings of anxiety or fear or when they feel unwell.
Summer 1 PSHE Relationships	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family. • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. • Know some of the skills of friendship, e.g. taking turns, being a good listener. • Know some strategies for keeping themselves safe online (link to computing curriculum). 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Explain how their life is influenced positively by people they know and also by people from other countries. -Explain some of the rights and responsibilities that they and others have in their family, friendships and as global citizens. -Explain why their choices might affect their family, friendships and people around the world who they don't know.

	<ul style="list-style-type: none"> • Know how some of the actions and work of people around the world help and influence my life. • Know that they and all children have rights (UNCRC). • Know the lives of children around the world can be different from their own. 			<p>-Express a sense of the responsibility they have for each other because of these connections</p>		
<p>Summer 2 PSHE Changing Me</p>	<ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up. • Know that in nature it is usually the female that carries the baby. • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. • Know that babies need love and care from their parents/carers. • Know some of the changes that happen between being a baby and a child. • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. • Know some of the outside body changes that happen during puberty. • Know some of the changes on the inside that happen during puberty. 			<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Understand and explain the changes that take place inside/outside boys’ and girls’ bodies during the growing up process. -Explain how each of the changes helps to prepare their bodies for making babies when they grow up. -Express how they feel about these changes happening to them and can weigh up the positives and the negatives, and understand how to manage these feelings. 		
<p>PE AND GAMES</p>	<p>Football</p> <p>Lesson 1: Begin to use sports specific techniques (side of foot) to send and receive a ball with increasing accuracy and from a variety of distances and angles</p> <p>Lesson 2: Pass and receive a ball using appropriate technique using fewer touches and when moving and in small sided games.</p> <p>Lesson 3: Travel with a ball, dribbling around objects showing increasing control and speed using correct techniques and attempt to use in game situations</p> <p>Lesson 4: Begin to use sports specific techniques to send a ball to target with increasing accuracy and from a variety of distances and angles</p>	<p>Tag Rugby</p> <p>Lesson 1: Avoid catch and pass an opponent in games of tag and tag rugby related games and remove/return a tag correctly.</p> <p>Lesson 2: Begin to use sports specific techniques to send a ball to target with increasing accuracy and from a variety of distances and angles</p> <p>Lesson 3: Pass the ball accurately over a variety of distances using side on method to send ball sideways or backwards</p> <p>Lesson 4: Catch/receive a rugby balls, using appropriate techniques with some degree of consistency (Collect in front of tummy)</p>	<p>Basketball</p> <p>Lesson 1: Throw and catch a variety of balls over a variety of distances with some degree of consistency using appropriate techniques.</p> <p>Lesson 2: Pass the ball accurately over a variety of distances using overhead, chest and bounce pass</p> <p>Lesson 3: Catch/receive a variety of balls, using appropriate techniques with some degree of consistency when moving to receive</p> <p>Lesson 4: Travel while bouncing the ball showing control</p>	<p>Tennis</p> <p>Lesson 1: Coordinate body to receive ball on both sides of the body</p> <p>Lesson 2: Receive the ball on both sides of the body</p> <p>Lesson 3: Stop/intercept a ball when sent from a partner or adult using a racket</p> <p>Lesson 4: Intercept the ball from both sides of the body when rolled</p> <p>Lesson 5: Strike the ball when received via controlled underarm throw (with one bounce)</p>	<p>Cricket (striking and fielding)</p> <p>Lesson 1: Begin to use sports specific techniques to send a ball to target</p> <p>Lesson 2: Throw and catch a variety of balls over a variety of distances with some degree of consistency using appropriate techniques.</p> <p>Lesson 3: Intercept, collect, and return a moving ball to a given position by sending (rolling or throwing) with some accuracy</p> <p>Lesson 4: Strike with varying distances and directions a stationary ball from a batting tee.</p> <p>Lesson 5: Strike an oversized/moving ball</p>	<p>Athletics</p> <p>Lesson 1: Demonstrate a variety of running styles moving in curves, zig zags and straight line, with rapid acceleration and deceleration when required or adjusting pace smoothly.</p> <p>Lesson 2: Demonstrate good running posture and maintain technique when running over obstacles</p> <p>Lesson 3: Jump for distance or height using two foot to two feet and short run technique</p> <p>Lesson 4: Perform hop and jump combinations with balance and control and hop step and jump in correct order with some speed and balance</p>

	<p>Lesson 5: Begin to understand the role of defence in football</p> <p>Lesson 6: Begin to understand the role of attack in football</p> <p style="text-align: center;">Gymnastics</p> <p>Lesson 1: Perform a range of rolls with some degree of accuracy including pencil, log, teddy bear, forward and backward roll</p> <p>Lesson 2: Perform a range of individual, group/paired balances (including, star, one legged, dish, disc, bridges and arches)</p> <p>Lesson 3: Perform star, pencil, tuck, broad and twist jumps with correct take-off and landing from 1 and 2 feet.</p> <p>Lesson 4: Link gymnastics movements together to make movement phrases</p> <p>Lesson 5: Plan and perform a gymnastic sequence, showing a clear beginning, middle and end</p> <p>Lesson 6: Practise, repeat and perform a sequence.</p>	<p>Lesson 5: Learn to travel with the rugby ball whilst avoiding and passing an opponent</p> <p>Lesson 6: Have an awareness of other rugby related rules including scoring, in touch and apply in small sided games.</p> <p style="text-align: center;">Dance</p> <p>Lesson 1: Talk about different stimuli as the starting point for formation in relation to this</p> <p>Lesson 2: Improvise with simple movements to create a simple motif based on stimuli</p> <p>Lesson 3: Copy simple movement pattern and dance phrases from each other and explore the movement.</p> <p>Lesson 4: Can link four + movements together with some control and co-ordination to design dance phrases.</p> <p>Lesson 5: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings within simple dances</p> <p>Lesson 6: Perform short dances with expression, showing an awareness of others when moving</p>	<p>Lesson 5: Demonstrate understanding if not technique in small games/activities</p> <p>Lesson 6: Apply skills and rules into small sided games</p> <p style="text-align: center;">Gymnastics 2</p> <p>Lesson 1: Explore combinations of mats and apparatus, exploring speed, and directions</p> <p>Lesson 2: Explore combinations of mats and apparatus, including variations in levels</p> <p>Lesson 3: Explore combinations of mats and apparatus, exploring different ways of using balances and rolls</p> <p>Lesson 4: Explore combinations of mats and apparatus, exploring different ways of using jumps</p> <p>Lesson 5: Pupils can link movement phrases together with increased gymnastics movements</p> <p>Work well on their own and contribute to pair sequences and in small groups with increasing accuracy and fluency of movement.</p>	<p>Lesson 6: Strike the ball from both sides of the body when received via controlled underarm throw (with one bounce)</p> <p style="text-align: center;">Dance 2</p> <p>Lesson 1: Improvise freely with a partner translating ideas from stimuli to plan formations that reflect stimuli.</p> <p>Lesson 2: Plan a dance motif in response to stimuli</p> <p>Lesson 3: Copy simple movement pattern and dance phrases from each other and explore the movement.</p> <p>Lesson 4: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings within simple dances of beyond 2 minutes</p> <p>Lesson 5: Compose and perform dance phrases and short dances that express and communicate moods,</p>	<p>Lesson 6: Begin to follow some rules in familiar sports in small sided game</p> <p style="text-align: center;">Gymnastics 3</p> <p>Lesson 1: Perform star, pencil, tuck, broad and twist jumps with correct take off and landing</p> <p>Lesson 2: Take off in jumps from 1 and 2 feet.</p> <p>Lesson 3: Perform Pike Jump with correct take off and landing</p> <p>Lesson 4: Take off in learnt jumps from 1 and 2 feet as part of a sequence</p> <p>Lesson 5: Plan and perform a gymnastic sequence, showing a clear beginning, middle and end.</p> <p>Lesson 6: Practise, repeat and perform a sequence</p>	<p>Lesson 5: Describe and demonstrate throws from a variety of positions.</p> <p>Lesson 6: Demonstrate two handed push throw and a variety of other techniques for different projectiles (eg sling/discuss. Single hand push/shot)</p> <p style="text-align: center;">Dance 3</p> <p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation.</p> <p>Lesson 2: Begin to design own motif with support</p> <p>Lesson 3: Begin to design their own movement phrases that respond to the stimuli or emotion</p> <p>Lesson 4: Copy simple movement pattern and dance phrases from each other and explore the movement. Combine phrases and movements.</p> <p>Lesson 5: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings within simple dances</p> <p>Lesson 6: Perform short dances with expression, showing an awareness of others when moving</p>

			<p>Lesson 6: Plan, practise, repeat and perform a gymnastic sequence, showing a clear beginning, middle and end.</p>	<p>ideas and feelings within simple dances of beyond 2 minutes</p> <p>Lesson 6: Apply basic compositional ideas to create dance which convey feelings and emotions. by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p>		
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