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| **Subject** | **Autumn (1)** | **Autumn (2)** | **Spring (1)** | **Spring (2)** | **Summer (1)** | **Summer (2)** |
| **Topic** | Anglo-Saxons | | Volcanoes | | Egyptians | |
| **Texts** | Anglo-Saxon Boy | Beowulf | The Iron Man | Escape to Pompeii | Secrets of a Sun King | The Story of Tutankhamen |
| **Literacy** | **Diary Entries**  To understand what a diary is and how a diary is set out.  To write in the past tense.  To correctly use the past tense in my writing.  To tell events in chronological order.  To use time conjunctions and adverbials.  To use an informal writing style.  To use paragraphs to organise my writing by theme.  To write using personal emotions and thoughts.  **Instruction Writing**  To understand why instructions are important.  To understand that instructions need to be written in order.  To order a set of instructions.  To write a set of instructions.  To evaluate my instructions with a peer.  **Handwriting**  To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Reading**  To develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories,  myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and  explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  To predict what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising  these  To identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | **Myth stories**  To create a mythical character.  To use superlatives.  To describe contrasting settings.  To use powerful verbs.  To draw inferences from a text.  To create tension in my writing.  To prepare a group performance.  To identify conventions in mythical fiction.  To plan a hero myth.  To write my own hero myth.  To edit and evaluate my writing.  To organise paragraphs around a theme.  To present my story to an audience.  **Handwriting**  To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Reading**  To develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories,  myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and  explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  To predict what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising  these  To identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | **Poetry**  To use a rhyming pattern.  To effectively; alliteration, similes, personification, onomatopoeia.  To use powerful verbs and adjectives.  To use repetition and word play in my writing.  To plan my poem.  To write my poem.  To evaluate my poem with a peer.  **Persuasive Writing**  To understand what is meant by persuasion.  To understand what an audience is and why it is important.  To write using a formal writing style.  To use paragraphs to organise my writing.  To write a draft letter.  To evaluate my letter with a peer.  **Handwriting**  To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Reading**  To develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories,  myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and  explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  To predict what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising  these  To identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | **Non-Fiction Texts**  To identify the main features of a non-fiction text.  To write a short paragraph about an interest using facts.  To create a headline for a newspaper.  To set out my newspaper correctly.  To research an interest of my choice.  To write another section of my newspaper.  To write up my newspaper.  To evaluate my newspaper with a peer.  **Handwriting**  To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Reading**  To develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories,  myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and  explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  To predict what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising  these  To identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | **Chronological report**  To look at a range of non-chronological texts and discuss the features.  To use a grid to record observations and non-chro reports.  To create a text map of a non-chro report.  To discuss that non-chro reports can help us to answer questions we may have.  **Handwriting**  To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Reading**  To develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories,  myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and  explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  To predict what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising  these  To identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | **Narrative Stories**  To create a mythical character.  To use superlatives.  To describe contrasting settings.  To use powerful verbs.  To draw inferences from a text.  To create tension in my writing.  To prepare a group performance.  To identify conventions in mythical fiction.  To plan a hero myth.  To write my own hero myth.  To edit and evaluate my writing.  To organise paragraphs around a theme.  To present my story to an audience.  **Handwriting**  To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Reading**  To develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories,  myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]  understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and  explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  To predict what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising  these  To identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| **Numeracy** | **Number – Place Value**  To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  To recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  To compare and order numbers up to 1000  To identify, represent and estimate numbers using different representations  To read and write numbers up to 1000 in numerals and in words  solve number problems and practical problems involving these idea  **Number – Addition and Subtraction**  To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds,  To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction | **Number – Addition and Subtraction**  To estimate the answer to a calculation and use inverse operations to check answers  solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  **Number – Multiplication and Division**  To estimate the answer to a calculation and use inverse operations to check answers  To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | **Number – Multiplication and Division**  To estimate the answer to a calculation and use inverse operations to check answers  To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  **Measurement – Money**  To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  To know the number of seconds in a minute and the number of days in each month, year and leap year  To compare durations of events [for example to calculate the time taken by particular events or tasks].  **Statistics**  To interpret and present data using bar charts, pictograms and tables  To solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | **Measurement – Length and Perimeter**  To measure the perimeter of simple 2-D shapes  **Number - Fractions**  To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  To recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators  To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  To recognise and show, using diagrams, equivalent fractions with small denominators | **Number – Fractions**  To add and subtract fractions with the same denominator within one whole [for example,  57 + 71 = 76 ]  To compare and order unit fractions, and fractions with the same denominators  To solve problems that involve all of the above.  **Measurement – Time**  To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  To know the number of seconds in a minute and the number of days in each month, year and leap year  To compare durations of events [for example to calculate the time taken by particular events or tasks]. | **Geometry – Properties of Shapes**  To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  To recognise angles as a property of shape or a description of a turn  To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle  To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  **Measurement – Mass and Capacity**  To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| **Science** | **Animals, including humans**  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  identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Forces and magnets**  compare how things move on different surfaces  notice that some forces need contact between two objects, but magnetic forces can act at a distance  observe how magnets attract or repel each other and attract some materials and not others  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  describe magnets as having two poles  predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Rocks**  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 | **Light**  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  find patterns in the way that the size of shadows change. |  | **Plants**  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  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  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. |
| **History** | **Anglo-Saxons**  To describe why, where and when the Scots  and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.  To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings.  To describe a typical Anglo-Saxon village and explain what jobs the people did.  To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo- Saxon culture.  To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxons culture.  I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.  To explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings they founded. | | **Pompeii**  To explore what life was like in Pompeii before and after the volcanic eruption.  To explain the effects the volcanic eruption had on Pompeii. | | **Egyptians**  To find out about ancient Egyptian life by looking at artefacts.  To understand what was important to people during ancient Egyptian times.  To understand and explain the ancient Egyptian ritual of mummification.  To understand how evidence can give us different answers about the past.  To compare and contrast the Egyptian writing with my own.  To compare and contrast the powers of different Egyptian gods. | |
| **Geography** | Anglo-Saxon Settlements  To describe a typical Anglo-Saxon village and explain what jobs the people did. | Place Names and Words  To name and locate the countries and cities of the UK.  To use the eight compass points to describe the location of the countries and cities of the UK.  To name and locate the main rivers and seas of the UK.  To identify rivers and seas using an atlas or map.  To describe and understand how the UK has changed over time. | Volcanoes  To describe what you can find underground.  To explain how volcanoes are formed.  To explain how volcanoes affect peoples lives.  To explain what causes earthquakes and how they are measured.  To explain what causes tsunamis and how they affect people.  To explain what causes tornadoes and the effects they have. | |  |  |
| **DT** | Anglo-Saxon Brooches  To design an Anglo-Saxon brooch.  To create an Anglo-Saxon brooch using clay.  To paint an Anglo-Saxon brooch using paint. | Anglo-Saxon Shields  To design an Anglo-Saxon shield.  To create an Anglo-Saxon shield using clay.  To paint an Anglo-Saxon shield using paint. | Making a volcano  To design what my volcano will look like.  To create my volcano by moulding using paper mache.  To add colour to my volcano using paint. | Design an earthquake proof building  To design what my earthquake proof building will look like.  To create my earthquake proof building.  To add colour to my earthquake proof using paint. |  |  |
| **Art** | Pointilism  To improve skills of art and design techniques, including drawing and painting.  To use sketch books to record observations and use them to review and revisit ideas.  To learn about great artists, architects and designers in history. | | Van Gogh paintings  To improve skills of art and design techniques, including drawing and painting.  To use sketch books to record observations and use them to review and revisit ideas.  To learn about great artists, architects and designers in history. | | Plant Art  To improve skills of art and design techniques, including drawing and painting.  To use sketch books to record observations and use them to review and revisit ideas.  To learn about great artists, architects and designers in history. | |
| **RE** | Signs and Symbols  To explore the meaning of signs and symbols.  To find out how symbolic food can be used to remember important events.  To be able to explore and interpret religious metaphors.  To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism.  To learn about some common symbols within a place of worship. | Diwali  To learn about the events and meanings in the story of Rama and Sita.  To learn about the diya and why it is important in the Diwali story.  To learn about some of the preparations for Diwali.  To learn about the purpose of creating Rangoli patterns.  To find out about Lakshmi and how Hindus celebrate Diwali at home. | Jewish Celebrations  To recap facts about Judaism and Jewish beliefs.  To find out about the Jewish festival of Passover.  To find out about the Jewish festival of Sukkot.  To find out about the festival of Purim.  To find out about the festival of Hanukkah.  To find out about the festival of Rosh Hashanah. | What do we know about Jesus?  To learn that representations of Jesus vary and to explore some of the reasons for this.  To learn that pictures of Jesus tell us about people’s personal beliefs about him.  To find out what Jesus was like as a person from the Gospels.  To explore other people’s view of Jesus from the Bible.  To explore the symbolic language used to describe Jesus in the Bible.  To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him. | Islamic Rites of Passage  To understand what Islam is and what the five pillars are.  To explore Muslim birth ceremonies and naming days.  To find out about the Islamic marriage ceremony.  To find out about the Islamic marriage ceremony.  To understand the importance of the Hajj for a Muslim person. | Sikh Rites of Passage  To find out who Sikhs are and what they believe.  To find out who Sikhs are and what they believe.  To find out about the Sikh baptismal ceremony of Amrit.  To find out about Sikh marriage ceremonies.  To find out about Sikh marriage ceremonies. |
| **Music** | Harvest Songs  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To listen with attention to detail and recall sounds with increasing aural memory.  To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. | Christmas Songs  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To listen with attention to detail and recall sounds with increasing aural memory.  To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. |  | Recorder Sessions  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To listen with attention to detail and recall sounds with increasing aural memory.  To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. | Recorder Sessions  To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  To listen with attention to detail and recall sounds with increasing aural memory.  To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. |  |
| **Computing** | E-Safety  To know what cyber bullying is and how to address it.  To understand how websites use advertisements to promote products.  To create strong passwords and understand privacy settings.  To safely send and receive emails.  To explore different ways children can communicate online.  To use knowledge about online safety to plan a party online. | Word Processing  To use basic computer skills.  To change the case of text.  To align text.  To use bullets and numbering.  To use the ctrl key.  To insert and format text boxes. | Internet Research and Communication  To identify how word order affects search results.  To explain how searches return results.  To save and share webpages.  To identify the ways, and investigate how, we communicate online.  To explain how to stay safe when communicating online.  To explain why I need to be responsible online. | Presentation Skills  To plan a branching story.  To create slide templates and organise slides with hyperlinks.  To add themes, transitions, animations to a presentation.  To use action settings.  To insert audio and video.  To evaluate slide layout and make improvements. | Programming  I can create and debug an algorithm using the move, rotate and repeat commands.  To create and debug algorithms using pen up and pen down.  I can create and debug algorithms that draw regular polygons.  To create and debug algorithms that draw shapes.  To create and debug algorithms to draw patterns. |  |
| **PE** | **Gymnastics**  To recognise the changes to the body when taking part in physical activity, know and demonstrate how to carry and place equipment safely  To identify the difference between own and others’ performance using simple gymnastic vocabulary  To elect and link actions to create a basic gymnastic sequence, incorporating apparatus and the floor. Include movements that change direction, level and speed | **Dance**  To understand why dance is good for your health and can identify a number of changes in the body when exercising  To comment on own and others’ work and Respond to feedback positively  To perform basic dance actions with control and co-ordination e.g. travel, jump, gesture, stillness, balance.  To link simple actions to create a short dance  **Games: Invasion**  Discuss reasons for warming up & cooling down, recognising simple changes in the body and understand why exercise is good for your health  Begin to understand and use simple tactics for attacking and defending. Understand simple techniques used when sending and receiving, in a variety of activitiesI Practise fundamental movement skills and begin to show some control & co-ordination. Enjoy competing against others, individually or in team games | **OAA**  Understand why OAA is good for your health and identify a range of changes in the body when exercising  Identify strengths and weaknesses in their own and others performance in OAA activities. Communicate effectively and work with others to meet the challenges  Develop techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting)  **Games: Net and Wall**  Discuss reasons for warming up & cooling down, recognising simple changes in the body and understand why exercise is good for your health  Begin to understand and use simple tactics for attacking and defending in net and wall games. Understand simple techniques used when sending and receiving, in a variety of activities  Practise fundamental movement skills and begin to show some control & co-ordination. Enjoy competing against others, individually or in team games | **Swimming**  Understand why it is important to work safely in the pool and take part in teacher led warm ups  Understand simple personal survival techniques and how they relate to water safety  Can swim 25 metres confidently in at least one stroke  **Games: Throwing and Catching**  Discuss reasons for warming up & cooling down, recognising simple changes in the body and understand why exercise is good for your health  Begin to understand and use simple tactics for attacking and defending in throwing and catching games. Understand simple techniques used when sending and receiving, in a variety of activities  Practise fundamental movement skills and begin to show some control & co-ordination. Enjoy competing against others, individually or in team games | **Swimming**  Understand why it is important to work safely in the pool and take part in teacher led warm ups  Understand simple personal survival techniques and how they relate to water safety  Can swim 25 metres confidently in at least one stroke  **Games: Attacking and Defending**  Discuss reasons for warming up & cooling down, recognising simple changes in the body and understand why exercise is good for your health  Begin to understand and use simple tactics for attacking and defending in different games. Understand simple techniques used when sending and receiving, in a variety of activities | **Athletics**  Describe what changes happen to the body during different types of athletic activities and understand how to exercise safely  Know and understand the different techniques used in running, jumping and throwing activities. Discuss differences between their own and others’ performance, suggesting improvements  Demonstrate simple skills and techniques when running, jumping and throwing, varying them to suit the different activities. Enjoy participating in competitive activities, against self and against others  **Games: Striking and Fielding**  Discuss reasons for warming up & cooling down, recognising simple changes in the body and understand why exercise is good for your health  Begin to understand and use simple tactics for attacking and defending in striking and fielding games. Understand simple techniques used when fielding and batting, in a variety of activities |
| **PSHE/RSE** | **Health and Wellbeing**  To know how to make informed decisions about health  To know about the elements of a balanced, healthy lifestyle  To know about choices that support a healthy lifestyle, and recognise what might influence these  To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle  To know about what good physical health means; how to recognise early signs of physical illness  To know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle | | **Relationships**  To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  To know that personal behaviour can affect other people; to recognise and model respectful behaviour online  To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | | **Living in the Wider World**  To recognise there are human rights, that are there to protect everyone  To know about the relationship between rights and responsibilities  To know about the different groups that make up their community; what living in a community means  To value the different contributions that people and groups make to the community  To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities | **RSE**  To explore the differences between males and females and to name the body parts.  To consider touch and to know that a person has the right to say what they like and dislike.  To explore different types of families and who to go to for help and support. |
| **MFL** | **Catherine Cheater Y3 1-10**  To appreciate stories, songs, poems and rhymes in the language  To Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.  To name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, use simple dictionaries to understand the meaning of words  To read and understand single words  To read and understand short phrases | | **Catherine Cheater Y3 11-20**  To appreciate stories, songs, poems and rhymes in the language  To Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.  To name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, use simple dictionaries to understand the meaning of words  To read and understand single words  To read and understand short phrases | | **Catherine Cheater Y3 21-30**  To appreciate stories, songs, poems and rhymes in the language  To Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.  To name some people, places and objects, Answer questions with a single word or short phrase, Ask a simple question and use set phrases, Write single words correctly, Label a picture, Copy a simple word or phrase, understand basic grammar, use simple dictionaries to understand the meaning of words  To read and understand single words  To read and understand short phrases | |