



Three Bridges
Primary School



Year 3

Topic Overview

<p>Subject Autumn Term</p>	<p>KS2 Geography: pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Bangs and Cracks</p> <p>What makes the Earth angry?</p> <p>Stunning Start: <i>Show a range of clips from Tsunami; volcanoes and hurricane. Video conference/ email children from a school in Iceland.</i></p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. What causes a volcano to erupt and which are the famous volcanoes in the world? 2. How do volcanoes impact on the lives of people and why do people choose to live near them? 3. Marvellous Middle: How can we recreate an erupting volcano? 4. What causes an earthquake (and a tsunami) and how are they measured? 5. Who experiences extreme weather in our country? 6. Which countries have experienced earthquakes and tsunamis in your life time? 7. How can we capture a stormy weather pattern using music, drama and dance? 8. Fantastic Finish: Each group to put together a weather presentation of extreme weather using music, drama and video clips.
<p>Literacy Links</p>	<p>During LC1 the children will be asked to research volcanoes in the world and pin point them onto a world map.</p> <p>During LC2 children will be asked to think of a range of questions they would like to ask an Icelandic child. These will be emailed or asked during a video conferencing session.</p> <p>During LC4 the children will be asked to research earthquakes and tsunamis and write up about them in a Learning Challenge journal.</p> <p>During LC5 children will link with children who have experienced flooding. Again opportunities could be made for video conferencing or emailing (children in Japan).</p> <p>Journey to the Centre of the Earth – HG Wells</p>
<p>Grammar texts</p>	<p>Monsoon</p> <p>Escape from Pompeii</p>
<p>Literacy</p>	<p>Shape Poem</p> <p>My shape poem uses well-chosen words</p> <p>I used powerful verbs ('bellowed' instead of 'said')</p> <p>I used adjectives (describing words)</p> <p>I used alliteration (words beginning with the same letter)</p> <p>I used onomatopoeia (words that sound like their meaning)</p> <p>I used simile (comparing two things with words such as 'like' or 'as')</p> <p>I used precise nouns (names)</p> <p>I used rhyming words</p> <p>I used a layout that is the shape of the subject</p> <p>Non-Chronological Report</p> <p>Literacy Shed http://www.literacyshed.com/the-video-game-shed.html Angry Birds</p> <p>Children could write a non-chronological report about the Angry Birds. Each one has different features and abilities.</p>

	<p>I planned my report using a mind map I used clear, bold writing for my page title I included an introductory paragraph I included subheadings – some written as questions to interest the reader I used technical words to do with the subject I included labelled diagrams I wrote captions for pictures and diagrams I organised information into paragraphs and linked them to the categories in my mind map I used present tense (or past tense for historical reports) I included facts or pieces of information written in sentences I used only factual adjectives I used full stops and capital letters in the right places I included a question to the reader, for example 'Did you know?'</p> <p>Letter Writing Literacy Shed http://www.literacyshed.com/the-video-game-shed.html Angry Birds The children could write in role as the birds or pigs to write a persuasive letter asking for the eggs back or asking the birds to stop attacking them. I wrote my address on the right-hand side and put the date I wrote Dear . . . followed by a comma In the first paragraph I explained why I was writing In the second paragraph I put the main details In the third paragraph I wrote a closing statement asking for a reply I ended using 'Yours sincerely' or an informal phrase for family and friends I was polite I used some short sentences and some long sentences using conjunctions, for example, 'because', 'but' I used the first person ('I', 'my' 'me') I used capital letters for the names of people, places and titles</p>		
<p>Literacy - What the National Curriculum requires in Literacy at Y3</p>	<p>Transcription Spelling</p> <ul style="list-style-type: none"> • I can spell words with additional prefixes and suffixes and understand how to add them to root words. • I recognise and spell homophones. • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can spell words correctly which are in a family. 	<p>Composition</p> <ul style="list-style-type: none"> • I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. • I can compose sentences using a wider range of structures. • I can write a narrative with a clear structure, setting, characters and plot. 	<p>Grammar and punctuation Sentence structure</p> <ul style="list-style-type: none"> • I can express time, place and cause by using conjunctions, adverbs and prepositions. <p>Text structure</p> <ul style="list-style-type: none"> • I am starting to use paragraphs. • I can use headings and sub headings.

	<ul style="list-style-type: none"> •I Can spell the commonly mis-spelt words from the Y3/4 word list. •I Can identify the root in longer words. <p>Handwriting</p> <ul style="list-style-type: none"> •I use the diagonal and horizontal strokes that are needed to join letters. •I understand which letters should be left unjoined. 	<ul style="list-style-type: none"> •I Can write non-narrative using simple organisational devices such as headings and sub-headings. •I Can suggest improvements to my own writing and that of others. •I Can make improvements to grammar, vocabulary and punctuation. •I use a range of sentences with more than one clause by using a range of conjunctions. •I use the perfect form of verbs to mark the relationship of time and cause. •I Can proof-read to check for errors in spelling and punctuation. 	<ul style="list-style-type: none"> •I Can use the present perfect form of verbs instead of the simple past. <p>Punctuation</p> <ul style="list-style-type: none"> •I Can use inverted commas to punctuate direct speech.
<p>Reading - What the National Curriculum requires in reading at Y3</p>	<p>Word reading</p> <ul style="list-style-type: none"> •I Can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •I Can read further exception words, noting the unusual correspondences between spelling and sound. •I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> •I read a range of fiction, poetry, plays, and non-fiction texts. •I Can discuss the texts that I read. •I Can read aloud and independently, taking turns and listening to others. •I Can explain how non-fiction books are structured in different ways and can use them effectively. •I Can explain some of the different types of fiction books. •I Can ask relevant questions to get a better understanding of a text. •I Can predict what might happen based on details I have. •I Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. •I Can use a dictionary to check the meaning of unfamiliar words. •I Can identify the main point of a text. •I Can explain how structure and presentation contribute to the meaning of texts. •I Can use non-fiction texts to retrieve information. •I Can prepare poems to read aloud and to perform, showing 	
<p>Speaking & Listening – by</p>	<ul style="list-style-type: none"> •I Can sequence and communicate ideas in an organised and logical way, always using complete sentences. •I Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. •I take a full part in paired and group discussions. •I show that I know when Standard English is required and use it (beginning). 		

<p>the end of Year 3</p>	<ul style="list-style-type: none"> • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make relevant comments. • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate. 	
<p>Literacy & British Values</p> 	<p>The Literacy curriculum aims to:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 	
<p>Maths Links</p>	<p>LC4 provides opportunities for scale work.</p>	
<p>Maths - What the National Curriculum requires in mathematics at Y3</p>	<p>Number, place value, approximation and estimation/rounding</p> <ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100. • I can compare and order numbers up to 1,000. • I can read and write numbers to 1,000 in numerals and words. • I can find 10 or 100 more or less than a given number. • I can recognise the place value of each digit in a 3-digit number. • I can identify, represent and estimate numbers using different representations. • I can solve number problems and practical problems using above. <p>Calculations</p> <ul style="list-style-type: none"> • I can add and subtract mentally, including: <ul style="list-style-type: none"> • A 3-digit number and ones • A 3-digit number and tens • A 3-digit number and hundreds • I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • I can estimate the answer to a calculation and use inverse operation to check answers. • I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • I can recall and use multiplication and division facts for the 3, 4 and 8x tables. 	<p>Measurement</p> <ul style="list-style-type: none"> • I can compare lengths using m, cm & mm. • I can compare mass using kg & g. • I can compare volume/capacity using l & ml. • I can measure lengths using m, cm & mm. • I can measure mass using kg & g. • I can measure volume/capacity using l & ml. • I can add and subtract lengths using m, cm & mm. • I can add and subtract mass using kg & g. • I can add and subtract volume/capacity using l & ml. • I can tell and write the time from an analogue clock (12 hour clock). • I can tell and write the time from an analogue clock (24 hour clock). • I can tell and write the time from an analogue clock (Roman numerals). • I can estimate and read time with increasing accuracy to the nearest minute. • I can record and compare time in terms of seconds, minutes and hours. • I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight. • I know the number of seconds in a minute. • I know the number of days in each month, year and leap year.

	<ul style="list-style-type: none"> •I Can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods. •I Can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> •I Can count up and down in tenths. •I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10. •I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. •I Can compare and order unit fractions and fractions with the same denominators. •I Can add and subtract fractions with the same denominator within one whole. •I Can solve problems involving the above. 	<ul style="list-style-type: none"> •I Can compare the duration of events. •I Can measure the perimeter of simple 2D shapes. •I Can add and subtract amounts of money to give change, using both £ and p in a practical context. <p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> •I Can identify horizontal, vertical lines and pairs of perpendicular and parallel lines. •I Can draw 2D shapes. •I Can make 3D shapes using modelling materials. •I recognise 3D shapes in different orientations and describe them. •I recognise that angles are a property of shape or a description of a turn. •I Can identify right angles. •I recognise that two right angles make a half-turn & three make a three quarter turn. •I Can identify whether angles are greater than or less than a right angle. <p>Statistics</p> <ul style="list-style-type: none"> •I Can interpret and present data using bar charts, pictograms and tables. •I Can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables. <p>http://mathstoolkit.wix.com/mathstoolkit</p>
<p>Maths & British Values</p> 	<ul style="list-style-type: none"> •All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Children of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. •Group work encourages children to work as part of a team and helps them understand how different people solve problems in various ways; this also promotes the British values of mutual respect and support for one another. •Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as children are encouraged to persevere, take risks and try different methods. •Children will learn that Mathematics comes from different cultures. •All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect. 	
<p>Science</p>	<p>Rocks</p>	

	<ul style="list-style-type: none"> •Can they compare and group together different rocks on the basis of their appearance and simple physical properties? •Can they describe and explain how different rocks can be useful to us? •Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? •Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? •Can they recognise that soils are made from rocks and organic matter? <p>Challenging</p> <ul style="list-style-type: none"> •Can they classify igneous and sedimentary rocks? •Can they begin to relate the properties of rocks with their uses? <p>Plants</p> <ul style="list-style-type: none"> •Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? •Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? •Can they explain how they vary from plant to plant? •Can they investigate the way in which water is transported within plants? •Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? <p>Challenging</p> <ul style="list-style-type: none"> •Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?
<p>Science & British Values</p> 	<p>The Science curriculum aims to promote: Individual liberty of own views; the tolerance and mutual respect of others through the topics where different views / ethics are involved. Rule of law relates to:</p> <ul style="list-style-type: none"> •children following agreed rules for the safety of all •understanding of the need to have speed limits (speed, force, change of momentum) •Practical activities in science require children to engage in team work and show mutual respect for each other. •Resilience and self-esteem are developed through children building independent learning skills, getting answers wrong, learning how to formulate the correct response and responding to target questions
<p>History</p>	
<p>History & British Values</p> 	<p>British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country in which we live.</p>
<p>Geography</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Do they use correct geographical words to describe a place and the things that happen there? •Can they identify key features of a locality by using a map?

	<ul style="list-style-type: none"> •Can they make accurate measurement of distances within 100Km? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work out how long it would take to get to a given destination taking account of the mode of transport? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they use maps and atlases appropriately by using contents and indices? •Can they describe how volcanoes are created? •Can they describe how earthquakes are created? •Can they confidently describe physical features in a locality? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain why a locality has certain physical features? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they describe how volcanoes have an impact on people's life? •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how people's lives vary due to weather? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they name a number of countries in the Northern and Southern Hemisphere? •Can they locate and name some of the world's most famous volcanoes? •Can they name and locate some well-known European countries? •Are they aware of different weather in different parts of the world, especially Europe? <p>Challenging</p> <ul style="list-style-type: none"> •Can they name the two largest seas around Europe?
<p>British Values & Geography</p> 	<p>Students learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.</p> <p>Geography also helps pupils to understand society better e.g. less economically developed countries and more developed countries. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.</p> <p>These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build pupil's self esteem. This includes, for example, respecting each other and the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions.</p>
<p>Art</p>	<p>Knowledge</p> <ul style="list-style-type: none"> •Can they compare the work of different artists? •Can they explore work from other cultures? •Can they explore work from other periods of time?

	<ul style="list-style-type: none"> •Are they beginning to understand the view points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? <p>Sketch books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books?
<p>British Values & Art</p> 	<p>The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating children actively in artistic and creative activities.</p> <p>Pupils have the opportunity to work independently and as a team to build resilience and self esteem through tasks, sharing ideas and resources, peer-assessment and encouraging children to support each other.</p> <p>Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups.</p> <p>We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.</p>
<p>DT</p>	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they show that their design meets a range of requirements? •Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? •Can they describe their design using an accurately labelled sketch and words? •How realistic is their plan? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they use equipment and tools accurately? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •What did they change which made their design even better? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Do they select the most appropriate materials? •Can they use a range of techniques to shape and mould? •Do they use finishing techniques?
<p>British Values & DT</p> 	<p>Pupils are taught about the moral choices facing designers and manufacturers when deciding on materials. Pupils focus on recycling in food and how to manage portion sizes to minimise waste and help pupils to connect with the dilemmas of those who do not have an abundance of food. Pupils develop an awareness of Health & Safety for themselves and others within their work area.</p> <p>Pupils are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group.</p> <p>Exploring how products contribute to lifestyle and consumer choices.</p> <p>Understanding how products evolve according to users' and designers' needs, beliefs, ethics, and values.</p> <p>Resistant materials: Pupils study iconic British designer and art & design movements</p>

	<p>Food: Pupils look at cultural influences on the food we cook and the diversity of ingredients for us to cook with. They also learn about staple foods of other countries.</p>
<p>Computing</p>	<p>Using the Internet</p> <ul style="list-style-type: none"> •Can they find relevant information by browsing a menu? •Can they search for an image, then copy and paste it into a document? •Can they use 'Save picture as,' to save an image to the computer? •Can they copy and paste text into a document? •Do they begin to use note making skills to decide what text to copy? <p>Presentation</p> <ul style="list-style-type: none"> •Can they create a presentation that moves from slide to slide and is aimed at a specific audience? •Can they combine text, images and sounds and show awareness of audience? •Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? <p>Communicating</p> <ul style="list-style-type: none"> •Can they use the email address book? •Can they open and send an attachment?
<p>E-Safety</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe?

	<ul style="list-style-type: none"> •Can they explain how to use email safely? •Can they use different search engines? 	
Computing & British Values 	<p>Within Computing we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. When working in groups children are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour using Class Dojo.</p>	
Music	<ul style="list-style-type: none"> •Can they create repeated patterns with different instruments? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? 	
Music & British Values 	<p>The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world.</p>	
PE	<p>Football</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p>Tag Rugby</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 	<p>Basketball</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p>Gym</p> <ul style="list-style-type: none"> •Can they use a greater number of their own ideas for movement in response to a task? •Can they adapt sequences to suit different types of apparatus and their partner's ability? •Can they explain how strength and suppleness affect performances? •Can they compare and contrast gymnastic sequences, commenting on similarities and differences?

<p>PE & British Values</p> 	<p>Within the PE Curriculum children have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again.</p> <p>Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.</p>
<p>PSHE</p>	<p>Self Awareness/ Keeping safe and healthy</p> <p>I can talk about what I'm good at and what I need to improve upon e.g. my strengths and areas for development</p> <p>I can explain my opinion about different subjects, including topical issues</p> <p>I can discuss different opinions and make informed decisions and choices</p> <p>I can appreciate the opinions of other people, even when I don't agree with them.</p> <p>I can explain how to keep safe in different circumstances, such as at home and 'out and about'</p> <p>I can explain what to do in an emergency</p> <p>I can describe a healthy lifestyle in some detail, including the benefits of healthy eating, exercise and personal hygiene</p> <p>I can discuss the differences between medicines and harmful drugs</p> <p>I can explain what drugs are and know that all medicines are drugs, but not all drugs are medicines.</p> <p>I can talk about major landmarks in my life</p> <p>I can talk about me, my family, where I live and the people I meet.</p> <p>I can recognise similarities and differences between myself and other people</p>
<p>British Values & PSHE</p> 	<p>We endeavour to ensure that all pupils:</p> <ul style="list-style-type: none"> ✓ Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/ different to others' faith, feelings and values. ✓ Show an interest in investigation and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others. ✓ Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities. ✓ Recognise the difference between right and wrong, understanding that actions have consequences, and apply this in their own lives by respecting the law. ✓ Cooperate well, celebrate diversity and resolve conflicts effectively. ✓ Engage positively with life in a democracy. ✓ Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

<p>Subject Spring Term</p>	<p>KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country; KS2 History: A study of Greek life and achievements and their influence on the western world <u>The Ancient Greeks</u> What have the Greeks given us? Stunning start: Children to follow a set of instructions to make their own Greek piece: a fibula; a laurel leaf crown; a Chiton; a peplos; or an arm guard.</p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. Where is Greece and why do so many people enjoy going on holiday there? 2. How do Greece's physical features, including its climate differ from ours? 3. How does Greece's climate impact on its people? 4. Who were the Ancient Greeks and what did we learn from them? 5. How would a tourist to Greece today be reminded of the power of the Ancient Greeks? 6. Marvellous Middle: ...and the Oscar goes to? (Which Greek God would you choose to receive a special award?) 7. Would you have enjoyed being an Olympian? 8. What is democracy and what part did the Greeks have in creating it? 9. How would you go about reproducing a clay pot in the style of the Greeks? 10. Fantastic Finish: Children to put on a special Greek evening for parents to include features of ancient and modern Greece.
<p>Literacy Links</p>	<p>LC6 presents opportunities for children to find out information about one of the Greek Gods. LC8 provides opportunities for children to debate issues and to understand more about democracy. LC5 provides children with opportunities to research the main tourist attractions in Greece.</p>
<p>Grammar texts</p>	<p>The Barefoot Book of Earth Tales The Crayon's book of numbers and colours</p>
<p>Literacy</p>	<p>Myths My myth includes a beginning, a build-up, a problem, a resolution and an ending I used a traditional opening and ending I used adjectives and powerful verbs to help describe characters I used alliteration I used repetitive sentences I included speech between the main characters I used time connectives I included a phrase that contains an adverb I included a sentences with 'but' in it I included a question</p>

	<p>Instructions Literacy Shed http://www.literacyshed.com/the-myths-and-legends-shed.html The Dragon Slayer Writing instructions – ‘How to look after a dragon’ My set of instructions includes a heading, an introduction, a list of equipment, stepby-step instructions and a note or tip at the end I used bullet points, numbers or connectives to make the order clear I used diagrams to make the instructions easy to follow I used imperative or ‘bossy’ verbs to start instructions I made good use of adjectives, adverbs and special or technical words to be precise I used conjunctions to join two ideas together I used a comma to separate ideas I made good use of different fonts and styles, including bold, italic and capitals I used Capital letters at the beginning of sentences and for special names I have asked someone to try out my instructions to see if they are easy to follow</p> <p>Adventure Story In my adventure story I have written five key sections (paragraphs): opening, build-up, problem, resolution and ending My ending mentions something from the start of the story. I used suspense at the end of at least one section (paragraph) I used speech and powerful verbs to describe characters I followed the speech of a character by describing what they are doing using a powerful verb I started sentences in different ways – for example, with an adverbial phrase (how, when, where), a connective or a verb I chose adjectives, simile and precise nouns to describe I used alliteration and onomatopoeia to give sound effects I used some short and some long sentences I used speech marks correctly I presented my story attractively and included a title page and author details</p>		
Maths Links	LC1 for children to carry out surveys and to present information in data and statistical forms.		
Science	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Animals, including humans</p> <ul style="list-style-type: none"> •Can they explain the importance of a nutritionally balanced diet? •Can they describe how nutrients, water and oxygen are transported within animals and humans? •Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? •Can they describe and explain the skeletal system of a human? •Can they describe and explain the muscular system of a human? <p>Challenging</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Light</p> <ul style="list-style-type: none"> •Can they recognise that they need light in order to see things? •Can they recognise that dark is the absence of light? •Can they notice that light is reflected from surfaces? •Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? •Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? •Can they find patterns in the way that the size of shadows changes? </td> </tr> </table>	<p>Animals, including humans</p> <ul style="list-style-type: none"> •Can they explain the importance of a nutritionally balanced diet? •Can they describe how nutrients, water and oxygen are transported within animals and humans? •Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? •Can they describe and explain the skeletal system of a human? •Can they describe and explain the muscular system of a human? <p>Challenging</p>	<p>Light</p> <ul style="list-style-type: none"> •Can they recognise that they need light in order to see things? •Can they recognise that dark is the absence of light? •Can they notice that light is reflected from surfaces? •Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? •Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? •Can they find patterns in the way that the size of shadows changes?
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	<ul style="list-style-type: none"> •Can they explain how the muscular and skeletal systems work together to create movement? •Can they classify living things and non-living things by a number of characteristics that they have thought of? •Can they explain how people, weather and the environment can affect living things? •Can they explain how certain living things depend on one another to survive? 	<p>Challenging</p> <ul style="list-style-type: none"> •Can they explain why lights need to be bright or dimmer according to need? •Can they explain the difference between transparent, translucent and opaque? •Can they explain why lights need to be bright or dimmer according to need? •Can they make a bulb go on and off? •Can they say what happens to the electricity when more batteries are added? •Can they explain why their shadow changes when the light source is moved closer or further from the object?
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: ancient and century? •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Challenging</p> <ul style="list-style-type: none"> •Can they set out on a timeline, within a given period, what special events took place? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? •Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Can they suggest why certain events happened as they did in history? •Can they suggest why certain people acted as they did in history? <p>Challenging</p> <ul style="list-style-type: none"> •Can they appreciate that war/s would inevitably have brought much distress and bloodshed? •Do they have an appreciation that wars start for specific reasons and can last for a very long time? •Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their ‘information finding’ skills in writing to help them write about historical information? •Can they through research identify similarities and differences between given periods in history? 	

	<p>Challenging</p> <ul style="list-style-type: none"> •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they use specific search engines on the Internet to help them find information more rapidly?
<p>Geography</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Do they use correct geographical words to describe a place and the things that happen there? •Can they identify key features of a locality by using a map? •Can they make accurate measurement of distances within 100Km? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work out how long it would take to get to a given destination taking account of the mode of transport? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they use maps and atlases appropriately by using contents and indices? •Can they confidently describe physical features in a locality? •Can they locate the Mediterranean and explain why it is a popular holiday destination? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain why a locality has certain physical features? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain how the lives of people living in the Mediterranean would be different from their own? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how people's lives vary due to weather? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they name a number of countries in the Northern Hemisphere? •Can they name and locate some well-known European countries? •Can they name and locate the capital cities of neighbouring European countries? •Are they aware of different weather in different parts of the world, especially Europe? <p>Challenging</p> <ul style="list-style-type: none"> •Can they name the two largest seas around Europe?
<p>Art</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Can they show facial expressions in their drawings? •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture?

	<p>3D</p> <ul style="list-style-type: none"> •Can they begin to sculpt clay and other mouldable materials? •Can they use specific clay techniques to create a pot? <p>Collage</p> <ul style="list-style-type: none"> •Can they cut very accurately? •Can they overlap materials? •Can they experiment using different colours? •Can they use mosaic? •Can they use montage? <p>Sketch books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books?
DT	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> •Can they choose the right ingredients for a product? •Can they use equipment safely? •Can they make sure that their product looks attractive? •Can they describe how their combined ingredients come together? •Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Do they select the most appropriate materials? •Can they use a range of techniques to shape and mould? •Do they use finishing techniques? <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •Do they select the most appropriate tools and techniques to use for a given task? •Can they make a product which uses both electrical and mechanical components? •Can they use a simple circuit? •Can they use a number of components?
Computing	<p>Databases</p> <ul style="list-style-type: none"> •Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Can they use a branching database? <p>Data retrieving and organisation</p> <ul style="list-style-type: none"> •Can they review images on a camera and delete unwanted images? •Have they experienced downloading images from a camera into files on the computer? •Can they use photo editing software to crop photos and add effects?

	<ul style="list-style-type: none"> •Can they manipulate sound when using simple recording story boarding? 		
E-Safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. Cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines? 		
Music	<p>Performing</p> <ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work with a partner to create a piece of music using more than one instrument? 	<p>Composing (including notation)</p> <ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? <p>Challenging</p>	<p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer?

		<ul style="list-style-type: none"> •Do they understand metre in 2 and 3 beats; then 4 and 5 beats? •Do they understand how the use of tempo can provide contrast within a piece of music? 	<p>Challenging</p> <ul style="list-style-type: none"> •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and Variations?
PE	<p>Playground Games</p> <ul style="list-style-type: none"> •Can they follow a map in a familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route safely? <p>Gym</p> <ul style="list-style-type: none"> •Can they use a greater number of their own ideas for movement in response to a task? •Can they adapt sequences to suit different types of apparatus and their partner's ability? •Can they explain how strength and suppleness affect performances? •Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<p>Dance</p> <ul style="list-style-type: none"> •Do they improvise freely, translating ideas from a stimulus into movement? •Can they create dance phrases that communicate ideas? •Do they share and create phrases with a partner and in small groups? •Can they repeat, remember and perform these phrases in a dance? •Do they use dynamic, rhythmic and expressive qualities clearly and with control? •Do they understand the importance of warming-up and cooling-down? •Do they recognise and talk about the movements used and the expressive qualities of dance? •Can they suggest improvements to their own and other people's dance? <p>Challenging</p> <ul style="list-style-type: none"> •Do they use a wide range of movements when improvising? •Can they choose appropriate movements to express the idea, mood and feeling of a dance? •Can they take the lead when creating dances with a partner or in a group? •Do they show a greater understanding of how to compose dance phrases? •Can they show greater fluency and control in their movements? •Do they interpret rhythm well, using a range of musical accompaniments? •Do they interpret and express their thoughts clearly when talking about dance? •Can they make appropriate suggestions about how work could be improved? 	

		<p>Tennis</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills?
<p>PSHE</p>	<p>Social Skills, Empathy and Motivation</p> <ul style="list-style-type: none"> I can talk about the factors that help me to learn or hinder my learning I am able to persevere, even when experiencing difficulties, and try additional and alternative approaches. I can play and learn with others, cooperating and sharing responsibilities and tasks. I know that people have different opinions and try to understand their points of view. I can communicate effectively with people, listening carefully and taking turns to speak about my opinions or ask relevant questions at appropriate times I can listen to, respond to and interact with others I can work well in a group and can tell you what helps my group to work well together I can justify my opinions during a discussion or debate. I can explain what bullying is and what to do if I or someone I know is being bullied I can describe how to resist pressure from other people who want me to do silly, unkind or dangerous things I can describe rules that apply in different circumstances 	

Subject Summer Term	KS2 History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Sink or Float? Why did the Titanic sink? Stunning Start: children to be awarded a ticket to go on a special journey.
Learning Challenges	What was the Titanic and why do we talk about it today? What can you find out about some of the people who were on board? How can you recreate the events of the sinking of the Titanic? Marvellous Middle: How can you recreate a model of the Titanic? Which type of music and dances did the passengers enjoy? How long does it take for an iceberg to melt? What was different about being a first or a third Class passenger? Fantastic Finish: Can you create your own simulation of the sinking of the Titanic and film it?
Literacy	Story with a familiar setting My story opening includes a setting using the time of day and/or time of year I described what the weather is like I described what you can see, hear, smell, touch, taste I used powerful verbs I used adjectives I used similes My story opening includes two named characters I used dialogue, with correct punctuation I used powerful verbs after speech I said what the characters are doing (when they are speaking) using powerful verbs http://www.literacyshed.com/soar.html Traditional Stories I used a traditional opening I used adjectives to describe the characters I used time connectives to move on to the next part of the story I used speech to: <ul style="list-style-type: none"> · tell the reader what jobs the 'goody' has to do; · introduce the magic character; · describe the baddies I included magic and a warning I included a traditional ending Book Review (books by the same author)

	<p>My book review includes the title, the name of the author and the illustrator, with Capital letters in the correct places.</p> <p>I included my name and age in brackets</p> <p>I used a question with a question mark at the beginning to interest the reader</p> <p>I wrote a short summary of the main events in the story but did not include the ending</p> <p>I used adjectives to describe the main characters and powerful verbs to describe the action</p> <p>I used Capital letters for the names of the main characters</p> <p>I used sentences with 'because' in them when giving my opinion</p> <p>I gave my recommendation</p> <p>I gave a star rating or marks out of ten</p> <p>I used the present tense</p> <p>I used the first person ('I', 'me' 'my')</p>
Literacy Links	<p>LC2 provides opportunities for children to research and find out about particular people that were on board the Titanic.</p> <p>Titanic: Lost and Found – Judy Donnelly</p> <p>Story of The Titanic – Steve Noon</p>
Grammar texts	<p>Ice palace</p> <p>Tooth fairy</p>
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> •Can they compare how things move on different surfaces? •Can they observe that magnetic forces can be transmitted without direct contact? •Can they observe how some magnets attract or repel each other? •Can they classify which materials are attracted to magnets and which are not? •Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? •Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? •Can they identify some magnetic materials? •Can they describe magnets have having two poles (N + S)? •Can they predict whether two magnets will attract or repel each other depending on which poles are facing? <p>Challenging</p> <ul style="list-style-type: none"> •Can they investigate the strengths of different magnets and find fair ways to compare them?
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they describe events and periods using the words: BC, AD and decade? •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: ancient and century? •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Challenging</p> <ul style="list-style-type: none"> •Can they set out on a timeline, within a given period, what special events took place? •Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?

	<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? •Can they begin to picture what life would have been like for the early settlers? •Can they recognise that Britain has been invaded by several different groups over time? •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? •Can they suggest why certain events happened as they did in history? •Can they suggest why certain people acted as they did in history? <p>Challenging</p> <ul style="list-style-type: none"> •Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? •Can they appreciate that war/s would inevitably have brought much distress and bloodshed? •Do they have an appreciation that wars start for specific reasons and can last for a very long time? •Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their ‘information finding’ skills in writing to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history? <p>Challenging</p> <ul style="list-style-type: none"> •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they use specific search engines on the Internet to help them find information more rapidly?
<p>Geography</p>	
<p>Art</p>	<p>Painting</p> <ul style="list-style-type: none"> •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? <p>Printing</p> <ul style="list-style-type: none"> •Can they make a printing block? •Can they make a 2 colour print? <p>Sketch books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists?

	<ul style="list-style-type: none"> •Can they suggest improvements to their work by keeping notes in their sketch books?
DT	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Do they use the most appropriate materials? •Can they work accurately to make cuts and holes? •Can they join materials?
Computing	<p>Algorithms and Programs</p> <ul style="list-style-type: none"> •Can they experiment with variables to control models? •Can they use 90 degree and 45 degree turns? •Can they give an on-screen robot directional instructions? •Can they draw a square, rectangle and other regular shapes on screen, using commands? •Can they write more complex programs?
E-Safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. Cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?

<p>Music</p>	<p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? <p>Challenging</p> <ul style="list-style-type: none"> •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations? 	
<p>PE</p>	<p>Cricket</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <p>Athletics</p> <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? •Can they run at fast, medium and slow speeds, changing speed and direction? •Can they link running and jumping activities with some fluency, control and consistency? •Can they make up and repeat a short sequence of linked jumps? •Can they take part in a relay activity, remembering when to run and what to do? •Do they throw a variety of objects, changing their action for accuracy and distance? 	<p>Athletics</p> <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? •Can they run at fast, medium and slow speeds, changing speed and direction? •Can they link running and jumping activities with some fluency, control and consistency? •Can they make up and repeat a short sequence of linked jumps? •Can they take part in a relay activity, remembering when to run and what to do? •Do they throw a variety of objects, changing their action for accuracy and distance? <p>Rounders</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills?
<p>PSHE</p>	<p>Skills that promote an awareness of spirituality</p> <ul style="list-style-type: none"> I can say what I think worship is and describe how different people worship I can talk about faith in terms of what I believe or what others believe I can respond sensitively to poetry, art, music and the Creation with 'awe and wonder' I can use appropriate language and concepts to describe the spiritual dimension of life 	

Environmental awareness and Global Citizenship

- I Can research and debate environmental issues in the local area and in the wider world.
- I Can explain how people protect or damage the local or the global environment
- I Can describe the ways of life and cultures of people who live in different parts of the world
- I Can use books, DVDs, newspaper and television to explain how people may be similar or different because of their background, language, religion or colour.
- I Can use my knowledge of the world around me to explain the word 'stereotype' and identify when stereotypes are being used
- I Can begin to describe how different parts of the world are different in terms of resources and money
- I Can begin to describe how different parts of the world are linked by trade and why some people gain more from this than others
- I Can talk about people and organisations who contribute to the community locally, nationally or internationally
- I Can explain how decisions are made locally, national and internationally.
- I Can begin to explain how laws are made
- I Can talk about some different jobs people do and perhaps the job I would like to do in the future
- I Can use my knowledge of the world around me to describe how anti-social behaviour can impact on our whole community

<p>MFL end of year expectations</p>	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? 	<p>Speaking</p> <ul style="list-style-type: none"> •Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a personal response? 	<p>Reading and responding</p> <ul style="list-style-type: none"> •Can they read and understand short texts using familiar language? •Can they identify and note the main points and give a personal response? •Can they read independently? •Can they use a bilingual dictionary or glossary to look up new words? 	<p>Writing</p> <ul style="list-style-type: none"> •Can they write 2-3 short sentences on <a familiar topic>? •Can they say what they like and dislike about <a familiar topic>?
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