

Year 3 2026- 2027	The Stone Age!		The Ancient Egyptians!		The Romans!	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What do you know about the Stone Age? What do you want to find out?	What is the UK like today? Why is Stonehenge a popular tourist destination?	What do you currently know about Ancient Egypt? What do you want to find out?	Why would someone want to visit other countries?	What do you currently know about the Romans? What do you want to find out?	How did the Romans live?
Brilliant Beginnings/ Fabulous Finishes	Cave Painting		Egyptian masks		Roman Shields	
Trips/ visitors	Ancient Greece workshop (at school) - Portals to the past.				Trip to Colchester Castle- Romans Trip.	
Drivers	Global Citizenship Individuality Tolerance and Knowledge of the world Self-worth and Aspirations					
	Aspiration - for the children to aspire to travel and see the world. Individuality - exploring Stone age artwork and then generating their own ideas. Knowledge of the world - exploring geographical features of the UK Global Citizenship -Knowing their responsibilities and how to be a good friend. Raising awareness of anti-bullying.		Aspiration - for the children to aspire to travel and see the world. Researching famous artists and their lives. Individuality - Using their own ideas to create structures in D&T. Applying art techniques to own creative ideas. Knowledge of the world - exploring geographical features of Europe. Map work of Europe. Understanding historical European events. Comparing where we live to other European countries. Understanding of different religions. Global Citizenship - Keeping myself and others safe. How other cultures live in their communities.		Aspiration - How the Romans travelled across Europe. Individuality - creating own ideas for Roman swords and textiles. Knowledge of the world - learning about archaeological skills and becoming historical experts. Learning about different parts of Roman and UK settlements. Global Citizenship - Look at the Roman's way of life, their laws and compare to our social setup today.	
Class Readers	The Twits - Roald Dahl		Charlotte's Web - E.B White		The Lion, the witch and the wardrobe - C.S Lewis	
Whole Class reading	Mr Majeika - Humphrey Carpenter		The Butterfly Lion - Michael Morpurgo		Cliffhanger - Jacqueline Wilson	

English Units and Texts	NARRATIVE 1 Class text / stimulus: The Day the Crayons Quit - Drew Daywalt Model Text: The day the crayons quit adapted model Genre & Plot Structure: Conflict and Resolution Story Focus / Outcome (HotTask): To write a conflict and resolution story e.g. The Day the Clothes Quit NON-FICTION 1 Class text / stimulus: George and the Dragon - Chris Wormell Model Text: Teacher written text Why dragons are afraid of mice Genre & Plot Structure: Explanation Focus / Outcome (HotTask): To write a 'why' explanation e.g. Why Dragons breathe fire; Why Trolls are fat POETRY 1 Model poem: <i>Wish (a spell)</i> by Brian Moses	NARRATIVE 2 Class text / stimulus: Grandpa's Teeth - Rod Clement Model Text: Grandpa's teeth adapted model Genre & Plot Structure: Losing Tale Focus / Outcome (HotTask): To write a mystery story based on a finding plot. NON-FICTION 2 Class text / stimulus: Grandpa's Teeth - Rod Clement Model Text: Advert for Dazzling Demon Dentures Genre & Plot Structure: Persuasion Focus / Outcome (HotTask): To plan and write their own radio advert for a new set of teeth for a particular person or character e.g. the Gruffalo; a dinosaur; Professor Dumbledore.	DRAMA FOR WRITING - NARRATIVE 3 Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> - C S Lewis Genre & Plot Structure: Creating setting for a portal story - focus on vocabulary generation to be used elsewhere in writing Focus / Outcome (Hot Task): Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities. Fiction Model Text: Setting description of <i>The Lion, the Witch and the Wardrobe</i> Genre & Plot Structure: Portal Story - focus on setting Focus / Outcome (Hot Task): To write a fantasy story opening and build up focused on their setting NON-FICTION 3 Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> - C S Lewis <i>The Land of Never Believe</i> - Norman Messenger Model Text: Genre & Plot Structure: Teacher written report about an imaginary world Focus / Outcome (Hot Task): To write a report about an imaginary world/land NARRATIVE 4 Class text / stimulus: <i>The Lion, the Witch and the Wardrobe</i> - C S Lewis Model text: <i>Elf Road</i> by Pie Corbett Genre & Plot Structure: Portal story Focus / Outcome (Hot Task): To write a portal story
Maths - White Rose	Place Value Step 1 Represent numbers to 100 Step 2 Partition numbers to 100 Step 3 Number line to 100 Step 4 Hundreds Step 5 Represent numbers to 1,000 Step 6 Partition numbers to 1,000	Multiplication and Division B Step 1 Multiple of 10 Step 2 Related Calculations Step 3 Reasoning about multiplication Step 4 Multiply a 2-digit number by a 1-digit number - no exchange Step 5 Multiply a 2-digit number by a 1-digit number - with exchange	Fractions B Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount

Step 7 Flexible partitioning of numbers to 1,000 Step 8 Hundreds, Tens and Ones Step 9 Find 1, 10 or 100 more or less Step 10 Number line to 1,000 Step 11 Estimate on a number line to 1,000 Step 12 Compare numbers to 1,000 Step 13 Order numbers to 10,000 Step 14 Count in 50s Addition and Subtraction Step 1 Apply number bonds within 10 Step 2 Add and subtract 1s Step 3 Add and subtract 10s Step 4 Add and subtract 100s Step 5 Spot the pattern Step 6 Add 1s across a 10 Step 7 Add 10s across a 100 Step 8 Subtract 1s across a 10 Step 9 Subtract 10s across a 100 Step 10 Make connections Step 11 Add two numbers (no exchange) Step 12 Subtract two numbers (no exchange) Step 13 Add two numbers (across a 10) Step 14 Add two numbers (across a 100) Step 15 Subtract two numbers (across a 10) Step 16 Subtract two numbers (across a 100) Step 17 Add 2-digit and 3-digit numbers Step 18 Subtract a 2-digit number from a 3-digit number Step 19 Complements to 100 Step 20 Estimate answers Step 21 Inverse operations Step 22 Make decisions Multiplication and Division A Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts	Step 6 Link multiplication and division Step 7 Divide a 2-digit number by a 1-digit number - no exchange Step 8 Divide a 2-digit number by a 1-digit number - flexible partitioning Step 9 Divide a 2-digit number by a 1-digit number - with remainders Step 10 Scaling Step 11 How many ways? Length and Perimeter Step 1 Measure in metres and centimetres Step 2 Measure in millimetres Step 3 Measure in centimetres and millimetres Step 4 Metres, centimetres and millimetres Step 5 Equivalent lengths (metres and centimetres) Step 6 Equivalent lengths (centimetres and millimetres) Step 7 Compare lengths Step 8 Add lengths Step 9 Subtract lengths Step 10 What is perimeter? Step 11 Measure perimeter Step 12 Calculate perimeter Fractions A Step 1 Understand the denominators of unit fractions Step 2 Compare and order unit fractions Step 3 Understand the numerators of non-unit fractions Step 4 Understand the whole Step 5 Compare and order non-unit fractions Step 6 Fractions and scales Step 7 Fractions on a number line Step 8 Count in fractions on a number line Step 9 Equivalent fractions on a number line Step 10 Equivalent fractions as bar models	Money Step 1 Pounds and pence Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change Time Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use a.m. and p.m. Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes - use start and end times Step 9 Hours and minutes - use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time Shape Step 1 Turns and angles Step 2 Right angles Step 3 Compare angles Step 4 Measure and draw accurately Step 5 Horizontal and vertical Step 6 Parallel and perpendicular Step 7 Recognise and describe 2-D shapes Step 8 Draw polygons Step 9 Recognise and describe 3-D shapes Step 10 Make 3-D shapes Statistics Step 1 Interpret pictograms Step 2 Draw pictograms Step 3 Interpret bar charts Step 4 Draw bar charts Step 5 Collect and represent data Step 6 Two-way tables
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Science	Animals: Movement & Nutrition Recall the three key functions of the skeleton (movement, support and protection). Describe a vertebrate, invertebrate, endoskeleton and exoskeleton. Identify and name the skull, spine, ribs and pelvis on a diagram. Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone. Recall that animals, including humans, need to eat food to survive. Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. List some of the seven nutrient groups, name foods	Forces & Space: Forces & Magnets Identify examples of pushes, pulls and twists. Define a force, including describing, naming and classifying contact and non-contact forces. Describe the relationship between friction and the roughness of a surface. Identify examples of friction being useful or not. Predict attraction and repulsion between like and opposite poles. Identify examples of magnetic and non-magnetic materials. Name some examples of types of magnets and compare their strengths. Describe some examples of the uses of magnets.	Energy: Light & Shadows Recall examples of light sources, objects that do not give out light and that darkness is the absence of light. Describe ways to protect eyes from harm. Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. Describe how shadows form and identify patterns between groups of materials and the shadows produced. Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow	Plants: Plant Reproduction Identify what plants need to grow healthily. Describe the structure and function of the parts of flowering plants. Investigate how plants transport water. Describe the life cycle of a flowering plant. Explain seed dispersal methods.	Materials: Rocks and Soil Define the term rock . Describe the appearance of different rocks, identifying both crystals and grains. Group rocks by their absorbency, hardness and reaction to acid rain (vinegar). List the different factors that break down rocks. Describe fossil formation and identify fossils in rocks. Describe the work of a palaeontologist. Name, describe and compare some different categories of soil. List some of the benefits of earthworms to the soil. Identify and describe the comparative size and weight of the layers in a sedimentation jar.	Making connections: Does hand span affect grip strength? Exploring the relationship between hand span and grip strength through scientific enquiry. Recall key knowledge from previous units. Apply knowledge in new contexts.

	that are good sources of them and describe what they are needed for in the body. Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions. Working scientifically: Use information about skeletons to group animals. Record measurements of different bones and use the data to sort them into size order. Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm. Find relevant data on food packaging and make numerical comparisons. Summarise key information using secondary sources. Describe some changes to scientific knowledge and jobs that require this information.	Working scientifically: Use arrows and scientific vocabulary to show the direction of a contact force. Use evidence to support conclusions. Identify the variables to change, measure and control. Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic. Label the axes of a bar chart. Draw bars on a chart accurately. Identify key information from a source. Use more than one source to research a question.	Describe the pattern of changing shadows throughout the day. Describe how the light source's distance affects the shadow's size. Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it. Working scientifically: Recall what information needs recording to decide the number of columns in a results table and suggest suitable headings for the results table. Record information in the correct columns. Identify if a question is testable, explain why and plan ways to answer a testable question. Identify and explain why something is an advantage or disadvantage of a method and suggest an improvement to the experiment. I can describe patterns in data and quote values as evidence of patterns in data. I can identify odd results that do not fit the pattern. I can use patterns to make predictions for missing data.	Working scientifically: Pose relevant questions. Design and record in results tables. Plan a simple enquiry. Complete, read and interpret data in a bar chart. Identify and suggest changes to an enquiry. Use results to draw conclusions.	Working scientifically: Use a magnifying glass correctly to observe the appearance of a rock in detail. Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and predict how a rock will be affected by the weather. Research and present information on fossil formation using a single source. Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era. Draw and label the bars on a bar chart. Accurately draw and label the layers of sediment in a sedimentation jar.	Working scientifically: Carry out a full scientific enquiry.
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History	History of the Stone Age to the Iron Age: <i>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</i> Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline. How long ago did prehistoric man live? What does Skara Brae tell us about living in the Stone Age? Who was this Bronze Age man? What was the impact of bronze in prehistoric Britain? How did trade change lives in Iron Age Britain? What changed between the Stone Age and the Iron Age? Skills: • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.	History of Ancient Egypt: <i>What was important to ancient Egyptians?</i> Investigating ancient Egyptian beliefs and the role of religion in everyday life as well as examining evidence including mummies, pyramids and the Book of the Dead. Where and when did the first civilisations appear? Why was the River Nile important to Ancient Egyptians? How do we know so much about the Ancient Egyptians? What do sources suggest about Gods and Goddesses? What did people in Ancient Egypt believe happened after death? Who ruled Ancient Egypt and what happened to them when they died? Skills: • Identify where and when ancient civilisations first appeared. • Ask historically valid questions about sources. • Identify Ancient Egypt's location and its key geographical features. • Explain why the River Nile was important to ancient Egyptians. • Explain the significance of the Rosetta Stone. • Explain the importance of gods and goddesses to people in Ancient Egypt. • Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife. • Decide what was important to people in Ancient Egypt.	History of the Romans: <i>Why did the Romans invade and settle in Britain?</i> Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded. What was it like to live in Ancient Rome? Why did the Romans invade and settle in Britain? How did Britons respond to the Roman Invasion? Why was the Roman Army so successful? What do artefacts suggest about the lives of Roman Soldiers in Britain? What was the legacy of the Roman Empire in Britain? Skills: • Explain what was important to people in Ancient Rome. • Explain the meaning of the words 'empire', 'invasion' and 'settlement'. • Analyse the different reasons for the Roman invasion of Britain. • Explain how the Celts responded to the Roman invasion. • Explain how the Roman army's structure, discipline and equipment made it so successful. • Use artefacts to make deductions about the lives of Roman soldiers in Britain. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.
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Geography	Land use: how diverse are local and UK landscapes? - Identify and describe the main human and physical features of the UK using atlases and maps. - Identify some types of land use in the locality using maps and aerial imagery. - Explain how different parts of the UK are used for different types of farming. - Describe different types of land use in the UK. - Use four figure grid references to identify different examples of land use in my local area on a 1:25000 map. - Explain how land use changes affect wildlife. Skills: - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps - Locate places on large scale maps, - Begin to identify significant places and environments - Use large and medium scale OS maps. - Use junior atlases. - Use map sites on internet. - Identify features on aerial/oblique photographs - Know why a key is needed. - Begin to recognise symbols on an OS map.	LOCATIONAL KNOWLEDGE Use maps to locate countries of Europe including major cities, environmental regions, key physical and human characteristics. What types of settlements and land use in these countries. Tourism link to Stonehenge Our changing world Human GEOGRAPHY Types of settlements and land use Skills: - Locate places on large scale maps - Begin to identify significant places and environments - Use junior atlases. - Use map sites on internet. - Ask and respond to questions and offer their own ideas. - Collect and record evidence - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	PLACE KNOWLEDGE Use maps to locate countries of Europe Understand Geographical similarities and differences between a region in UK and European region Italy. Colchester, London, Icenii, Hadrian's wall. Tourism, climate, coastline, volcano, mountain PHYSICAL GEOGRAPHY Volcanoes and earthquakes (link science Rocks) Mount Etna Mount Vesuvius / Pompeii GEOGRAPHICAL SKILLS AND FIELDWORK Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Skills: - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps - Locate places on large scale maps, (e.g. Find UK or India on globe) - Begin to identify significant places and environments - Use large and medium scale OS maps. - Use junior atlases. - Use map sites on internet. - Identify features on aerial/oblique photographs - Draw a sketch map from a high view point. - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) - Know why a key is needed. - Begin to recognise symbols on an OS map. - Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
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Art and Design	• <i>Drawing-</i> Develop basic sketching skills and experiment with different grades of pencil and other implements to draw different forms and shapes. Use cross hatching and experiment with different grades of pencil and other implements to achieve variations in tone. Begin to show an awareness of objects having a third dimension. Experiment with ways in which surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens, ink etc. (Landscape drawings). • <i>Printing-</i> Create printing blocks using relief or impressed techniques (Natural Art link) • <i>Collage -</i> Explore mixed materials and colours, arranging the materials. Overlapping and layering. Experiment with complimentary and contrasting colours, and with different textures and materials (Andy Goldsworthy-natural collage).	• <i>Painting-</i> Water colour washes - using with landscape work look at how colour washes are used and effects that can be created. Understand complimentary colours and explore the mood with colours -investigate hot and cold colours. Using different brush techniques, experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Creating mood using colour. Mix colours and know which primary colours make secondary colours. Use more specific colour language e.g. raspberry red, sienna, burnt umber, lemon yellow. Mix and use tints and shades. (Cave paintings and Stonehenge silhouette paintings). • <i>Sculpture-</i> Compare and recreate form of natural and manmade objects. Develop skills in using clay inc. slabs, coils, slips, etc to produce 3d object. Create surface patterns and textures in clay and produce intricate patterns and textures in clay. (History-Cave man related clay work).	• <i>Collage -</i> Explore mixed materials. Arranging the materials. Using a mixture of colours. Overlapping and explore change in colours. Experiment with complimentary and contrasting colours. Experiment with different textures and materials. Experiment by using folding, crumpling, tearing, twisting, scrunching techniques to develop detail. (Roman mosaic pictures).

Computing	Branching Databases Explore and create branching databases in 2Question. They learn how binary questioning is used to sort data records and about the importance of testing and debugging databases that they create. Asking binary questions Completing branching databases Creating and testing branching databases Route Planners Children will plan algorithms and write code that includes angles of turn to create routes for screen turtles, testing them using 2Go. Writing commands using rotation Creating algorithms and writing code Planning routes Repetition in 2Go	Email Children explore electronic communication using 2Email. Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication. Composing and replying to emails Opening and sending attachments Using email safely Touch Typing Introduce children to touch typing. Children learn correct posture, finger positioning and typing techniques to develop speed and accuracy, while understanding how these skills support safe and effective computer use. Recognising keyboard locations Understanding correct finger positioning Improving accuracy and speed	Presentations Use of industry standard software to create presentations. Children will explore features of the presentation software then create and present their own slideshow presentations. Adding media Customizing with animations and timings Designing an effective presentation Spreadsheets Using 2Calculate in Advanced Mode, helping children move beyond basic data entry to explore how spreadsheets can calculate and solve problems. Advanced mode of 2Calculate Understanding cell addresses Using the formula wizard
	Coding Children will explore timers, the repeat command and the importance of nesting code. They will build up to using design documentation to code a program. Using flowcharts in 2Chart Using timers Introducing repetition Testing and debugging		

D & T	FOOD understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Link to healthy food in science. Food- Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely	TEXTILES Link to History and / or science to make or shadow puppets. Textiles- (Art link) Safely measure, mark out, cut, assemble and join with some accuracy. Add detail to work, using different types of stitch, including cross-stitch. Objectives Select tools and techniques for making their product Plan the order of their work before starting	CONSTRUCTION Roman shields Chariot making Construction- Safely measure, mark out, cut, assemble and join with some accuracy. Strengthen frames using diagonal struts. Understand how mechanical systems such as levers and linkages or pneumatic systems create movements.
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Music	Active Music Scheme - rhythm and pulse/pitch	Playing the Recorders	Music Scheme - Singing games

PE	Tennis *Ball and racket familiarisation and introducing hitting a moving ball. *To introduce hitting a moving ball into a target space. *To practice returning to the ready position in the middle of the court. *To hit over a net and hit the ball into specific spaces. *To develop rallying over a net, working in a pair. Gym * To explore of a range of balance actions and how they are affected by the principles of balance. * To explore transitions into and out of balances. * To explore balances involving larger apparatus and how involving apparatus affects balance.	Handball *To improve the accuracy and consistency of throwing and catching skills. - To improve the accuracy and consistency of throwing and catching skills. *To improve consistency of ball handling skills whilst travelling and bouncing the ball. * To apply a range of ball handling skills into smallsided games. Dance *To develop and perform the actions of mirroring, unison and travel, including formations which express different actions in games. *To create and perform movement phrases using the compositional ideas of action/reaction (push /pull) and using the match play ideas of the game of rugby. *To create and perform movement phrases working in small groups.	Football with coach *To practise and improve football dribbling and passing skills. *To apply dribbling and passing skills into small-sided games. *Practice and refine the tackling technique. Gym -Rotation * Introduction to different types of rotational actions and exploration of rolling actions. *To explore turning and spinning and changing and travelling in different directions. * To explore twisting actions performed on different levels with control. * To explore performing rotational actions at various speeds and improving the performance quality of rotational actions	Uni-Hockey with coach *To practise and improve dribbling and passing skills. *To apply dribbling and passing skills into small-sided games. *Practice and refine the tackling technique *Practice skills to keep possession, learning to shoot /score at a target. Swimming * To swim competently, confidently and proficiently over a distance of at least 25 metres *To use a range of strokes effectively * To submerge and regain feet in the water.	Athletics * To refine sprinting and running for distance, jumping (long jump) with a 1 step approach and an overarm (javelin) throwing * To refine middle distance running, jumping for height (high jump) and throwing (Shot Putt) technique. * To refine team (relay) running and combining jumps (triple jump). Swimming * To know how to enter and exit the water *To improve floatation and submerging skills. * To understand roating from back to front ands front to back	Rounders with Coach * To refine under arm throwing and introduce /develop the over arm throwing technique * To introduce the idea of the long barrier position to develop fielding skills. * To introduce the batting technique. * To develop batting technique and put in to the context of a small game and scoring. Swimming *To learn a range of strokes effectively *To perform safe self-rescue in different water-based situations * To move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke, side stroke
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RE	<u>Human and Social Science</u> How do people express commitment to a religion/worldview in different ways? - Identify a range of ways in which religious belief can impact daily life. - Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. - Identify some similarities and differences in how people practise and express beliefs about commitment. .	<u>Theology</u> What is the Trinity? - Show awareness of the Biblical origins of Christian teachings of the Trinity. - Identify different types/genres of writing within the Bible. - Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). - Identify how Christian baptism uses and expresses the doctrine of Trinity. - Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world	<u>Philosophy</u> What is philosophy? How do people make moral decisions? - Talk about the difference between knowing and believing. - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. - Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	<u>Theology</u> What do Muslims believe about God? - Show awareness of the Qur'an as the supreme source of authority - Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam) - Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. - Recognise that there are many different answers to the question, 'What is God like?'	<u>Human and Social Science</u> What difference does being a Muslim make to daily life? - Identify how a person's beliefs and actions align them with the religion if Islam. - Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. - Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.	
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French Language Angels scheme	I am learning French	Animals	Instruments	I am able	Ice-creams	Fruits
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PSHE	Myself & My Relationships • Ground rules / class Beginning and Belonging (BB 3/4) charters • Responsibilities a. What is my role in helping my school be a place where we can learn happily • Belonging and safely? RKR • New situations b. How can we build relationships in our class and how does this benefit me? CF • Meeting new people c. What does it feel like to be new or to start something new? GW • Resilience d. How can I help children and adults feel welcome in school? RKR • Managing feelings e. What helps me manage a new situation or learn something new? GW • Asking for help f. Who are the different people in my network who I can ask for help? BS Anti-bullying AB34 • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead To bullying? RR • What is the difference between direct and indirect forms ofbullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR	Myself & My Relationships Family and Friends (FF 3/4) a. How do good friends behave on and offline and how do I feel as a result? CF b. What can I do when I feel left out of people's play? CF c. What is a healthy friendship and how does trust play an essential part? CF d. What is 'give and take' in a healthy friendship? RKR e. What skills do I use for choosing, making and developing friendships and how effective are they? RKR f. How can I help to resolve disagreements positively by listening and compromising? CF g. How can I empathise with other people in a disagreement? CF h. Who can I talk to when friendships get difficult? BS i. How can I check with my friends about their personal boundaries? BS j. How do my family members help each other to feel safe and secure when things are tough? FP k. Who is in my network of special people now and how do we affect and support each other? CF	Citizenship Diversity and Communities (DC 3/4) a. What have we got in common and how are we different? RKR b. How might other people's expectations of how girls and boys should behave • People with different affect our choices? RKR backgrounds c. How are our families the same and how are they different? FP • Stereotypes d. Do people who live in my locality have different traditions, cultures and beliefs? • Roles in the RKR community e. How does valuing diversity benefit everyone? RKR • Local environment f. Why are stereotypes unfair and how can I challenge them? RKR • Animal welfare g. How do people in my community benefit from belonging to different groups? GW • Role of the media h. What are the roles of people who support others with different needs in my community? GW i. How does the media work in my community? j. How can we care for the local environment and what are the benefits? GW k. What do animals need and what are our responsibilities?	Healthy & Safer Lifestyles Identifying and Being Safe (BS 3/4) a. How do I recognise my own feelings and communicate them to others? • School/classroom rules GW • Early Warning signs b. Which school/classroom rules are about helping people to feel safe? RKR • Identifying trusted adults c. Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • Safety continuum d. What qualities do trusted adults and trusted friends have? CF • Recognising and reporting e. Who is on my network of support and how can I ask them for help? BS unkind behaviour f. What could I do if I feel worried about a friendship or family relationship? • Bodily autonomy BS • Personal boundaries g. What sort of physical contact do I feel comfortable with and what could I • Safe, unsafe and unwanted do if physical contact is unwanted? BS touch h. How can I decide if a secret is safe or unsafe? BS • Safe and unsafe secrets i. How can I keep safe online? BS/WO	Healthy & Safer Lifestyles • Eatwell Guide • Healthy Lifestyles (HL 3/4) • Basic food hygiene & preparation a. What does healthy eating and a balanced diet mean? HE • Active Lifestyles b. What is an active lifestyle and how does it help me to be healthier? PHF • Mental wellbeing c. What is mental wellbeing and how is it affected by my physical health? GW • Sleep d. How much sleep do I need & what happens if I don't have enough? HPP • Influences on lifestyle e. How do nutrition and physical activity work together? choices f. How can I plan and prepare simple, healthy meals safely? HE • Dental care g. How can I look after my teeth and why is it important? HPP • Leisure activities h. Who is responsible for my lifestyle choices and how are these choices influenced? HE	Relationships & Sex Education Relationships and Sex Education (RS 3) • Valuing the body's a. How are male and female bodies different and what are the different parts uniqueness & capabilities called? DB • Responsibilities for hygiene b. When do we talk about our bodies, how do they change, and who do we talk • Preventing spread of to? DB illnesses c. Can I describe new or developing physical skills and how special my body is? d. Why is it important to keep myself clean? HPP • e. What can I do for myself to stay clean and how will this change in the future? HPP f. How do different illnesses and diseases spread and what can I do to prevent this? HPP Managing Change MC34 • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW How might people feel when loved ones or pets die, or they are separated from them for other reasons? What changes might people welcome and how can they plan for these?
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