

Curriculum Map - Walton Drivers - **Global Citizenship, Individuality, Tolerance and Knowledge of the world, Self – worth and aspirations**

Year 3	Stone Age		Ancient Egypt		Rotten Romans	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Who were the first humans? What is Stonehenge?	How can I make a shadow? Will magnets attract to all materials?	Where is Egypt? Can you find Ancient Egypt on a timeline? What can a skeleton do? What is a plant?	How can I make a shadow? Will magnets attract to all materials? What do other places look like? Which foods do I like to eat? How can I be kind?	Where is Italy? What is the climate like there? Why/when did the Romans come to Britain? Is Boudicca a heroine?	What is a fossil? Where can I find a volcano?
Wow Entry	Recreate natural art in different media - artists for the day Cave Paintings		Cave paintings		Italian day	
Wow Exit	Christmas celebration food fun		Shadow Puppet plays		Trip to the beach	
Trips/e vents			Portals to the Past Stone Age to Iron Age visitor		History Museum Trip Naze Trip – Fossils	
Drivers covered	Global citizenship and tolerance of the world - understanding the world around us - THE GREAT KAPOK TREE		Individuality/ self worth - GRANDPA- understanding and being tolerant the older generation		Self worth and aspirations - being inspired by a famous writer	
English Units and texts.	Class Text James and the Giant Peach Bills new frock Narrative 1 - Conflict and resolution story The day the crayons quit Explanation Stimulus - George and the dragon Model text - Why dragons are afraid of mice Narrative 2 - character transformation story Model text - The great Kapok tree Poetry Free Verse – Wish (A Spell)		Class Text – Charlotte’s web Class Text - The Iron Man Narrative 3 - mystery losing story Model text - Granpas teeth - Rod Clement Persuasion (advertising) Model text - Dazzling demon dentures - adverts for a new set of teeth Persuasion 2 - (Letter of persuasion) Model text - letter persuading grandpa they are not guilty of stealing his teeth		Class text - the lion the witch and the wardrobe Class text – the bear Setting description Model text - the lion the witch and the wardrobe Narrative - fantasy story Model text - the lion the witch and the wardrobe Report writing - report on an imaginary world Model text - the imaginary world Portal story Model text -Elf road	

Maths Units	<u>Investigating number systems</u> Read and write numbers to 1000 in words and numerals; recognise place value up to 3 digits; identify, represent and estimate numbers; compare and order numbers up to 1000 <u>Pattern Sniffing</u> Count in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; recall multiplication tables for 3s, 4s and 8s. <u>Solving Calculation problems</u> Add and subtract mentally up to 3 digits plus ones, or tens or hundreds; add and subtract up to 3d using formal methods; estimate answers and use inverse operations to check a calculation. <u>Generalising Arithmetic</u> Revisit mental and formal methods of calculation for addition and subtraction up to 3d. Solve problems using addition and subtraction including missing number problems, number facts, place value etc <u>Exploring Shape</u> Identify horizontal and vertical lines; identify pairs of parallel or perpendicular lines; recognise angles in shapes or as turns; identify right angles; recognise multiples of right angles. <u>Reasoning with Measures</u> Add and subtract money in practical contexts to give change etc. Measure perimeter of simple 2D shapes	<u>Discovering Equivalence</u> <u>Reasoning with Fractions</u> Recognise, find and write fractions of a discrete set of objects; recognise and use fractions as numbers; compare and order unit fractions; compare and order fractions with the same denominator; recognise and show equivalent fractions. Add and subtract fractions with same denominator within one whole <u>Solving Number Problems</u> Write statements for multiplication and division using times tables, including up to 2d x 1d. <u>Investigating Statistics</u> Interpret and construct simple tally charts, pictograms, block diagrams and tables; ask and answer simple questions by counting and sorting; ask and answer questions by totalling and comparing data	<u>Visualising Shape</u> Draw 2D shapes and make 3D shapes; recognise 3D shapes in various orientations and describe them. <u>Exploring Change</u> Tell and show the time to nearest minute using analogue and digital clocks, using 12 and 24 hours. Know number of seconds in a minute, number of days in each month, year and leap year. Compare durations of events. <u>Proportional Reasoning</u> Solve problems involving multiplication and division including missing numbers, scaling and correspondence problems. <u>Describing Position</u> No content for Stage 3 in this strand <u>Measuring and Estimating</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		
Walton drivers	Tolerance and Knowledge of the world - understanding how we need to look after our environment and the importance of how things grow. Understanding our own local environment and visiting the local Naze.				
Science	Animals including humans - Skeletons and Nutrition identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and	Forces / Magnets Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance INVESTIGATION Investigate how magnets	Light and Shadows (Stonehenge link) Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces □ Recognise that light from the sun can be dangerous and that there are ways to	Plants Conditions of growth identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant □ INVESTIGATION	Rocks and Fossils – Visit The Naze (Link Geog Volcanoes) Through Geog should be taught to: INVESTIGATION Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. describe in simple terms how fossils are formed when things that have lived are

		attract or repel each other and attract some materials and not others		Investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
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	movement food groups, balanced diet.		protect their eyes □ Recognise that shadows are formed when the light from a light source is blocked by an opaque object INVESTIGATION Find patterns in the way that the size of shadows change.	compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	trapped within rock recognise that soils are made from rocks and organic matter. Fossils Research and discuss where in the world fossils are found. Look at how they are found in sedimentary rocks. Learn about Mary Anning.
Science ongoing	Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions Results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Explain differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support my findings				
Walton drivers	Tolerance and knowledge of the world - knowing how we as humans have changed over the years. Local visit to Colchester castle to discover our local heritage				
History	Stone Age-Britain: what do archaeologists think they know about it? - Describe some of the main features regarding the chronology of the earliest humans in Britain. - Explain what archaeologists think they know about the Paleolithic Era and the evidence it is based on. - Describe how archaeologists know about Homo sapiens' early settlement of Britain. - Describe how humans lived in the Mesolithic Era. - Explain why archaeologists think humans began to farm in Britain during the Neolithic Era. - Place evidence that archaeologists have found from different periods of the Stone age in Britain on a timeline.	Ancient Egypt Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play..			The Romans Visit History Museum Impact the Romans had on Britain Recognise where the Romans come on a time line of English history. -Investigate the Army and how they were organised - Look at roads and Hadrian's wall - Link to previous History work on the Celts and the impact of the Romans and Boudica's revolt. - Link this to Romanisation of Britain and what this would look like from homes to school to towns and ruling system. Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story

		Making models.....	
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		Writing.. Using ICT...	☐ Look at representations of the period – museum, cartoons etc Place the time studied on a time line ☐ Use dates and terms related to the study unit and passing of time ☐ Sequence several events or artefacts
Walton drivers	Individuality and global citizenship - understand how people live and the difference in the different countries and cities.		
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.	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 Use NF books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence Use letter/no. co-ordinates to locate features on a map.	Art Week link –countries 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, Icen, Hadrian's wall. Tourism, climate, coastline, volcano, mountain PHYSICAL GEOGRAPHY Volcanoes and earthquakes (link science Rocks) Mount Etna Mount Vesuvius / Pompeii FIELDWORK SKILLS 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. Visit the Naze – Rocks/Fossils link (Science) Begin to initiate/ask geographical questions . investigate places and themes at more than one scale

	?	Try to make a map of a short route experienced, with features in correct order; Know why a key is needed. ☐ Use standard symbols. Begin to draw a sketch map from a high view point. Resources- use of 4 figure grid references Review of 5 point compass directions moving on to 8	Use 4 compass points to follow/give directions: Analyse evidence and beg conclusions e.g. make co between two locations us pictures, temperatures in locations. Try to make a simple scale drawing.
Walton drivers	Self worth and aspirations - children to have the chance to explore their own creative abilities and find out about different artists and their backgrounds		
Ongoing skills Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐ Question and make thoughtful observations about starting points and select ideas to use in their work. ☐ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		Ongoing skills Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ☐ Adapt their work according to their views and describe how they might develop it further. ☐ Annotate work in sketchbook.	
Art & Design	Link to Stone Age / Stonehenge and Light / shadow Silhouettes in Stonehenge Cave drawings with charcoal and chalks (Cave paintings and Stonehenge silhouette paintings /Landscape paintings).	Drawing Using skills draw statues and recreate masks from the Egyptian tim Hieroglyphics drawing Experiment with different grades of pencil and other implements. ☐ Plan, refine and alter their drawings as necessary.	Collage Mosaic work linked to the Roman topic. Objectives Collage Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. ☐ Name the tools and materials they have used.

	Painting Mix a variety of colours and know which primary colours make secondary colours. □ Use a developed colour vocabulary. Experiment with different effects and textures inc. □ blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Andy Warhol Modern Pop Art linked to food - use a similar idea to his, create and print in repeated pattern style but using different colours. Printing Print using a variety of materials, objects and techniques including layering. □ Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.	□ Use their sketchbook to collect and record visual information from different sources. □ Draw for a sustained period of time at their own level. □ Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 3D form Pottery and figurines from clay as it would have been in the stone age Join clay adequately and work reasonably independently. □ Construct a simple clay base for extending and modelling other shapes. □ Cut and join wood safely and effectively. □ Make a simple papier mache object. □ Plan, design and make models	□ Develop skills in stitching. Cutting and joining. □ Experiment with a range of media e.g. overlapping, layering etc.
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Computing	3.5 Coding Developing coding skills using 2Code. B Using flowcharts in 2Chart B Using timers B Introducing repetition B Testing and debugging 3.2 Route planners Using 2Go to create routes for screen turtles. Coding using angles of turn and repetition. B Writing commands using rotation B Creating algorithms and writing code B Planning routes B Repetition in 2Go	3.3 Branching databases Creating branching databases (binary tree databases) using 2Question. B Asking binary questions B Completing branching databases in 2Question B Creating and testing branching databases 3.4 Spreadsheets Working with data using 2Calculate tool. B Creating graphs B Understanding cell addresses B Using the formula bar B Combining 2Calculate functions to analyse data	3.5 Email Communicating electronically using 2Email. Considering safety aspects of email communication. B Composing and replying to emails B Opening and sending attachments B Using email safely	3.6 Presenting ideas Developing coding skills using 2Code. B Using flowcharts in 2Chart B Using timers B Introducing repetition B Testing and debugging	3.7 Touch typing Developing touch typing skills using 2Type. B Recognising keyboard locations B Understanding correct finger positioning B Improving accuracy and speed	3.8 micro.bit Coding using a micro:bit as an external device. The software includes an emulator for use in schools without micro:bits. B Using the LED display B Sequencing and timing B Understanding inputs and outputs B Adding sounds and gestures
	Online Safety: To be delivered throughout the year using 2BeSafe					
Walton drivers	Global citizenship and individuality - children to become increasingly aware of how to live a healthy life and to understand how people live/ have lived in different places					

D & T	<u>FOOD</u> 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. <i>Food-</i> 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	<u>TEXTILES</u> Link to History and / or science to make or shadow puppets. <i>Textiles-</i> (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	<u>CONSTRUCTION</u> Roman shields Chariot making <i>Construction-</i> 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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	Objectives Demonstrate hygienic food preparation and storage	Measure, mark out, cut, score and assemble components with more accuracy Measure, tape or pin, cut and join fabric with some accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Disassemble and evaluate familiar products	Objectives 1. Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of the work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT
Walton	Self worth and aspirations - children to be exposed to different musical instruments and artists. A chance for the children to develop their music skills and aspire to famous		

drivers	artists					
Music	RHYTHM & PULSE LESSON 1) To keep a steady pulse while chanting. To internalise and recall sounds with increasing aural memory. To create musical patterns. LESSON 2) To sing in unison with clear diction and control of pitch. To chant and perform increasingly complex actions to a steady pulse. To internalise and recall melodic and rhythmic phrases. LESSON 3) To learn to recognise and read rhythm symbols within phrases using TA, TeTe- and REST. To relate musical symbols to actions. To internalise and recall rhythm patterns through voice and body percussion. LESSON 4) To work in a group to create 4-beat rhythm sequences with words, based around a theme. To rehearse and present performances. To appraise and improve their work. LESSON 5) To extend the compositions from last week to add instrumental accompaniments. To keep a steady pulse throughout. To feel and play the different rhythms of the words. To present performances. To appraise and improve their work. LESSON 6) To keep a steady pulse while chanting. To improvise rhythm patterns as part of a class performance. To relate rhythm symbols to actions. To internalise and recall rhythmic phrases with increasing aural memory.	PITCH LESSON 1) To experiment with different ways the voice can be used. To recognise and sing the So Mi interval. To learn the solfa names and hand signs of So and Mi. To read simple notated rhythm and pitch patterns using Bb A G and So Mi. LESSON 2) To learn the solfa name and hand sign of a new note, La. To recognise and sing the intervals between Mi, So and La. To sing from notated rhythm and pitch patterns using Bb A G and So, Mi, La. LESSON 3) To learn the solfa name and hand sign of a new note, Do. To recognise and sing the intervals between Do, Mi, So and La. To sing from notated rhythm and pitch patterns using Bb A G and Do, Mi, So La. LESSON 4) To learn the solfa name and hand sign of a new note, Re. To recognise and sing the intervals between Do, Re, Mi, So and La. To sing from notated rhythm and pitch patterns using Bb A G and Do, Re, Mi, So, La (full pentatonic notation). LESSON 5) To reinforce pulse, rhythm and pitch intervals using a pentatonic song. To use tuned instruments to play pulse, rhythm and to pick	SINGING GAMES LESSON 1) To learn 3 singing games. To sing with melodic and rhythmic accuracy while tapping a steady pulse. To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around the circle. To memorise sound sequences. LESSON 2) To learn 3 clapping games. To sing with melodic and rhythmic accuracy and to learn the cue word actions. To create own hand clapping sequences to a steady pulse. To perform and appraise. LESSON 3) To learn new singing and action games. To sing with melodic and rhythmic accuracy and learn a sequential pattern of movements. To keep in time with a regular pulse. To read and perform rhythm patterns accurately. To internalise, memorise and pass on rhythms. To practise and perform in a group. LESSON 4) To play 3 new singing games. To sing with melodic and rhythmic accuracy both in unison and in 2 parts. To follow cue word actions and to move to a musical time frame. To develop internalising skills. LESSON 5) To learn new singing games. To sing with melodic and rhythmic	INSTRUMENTAL LESSON 1: To play un-tuned instruments with rhythmic accuracy. To play on key words and as an accompaniment to singing. To improvise melodic phrases on xylophones. LESSON 2: To play on key words on un-tuned instruments with rhythmic accuracy. To play while using thinking voices. To perform and appraise. LESSON 3: To learn and internalise a song. To play the rhythm on un-tuned instruments with control and accuracy. To create layers of sound with ostinatos. To practise and perform in groups. To appraise. LESSON 4: To play pulse and rhythm on tuned instruments with control and accuracy. To internalise the rhythm and melody of a song. To use ostinatos to create layers of sound. To practise and perform in groups. To appraise. LESSON 5: To play un-tuned instruments with rhythmic accuracy. To play as an accompaniment to chanting and on key words. To play while using thinking voices. To practise and perform in groups. To appraise. LESSON 6: To choose and organise rhythm patterns in groups. To play un-tuned instruments with control and rhythmic accuracy. To practise and perform rhythm compositions in groups. To perform and appraise.		

		out melodies. To experiment with ostinatos and begin to layer sounds. To perform in 2 parts. LESSON 6) To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform.	accuracy. To follow cue word actions. To improvise actions to a steady pulse. To move within a musical time frame and to walk, clap and stamp to a steady pulse. LESSON 6) To learn playground games. To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.			
			instruments with rhythmic accuracy. To play on key words and as an accompaniment to singing. To improvise melodic phrases on xylophones. To play while using thinking voices. To perform and appraise. To learn and internalise a song. To create layers of sound with ostinatos. To practise and perform in groups. To play pulse and rhythm on tuned instruments with control and accuracy. To internalise the rhythm and melody of a song. To choose and organise rhythm patterns in groups.		music with others with increasing accuracy and control/experience duration and pitch. Sing with melodic and rhythmic accuracy while tapping a steady pulse. To follow cue word actions and to learn to pass taps from child to child at a consistent tempo around the circle. To memorise sound sequences. Learn clapping games. Learn a sequential pattern of movements. To read and perform rhythm patterns accurately. To internalise, memorise and pass on rhythms. To practise and perform in a group. To sing with melodic and rhythmic accuracy both in unison and in 2 parts. To follow cue word actions and	with different ways the voice can be used. To learn the solfa names and hand signs of So Mi La. To read simple notated rhythm and pitch patterns. To recognise and sing the intervals between Do, Re, Mi, So and La. To sing from notated rhythm and pitch patterns using Do, Re, Mi, So, La (full pentatonic notation). To reinforce

					to move to a musical time frame. To develop internalising skills. To improvise actions to a steady pulse. To move within a musical time frame and to walk, clap and stamp to a steady pulse. To learn playground games. To bounce and catch to a steady pulse while singing, to skip to a steady pulse while chanting, and to jump and chant to a steady pulse while playing French elastics.	pulse, rhythm and pitch intervals using a pentatonic song. To use tuned instruments to play pulse, rhythm and to pick out melodies. To experiment with ostinatos and begin to layer sounds. To perform in 2
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		rehearse and present performances. To appraise and improve their work.				parts. To play pentatonic melodies on tuned instruments from notation with rhythmic accuracy. To practise and perform as a class and individually. To compose own rhythm and pitch notations for the class to practice and perform
Walton drivers	Tolerance and knowledge of the world - for children to learn/ respect own and different cultures in the local and wider environment					
RE	Human and Social Science – How do people express commitment to a religion or worldview in different ways Define, list and describe a rite of passage. Examine the process of a Christian baptism. Explain the significance of a Bat/Bar Mitzvah. Investigate the symbolic importance of the 5Ks in Sikhism. Evaluate similarities and differences of religious rites of passages. Compose a comparative summary of different rites of passage.	Theology – What is the Trinity Describe the events of Jesus baptism according to the Gospel. Examine how the Trinity is symbolised in art and explain what this represents. Design a piece of artwork that explains the Trinity. Compose a lyric which expresses Christian beliefs about the Trinity.	Philosophy – How do people make moral decisions Examine and define the terms philosophy, knowledge and wisdom. Discuss and compare facts, beliefs and opinions. Investigate how we learn to behave. Compare and contrast differences between religious beliefs, practices and rituals. Evaluate the impact of different beliefs on moral decision making.	Theology – What do Muslims believe about God Examine the names and associated attributes of Allah. Examine and explain the concept of Tawhid. Investigate the history, content and importance of the Qur'an. Identify the sequence the life events of The Prophet Muhammad. Design a piece of art inspired by Islamic belief and culture.	Human and Social Science – What difference does being a Muslim make to daily life Examine how a person's beliefs can affect how they live their life. Outline how the Five Pillars of Islam affect how Muslims live their lives. Explain the significance of a mosque to a Muslim. Investigate how the Shahadah influences daily life as a Muslim. Assess the daily life of a Muslim and how it is impacted by their beliefs.	

French	Unit 1 Moi (All about me) New language • Simple greetings • Making simple statements (about name and age) • Asking simple questions (about name and age) • Numbers 1–10 • s'appeler: je and tu forms	Unit 2 Jeux et chansons (Games and songs) New language • Numbers 11–20 • Simple instructions • Expressing preference • Singular and plural nouns • Phonic focus: é, er, ez; silent -s in simple plurals; on, oi	Unit 3 On fait la fête (Celebrations) New language • Making simple statements (about activities) • Expressing praise • Months of the year • Writing an invitation • Asking permission • Regular er verbs: je form • Simple adverbs • Position of simple adverbs • pouvoir: je peux + infinitive (as statement and as a question) • être: je suis, tu es • en + month • Phonic focus: alternative spellings of common phonemes, eg j/ge; ère/aire; é/er/ez. Consolidation of six common phonemes (oi, j, ère, é, on, u)	Unit 4 Portraits New language • Making simple statements (about appearance) • Giving a simple description (of a person) • Adjectives: agreement and position • avoir: j'ai, il/elle a • être: il/elle est • Phonic focus: ou, eu	Unit 5 Les quatre amis (The four friends) New language • Giving a simple description (of an animal) • Making simple statements (about movement) • Regular -er verbs: il/elle form • courir (irregular): il/elle court • Pronouns: il/elle used for 'it' • Negatives (ne ... pas) • Phonic focus: on, ch	Unit 6 Ça pousse! (Growing things) New language • Expressing likes and dislikes (about food) • Saying what you would like • Questions: without inversion • Regular -er verbs: tu and vous forms • Phonic focus: silent h before a, i; è/ai; consolidation of j and g(e)/gli
Walton drivers	Global Citizenship, Individuality, Tolerance and Knowledge of the world, Self – worth and aspirations - children cover all areas of the drivers					
PSHCE	<u>Beginning and Belonging</u> MMR9 BB34 • Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people	<u>Anti-bullying</u> MMR12 AB34 • Types of bullying including prejudice driven bullying • Homophobic bullying • Bullying related to race, religion or culture	<u>Diversity and Communities</u> Cit7 DC34 • Recognising and valuing strengths • Developing skills • Steps towards goals	<u>Managing Risk</u> HSL11 MR34 • Identifying types of risk • Dealing with pressure in risky situations • Reactions to risk • Taking action in an Emergency	<u>Healthy Lifestyles</u> HSL14 HL34 • Effects of healthy eating and physical activity • Influences on food choices • Balanced diet • Eatwell plate • Basic food hygiene	<u>Sex & Relationships</u> <u>ps</u> <u>Education</u> <u>Teaching SRE</u> <u>With Confidence</u> <u>programme</u>

	• <i>Managing feelings</i> • <i>Calming down</i> • <i>Making choices</i> • <i>Problem solving</i> • <i>Asking for help</i> • <i>Network of support</i> • What does it feel like to be new or to start something new? • What helps me to feel like I belong and am valued in school? • How can I make other people feel welcome? • What will help us to feel safer and to learn well in our class and school? • What different rules do we sometimes need in different places? • How can I manage my feelings and calm them down if necessary? • Who can I talk to when I need help?	• <i>Physical, mental and emotional wellbeing</i> • <i>Strategies for dealing with bullying including assertiveness</i> • <i>Networks of support</i> • <i>Bystanders</i> • What are the key characteristics and forms of bullying? • Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? • Do I understand how bullying affects the way we think, feel and behave? • How can I keep myself safe if I am being bullied? • How might bystanders intervene and help someone who is being bullied? <u>My Emotions</u> <u>MMR10 ME34</u> • <i>Understanding feelings</i> • <i>Coping with feelings</i> • <i>Communicating emotions</i> • <i>Impact of emotions</i> • <i>Sharing feelings with others</i> • <i>Impulsive behaviour</i> • <i>Stopping and thinking before acting</i> • <i>Relaxation</i> • <i>Assertiveness</i>	• <i>Effective communication</i> • <i>Questioning skills</i> • <i>Problem solving and perseverance</i> • <i>Decision making</i> • <i>Communication and group work skills</i> • <i>Evaluating</i> • <i>Giving and receiving Feedback</i> • What makes me 'me'? • How are we different from each other? • What are some of the different lifestyles and beliefs people have? • What are stereotypes and how can I challenge them? • What are the roles of different people in my community? • How can we care for the environment? • What do animals need, and what are the responsibilities of humans towards them? • How do we choose pets, and how do we look after them? <u>Working Together</u> <u>Cit6 WT34</u> • <i>Recognising and valuing strengths</i> • <i>Developing skills</i> • <i>Steps towards goals</i>	• What risks are there to my safety, my friendships and my feelings? • How might my friends affect my decisions about risk? • How do I feel and how does my body react in risky situations? • Can I make decisions in risky situations? • Who would I ask for help if things went wrong? • What action is it okay for me to take in an emergency? <u>Safety Contexts</u> <u>HSL12 SC34</u> • <i>Road safety</i> • <i>Fire safety</i> • <i>Beach safety</i> • <i>Safety near inland waterways</i> • <i>Safety during activities and visits</i> • <i>Preventing accidents in familiar settings</i> • How are roads risky and how can I reduce the risks? • How is fire risky and how can I reduce the risks? • How is water risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening?	• <i>Dental care</i> • <i>Leisure activities</i> • How can I have a healthy lifestyle? • How do nutrition and physical activity work together? • What does healthy eating and a balanced meal mean? • How can I plan and prepare simple, healthy food safely? • How can I look after my teeth and why is it important? • Who is responsible for my lifestyle choices and how are they influenced?	<u>Lesson titles:</u> Differences: male and female Personal space Family differences
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		• <i>Help and support</i> • What is special about me and other people? • How can I communicate my emotions? • How do I cope with difficult emotions? • How can I deal with fears and worries? • How do my actions and emotions affect the way I and others feel? • How do I care for other people's feelings? • Who can I talk to about the way I feel? • How can I disagree without being disagreeable?	• <i>Effective communication</i> • <i>Questioning skills</i> • <i>Problem solving and perseverance</i> • <i>Decision making</i> • <i>Communication and group work skills</i> • <i>Evaluating</i> • <i>Giving and receiving Feedback</i> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others?			
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PE	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	summer 2
	Ball skills Travel whilst bouncing a ball showing control. Use a range of skills to help them keep possession and control of the ball. Perform the basic skills needed for the games with control and consistency use a range of skills with increasing control. In pairs, make up a game and play a simple rallying game. Use a range of skills to keep possession and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice.	Dance Improvise freely with a partner translating ideas from stimuli to movement. Incorporate different qualities and dynamics into their movements. Apply basic compositional ideas to create dance which convey feelings and emotions link actions to make dance phrases, working with a partner and in a small group Perform short dances with expression, showing an awareness of others when moving	Gymnastics Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel. Practice an action or short sequence of movements, and improve the quality of the actions and transitions Show control, accuracy and fluency of movement when performing actions on their own and with a partner. Plan, perform and adapt a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.	Games – Rounders skills (Scatter ball) In pairs, make up a game and play a simple rallying game. Use a range of skills to keep possession and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice. Choose and use batting or throwing skills to make the game hard for their opponents.	Athletics ❖ Use running, jumping, throwing and catching in isolation and in combination when taking part in athletic events. ❖ Take part in outdoor and adventurous activity challenges both individually and within a team ❖ Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups Choose and use throw to reach target, choose which role to play within group