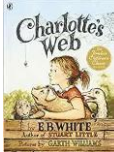









# The Greville Primary School – Year 3 Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  <b>Reading</b>	 <b>Core Text</b> Charlotte's Web by E.B. White	 <b>Core Text</b> Fantastic Mr Fox by Roald Dahl	 <b>Core Text</b> Planet Omar by Zanib Mian	 <b>Core Text</b> The Iron Man by Ted Hughes	 <b>Core Text</b> The Boy Who Grew Dragons by Andy Shepherd	 <b>Core Text</b> Fortunately The Milk by Neil Gaiman
	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts	Plus related non-fiction texts
<b>Core skills taught across all texts.</b> <ul style="list-style-type: none"> <li>● Use dictionaries to check meaning</li> <li>● draw inferences and make predictions</li> <li>● retrieve and record information from fiction and non-fiction books</li> <li>● read and understand unfamiliar words using the context and phonetic knowledge</li> <li>● to summarise what they have read</li> </ul>						
<b>English</b>  <b>Writing</b>	<b>The Koala Who Could by Rachel Bright</b> <ul style="list-style-type: none"> <li>- Sentence level and grammar focus</li> <li>- Persuasive, informal letter</li> </ul> <b>Mr Benn by David McKee</b> <ul style="list-style-type: none"> <li>- Character description</li> <li>- Sequencing and retelling narratives</li> <li>- Invent – creating own short narrative</li> </ul>	<b>Stone Age Boy by Satoshi Kitamura</b> <ul style="list-style-type: none"> <li>- Diary entry</li> <li>- Non-chronological report on the Stone Age</li> </ul> <b>The Snowman by Michael Morpurgo</b> <ul style="list-style-type: none"> <li>- Sentence level and grammar focus</li> <li>- Narrative (setting description focus)</li> </ul>	<b>The Twits by Roald Dahl</b> <ul style="list-style-type: none"> <li>- Narrative (character description focus)</li> <li>- Twits Trick Instructions!</li> </ul> <b>The Magic Box by Kit Wright</b> <ul style="list-style-type: none"> <li>- Noun phrases in context</li> <li>- Poetry writing</li> <li>- Onomatopoeia</li> </ul>	<b>The Iron Man by Ted Hughes (incl. illustrated version)</b> <ul style="list-style-type: none"> <li>- Narrative character description</li> <li>- Reinventing own iron creature story</li> <li>- Instructional writing</li> </ul>	<b>Tuesday by David Weisner</b> <ul style="list-style-type: none"> <li>- Sentence level focus on direct speech</li> <li>- Writing a narrative sequel</li> <li>- Diary entry</li> </ul> <b>The Lorax by Dr Seuss</b> <ul style="list-style-type: none"> <li>- Persuasive letter writing</li> <li>- Narrative setting</li> </ul>	<b>Fortunately The Milk by Neil Gaiman</b> <ul style="list-style-type: none"> <li>- Writing a letter</li> <li>- Narrative using dialogue</li> </ul> <p style="text-align: center;"><b>Spy Fox (video stimulus)</b></p> <ul style="list-style-type: none"> <li>- Narrative retelling</li> </ul>
<b>Maths</b>	<b>Place Value</b> <ul style="list-style-type: none"> <li>- Representing numbers</li> </ul>	<b>Addition and subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions (Number)</b> <ul style="list-style-type: none"> <li>- Working with parts and wholes</li> </ul>	<b>Fractions (Number)</b> <ul style="list-style-type: none"> <li>- Making the whole</li> <li>- Tenths as decimals</li> </ul>	<b>Measurement (Time) cont.</b> <ul style="list-style-type: none"> <li>- 24-hour clock</li> </ul>

<p><b>White Rose Curriculum</b></p>	<ul style="list-style-type: none"> <li>- 100, 10s and 1s</li> <li>- Number lines to 100 and 1000</li> <li>- Comparing numbers</li> <li>- Finding 1/10/100 more and less</li> <li>- Ordering numbers</li> <li>- Counting in 50s.</li> </ul> <p style="text-align: center;"><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>- Add and subtract multiples of 100</li> <li>- Adding and subtracting not crossing 10</li> <li>- Adding and subtracting crossing 10</li> </ul>	<ul style="list-style-type: none"> <li>- Adding and subtracting 3-digit numbers.</li> <li>- Mixed addition and subtraction problems</li> <li>- Addition and subtraction with exchanging.</li> <li>- Estimate answers</li> <li>- Check answers</li> </ul> <p style="text-align: center;"><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Multiplication - equal groups</li> <li>- Multiplication using the symbol</li> <li>- Using arrays</li> <li>- 2- and 5-times table</li> <li>- Making equal groups by sharing grouping</li> <li>- Divide by 2/5/10</li> </ul>	<ul style="list-style-type: none"> <li>- Multiply and divide by 3</li> <li>- 3 times table</li> <li>- Multiply / divide by 4</li> <li>- 4 times table</li> <li>- Multiply /divide by 8</li> <li>- 8 times table</li> </ul> <p style="text-align: center;"><b>Measurement (length and perimeter)</b></p> <ul style="list-style-type: none"> <li>- Measure lengths</li> <li>- Equivalent length</li> <li>- Compare lengths</li> <li>- Add and subtract lengths</li> <li>- Perimeter</li> <li>- Measure and calculate perimeter</li> </ul>	<ul style="list-style-type: none"> <li>- Making equal parts</li> <li>- Recognise and find a half then quarters</li> <li>- Recognise and find a third</li> <li>- Unit fractions</li> <li>- Non-unit fractions</li> <li>- Equivalent fractions</li> <li>- Count in fractions</li> </ul> <p style="text-align: center;"><b>Measurement (Mass and Capacity)</b></p> <ul style="list-style-type: none"> <li>- Measure and compare mass</li> <li>- Add and subtract mass</li> <li>- Measure capacity</li> <li>- Compare volume</li> <li>- Compare capacity</li> <li>- Add and subtract capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions on a number line</li> <li>- Fractions of a set of objects</li> <li>- Equivalent fractions</li> <li>- Compare fractions</li> <li>- Order fractions</li> <li>- Add and subtract fractions</li> </ul> <p style="text-align: center;"><b>Measurement (Money)</b></p> <ul style="list-style-type: none"> <li>- Pounds and Pence</li> <li>- Converting pounds and pence</li> <li>- Add money</li> <li>- Subtract money</li> <li>- Give change</li> </ul> <p style="text-align: center;"><b>Measurement (Time)</b></p> <ul style="list-style-type: none"> <li>- O'clock and half past</li> <li>- Quarter past and quarter too</li> <li>- Months and years</li> <li>- Hours in a day</li> <li>- Telling the time to the minute</li> <li>- Using am and pm</li> </ul>	<ul style="list-style-type: none"> <li>- Finding and comparing durations</li> <li>- Start and end times</li> <li>- Problem solving with time</li> </ul> <p style="text-align: center;"><b>Properties of shape</b></p> <ul style="list-style-type: none"> <li>- Turns and angles</li> <li>- Right angles in shape</li> <li>- Compare angles</li> <li>- Draw accurately</li> <li>- Horizontal and vertical</li> <li>- Parallel and perpendicular</li> <li>- Describe 2D and 3D shapes</li> <li>- Make 3D shape</li> </ul> <p style="text-align: center;"><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- Tally charts</li> <li>- Pictograms</li> <li>- Bar charts</li> <li>- Tables</li> </ul>
<p style="text-align: center;"><b>Science Kent</b></p>	<p style="text-align: center;"><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>- Describe how fossils are formed when things that have lived are</li> </ul>	<p style="text-align: center;"><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces.</li> <li>- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>- Observe how magnets attract or repel each other and attract some</li> </ul>	<p style="text-align: center;"><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers).</li> <li>- Explore the requirements of plants for life (air, light, water, nutrients from soil and room to grow)</li> </ul>	<p style="text-align: center;"><b>Light</b></p> <ul style="list-style-type: none"> <li>- Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>- Notice that light is reflected from surfaces.</li> <li>- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> </ul>	

	<p>trapped within a rock.</p> <ul style="list-style-type: none"> <li>- Recognise that soils are made from rocks and organic matter.</li> </ul>	<p>materials and not others.</p> <ul style="list-style-type: none"> <li>- Compare and group everyday materials on whether they are magnetic or not.</li> <li>- Identify some magnetic materials.</li> <li>- Describe that magnets have two poles.</li> </ul>			<p>and how they vary from plant to plant.</p> <ul style="list-style-type: none"> <li>- Investigate the way in which water is transported within plants.</li> <li>- Explore the part that plants play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise how shadows are formed when the light from a light source is blocked by an opaque object.</li> </ul>
<p><b>PSHE</b></p> <p><b>Jigsaw</b></p>	<p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>- Getting to know each other</li> <li>- Our Nightmare School (positively face challenges)</li> <li>- Our Dream School (why rules are needed)</li> <li>- Rewards and Consequences</li> <li>- Our Learning Charter (responsible choices)</li> <li>- Owning our Learning Charter</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>- Families (differences)</li> <li>- Family conflict</li> <li>- Witness and feelings (bullying)</li> <li>- Witness and solutions (bullying)</li> <li>- Words that Harm</li> <li>- Celebrating Difference: Compliments</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Dreams and goals</li> <li>- My dreams and ambitions</li> <li>- A new challenge (facing challenges)</li> <li>- Our new challenge (achieving new challenge)</li> <li>- Our new challenge - overcoming obstacles</li> <li>- Celebrating my learning (evaluating)</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Being fit and healthy (exercise)</li> <li>- Being Fit and healthy (calories)</li> <li>- What do I know about drugs?</li> <li>- Being Safe (strategies to keep safe)</li> <li>- Safe or Unsafe (identify when something feels safe/unsafe)</li> <li>- My amazing body (taking care of our bodies)</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Family roles and responsibilities</li> <li>- Friendship (skills of friendship)</li> <li>- Keeping myself safe online</li> <li>- Being a global citizen 1 (influences on our life)</li> <li>- Being a Global Citizen 2 (needs and rights around the world)</li> <li>- Celebrating My Web of Relationships</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- How babies grow</li> <li>- Babies (RSE non-statutory)</li> <li>- Outside body changes (RSE non-statutory)</li> <li>- Inside body changes (RSE non-statutory)</li> <li>- Family stereotypes</li> <li>- Looking ahead (changes for next year)</li> </ul>
<p><b>History</b></p> <p><b>Kapow</b></p>	<p><b>Would you have preferred to have lived in the Stone Age, Bronze Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>- Understand that prehistory was a long time ago.</li> </ul>			<p><b>Why did the Romans invade and settle in Britain?</b></p> <ul style="list-style-type: none"> <li>- Explain what was important to people in Ancient Rome</li> <li>- Explain the meaning of the words</li> </ul>	<p><b>What did the ancient Egyptians believe?</b></p> <ul style="list-style-type: none"> <li>- Identify the ancient civilisations and key periods in ancient Egypt</li> <li>- Describe the physical features of Egypt</li> </ul>	

	<ul style="list-style-type: none"> <li>- Accurately place AD and BC on a timeline.</li> <li>- Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>- Explain the limitations of archaeological evidence.</li> <li>- Use artefacts to make deductions about the Amesbury Archer's life.</li> <li>- Identify gaps in their knowledge of the Bronze Age.</li> <li>- Explain how bronze was better than stone and how it transformed farming.</li> <li>- Explain how trade increased during the Iron Age and why coins were needed.</li> <li>- Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>- Explain which period they would prefer to have lived</li> </ul>			<ul style="list-style-type: none"> <li>'empire', 'invasion' and 'settlement'</li> <li>- Analyse the different reasons for the Roman invasion of Britain</li> <li>- Explain how the Celts responded to the Roman invasion</li> <li>- Explain how the Roman army's structure, discipline and equipment made it so successful</li> <li>- Use artefacts to make deductions about the lives of Roman soldiers in Britain</li> <li>- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the Egyptian creation story</li> <li>- Identify the characteristics of important gods or goddesses</li> <li>- Explain why the pyramids were built</li> <li>- Explain the links between ancient Egyptian beliefs and mummification</li> <li>- Name sources that can be used to find out about ancient Egyptian beliefs</li> <li>- Explain some Egyptian beliefs about the afterlife</li> </ul>	
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	in, providing evidence for their choice.					
<b>Geography</b> <b>Kapow</b>		<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>- To name and describe the layers of the Earth.</li> <li>- To explain how and where mountains are formed.</li> <li>- To explain why volcanoes happen and where they occur.</li> <li>- To recognise the negative and positive effects of living near a volcano.</li> <li>- To explain what earthquakes are and where they occur.</li> <li>- To observe and record the location of rocks around the school grounds and discuss findings.</li> </ul>	<p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>- To understand the position and significance of lines of latitude.</li> <li>- To describe the location and physical features of Antarctica.</li> <li>- To describe the human features of Antarctica.</li> <li>- To use four-figure grid references to plot Shackleton's route to Antarctica.</li> <li>- To plan a simple route on a map using compass points.</li> <li>- To follow instructions involving compass points and map a simple route.</li> </ul>			<p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>- To describe different types of settlements.</li> <li>- To identify the human and physical features in the local area.</li> <li>- To discuss why physical and human features are in particular locations.</li> <li>- To describe how land use in the local area has changed.</li> <li>- To identify land use in New Delhi.</li> <li>- To compare land use in two different locations.</li> </ul>
<b>Computing</b> <b>iLearn2 &amp; ProjectEVOLVE</b>	<p><b>Comic Creation (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Add, resize and organise colour or picture backgrounds.</li> <li>- Add, resize, organise characters/objects to different panels.</li> <li>- Add narration using text and direct</li> </ul>	<p><b>Digital Art (4-6 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Use various lines and fill tools plus copy/paste and rotation to create pattern effects.</li> <li>- Use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.</li> </ul>	<p><b>Programming in Scratch (4-6 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals. (Including outputs).</li> <li>- Use repetition in programs.</li> <li>- Work with various forms of inputs; keyboard, mouse and touch screen.</li> </ul>	<p><b>Document Editing and Creation (1-2 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Copy and Paste text and images.</li> <li>- Find and replace words.</li> <li>- Format text for a purpose.</li> <li>- Add bullet points to make lists.</li> <li>- Experiment with keyboard shortcuts.</li> </ul>	<p><b>Music Creation (3 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Create ascending and descending scales.</li> <li>- Add chords evenly across the scales.</li> <li>- Add arpeggios and melodies.</li> <li>- Add a steady and even rhythm.</li> <li>- Use sampled sounds to create an effective mix.</li> </ul>	<p><b>3D Design (3-5 lessons)</b></p> <ul style="list-style-type: none"> <li>- Understand and use 3D space on a grid.</li> <li>- Design cities/towns for a purpose and to a budget.</li> <li>- Re-create or design familiar 3D models using cubes, such as tables and chairs.</li> </ul>

	<p>speech using speech bubbles.</p> <ul style="list-style-type: none"> <li>- Save comic with name and title.</li> <li>- Add audio recordings (optional).</li> </ul> <p><b>Storyboards</b> (1 Lessons)</p> <ul style="list-style-type: none"> <li>- Add and edit backgrounds.</li> <li>- Add and edit characters, including changing posture, expression and clothing.</li> <li>- Add narration and speech bubbles, including formatting text.</li> <li>- Duplicate objects to match scenes.</li> <li>- Search for objects to use.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p>	<ul style="list-style-type: none"> <li>- Use stamps, copy/paste, layers and multiple frames to create animated GIF computer game graphics.</li> <li>- Typing (beginning of each lesson)</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p>	<ul style="list-style-type: none"> <li>- Write programs to simulate physical systems.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p>	<p><b>Infographics</b> (1-2 Lessons)</p> <ul style="list-style-type: none"> <li>- Understand what an infographic is and why we use them.</li> <li>- Search for and add suitable graphic elements.</li> <li>- Add and format suitable titles and text.</li> <li>- Label an image with arrows and text.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p>	<ul style="list-style-type: none"> <li>- Build beats, melody (tones) and effects.</li> </ul> <p><b>Branching Database</b> (1 Lesson)</p> <ul style="list-style-type: none"> <li>- Add and label objects within a branching database.</li> <li>- Ask questions to sort (classify) objects.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p>	<ul style="list-style-type: none"> <li>- Use chisel tool to improve and adapt models.</li> <li>- Colour individual blocks or whole models.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p>
<b>RE</b>	<p><b>Judaism</b></p> <p>What are important times for Jews?</p> <ul style="list-style-type: none"> <li>- Covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants).</li> <li>- The Ten Commandments formed the basis of</li> </ul>	<p><b>Christianity</b></p> <p>How can artists help us to understand what Christians believe?</p> <ul style="list-style-type: none"> <li>- That Christian art often uses symbols and words to communicate ideas about, and understandings of God.</li> <li>- That Christians have used art for 2,000 years to 'talk' about</li> </ul>	<p><b>Islam</b></p> <p>How does worship show what is important to Muslims?</p> <p>Muslims believe:</p> <ul style="list-style-type: none"> <li>- There is no God but God (Allah) and that he is without equal.</li> <li>- God is one (Tawhid)</li> <li>- Reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic.</li> </ul>	<p><b>Christianity</b></p> <p>What is the Bible's big story and why is it like treasure for Christians?</p> <ul style="list-style-type: none"> <li>- The Bible is made up of different 'books', but all show Christians something about God.</li> <li>- The Bible is a very old book with a long history, and is treasured by Christians all over the world that</li> </ul>	<p><b>Christianity</b></p> <p>How did Jesus change lives and why is it good news?</p> <p>Most Christians believe that:</p> <ul style="list-style-type: none"> <li>- Encountering Jesus changed the lives of people who met him.</li> <li>- Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women.</li> </ul>	<p><b>Thematic</b></p> <p>Are words more important than actions?</p> <ul style="list-style-type: none"> <li>- Words and actions are often linked.</li> <li>- Most religions have key teachings that summarise what's important to followers of that faith.</li> <li>- A creed is a set of core beliefs.</li> </ul>

	<p>God's covenant with Moses.</p> <ul style="list-style-type: none"> <li>- Mitzvot are Jewish laws, which guide Jewish people on how to live a good life.</li> <li>- Jews mark stages in life [milestones] through special ceremonies such as Bar / Bat Mitzvah and weddings.</li> <li>- The Shema contains very important words from the Torah and helps Jewish people know how to live.</li> <li>- Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling God's faithful provision for his people.</li> <li>- About the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules.</li> </ul>	<p>God and to worship God.</p> <ul style="list-style-type: none"> <li>- That the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation.</li> <li>- Most Christians believe that:</li> <li>- God came to live on earth in the person of Jesus Christ.</li> <li>- Jesus' life and actions point to his identity as God.</li> <li>- Jesus' death on the cross makes Salvation possible for all of humanity.</li> </ul>	<ul style="list-style-type: none"> <li>- The Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic.</li> <li>- Following the guidance from the Qu'ran is of high importance.</li> <li>- The mosque is a place of worship and learning is led by an imam.</li> <li>- 'Salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah.</li> <li>- When they pray, men and women pray separately (to avoid distraction) and they stand shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community).</li> </ul>	<p>Most Christians believe that:</p> <ul style="list-style-type: none"> <li>- The Bible tells one big (unfinished!) story.</li> <li>- There are links between events in Genesis and the events of Christmas &amp; Easter.</li> <li>- The stories of Jesus' birth, life, death and resurrection are the most important in this big story.</li> <li>- The Bible is a source of guidance, comfort &amp; encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus showed he was God's Son by performing miracles.</li> <li>- Relationships can be damaged, but can also be mended through forgiveness.</li> <li>- Jesus continues to change lives today.</li> <li>- Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever.</li> <li>- Jesus modelled how to have good relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>- What creeds and some key teachings in Christianity, Judaism, Islam and Humanism say.</li> <li>- How these important words have an impact on the way both individuals and communities behave, in their actions.</li> <li>- Most people accept that communities need both words AND actions: that one is dependent on the other.</li> </ul>
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<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Access Art</b></p>	<p><b>Gestural Drawing with Charcoal</b></p> <ul style="list-style-type: none"> <li>- Understand how charcoal lends itself to lose gestural marks on larger scale artworks.</li> <li>- Explore the history of charcoal and earth pigment being the first drawing tools for humans.</li> <li>- Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings and apply this to imaginative and observational drawings of people and animals.</li> </ul>		<p><b>Working with Shape and Colour</b></p> <ul style="list-style-type: none"> <li>- Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</li> <li>- Practising fine motor skills through grip of tools and applying a range of cutting techniques.</li> <li>- Combine printmaking with collage cutting techniques in response to an original artwork whilst considering composition.</li> </ul>		<p><b>Telling Stories Through Drawing &amp; Making</b></p> <ul style="list-style-type: none"> <li>- Explore how visual artists will use other artforms for inspiration and often collaborate on projects.</li> <li>- Explore works of artists who apply gestural marks to show movement e.g. illustrators and makers who are inspired by literature.</li> <li>- Develop creative response by deconstructing and discussing an original artwork using sketchbooks to make visual notes. Acknowledge and celebrate the similarities and differences of responses.</li> <li>- To work collaboratively on an art piece.</li> <li>- Document work use drawing or still image (photography).</li> </ul>	
<p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;"><b>Projects on a Page</b></p>		<p><b>Healthy and Varied Diet (healthy snack - sandwiches/pitta/wrap)</b></p> <ul style="list-style-type: none"> <li>- Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> </ul>		<p><b>Shell Structures</b></p> <ul style="list-style-type: none"> <li>- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> </ul>		<p><b>2D shape to 3D Product (textiles)</b></p> <ul style="list-style-type: none"> <li>- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> </ul>

		<ul style="list-style-type: none"> <li>- Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> <li>- Record the evaluations using tables.</li> <li>- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> </ul>		<ul style="list-style-type: none"> <li>- Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</li> <li>- Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> </ul>		<ul style="list-style-type: none"> <li>- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> <li>- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</li> <li>- Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>- Understand how to securely join two pieces of fabric together.</li> <li>- Understand the need for patterns and seam allowances.</li> </ul>
	<b>Class Rotation</b>		<b>Class Rotation</b>		<b>Class Rotation</b>	
<b>Games</b>  <b>Get Set 4 PE</b>	<b>Invasion – Hockey</b> <ul style="list-style-type: none"> <li>- develop sending and receiving the ball with accuracy and control.</li> <li>- develop the attacking skill of dribbling.</li> <li>- develop dribbling to beat a defender.</li> <li>- use defending skills to delay an opponent and gain possession.</li> <li>- apply attacking skills to move</li> </ul>	<b>Invasion – Football</b> <ul style="list-style-type: none"> <li>- develop the attacking skill of dribbling.</li> <li>- develop changing direction and speed when dribbling</li> <li>- develop passing and begin to recognise when to use different skills.</li> <li>- apply attacking skills to move towards a goal.</li> <li>- apply skills and knowledge to</li> </ul>	<b>Invasion – Tag Rugby</b> <ul style="list-style-type: none"> <li>- develop throwing, catching and running with the ball.</li> <li>- develop an understanding of how to defend using tagging rules.</li> <li>- begin to use the ‘forward pass’ and ‘offside’ rule.</li> <li>- develop movement skills to dodge a defender.</li> </ul>	<b>Target Games – Golf</b> <ul style="list-style-type: none"> <li>- explore hitting technique and aiming towards a target.</li> <li>- develop hitting accuracy.</li> <li>- explore technique for hitting over a short distance.</li> <li>- explore technique for hitting over a short distance.</li> <li>- explore a technique for hitting over a long distance.</li> </ul>	<b>Net – Tennis</b> <ul style="list-style-type: none"> <li>- develop racket and ball control.</li> <li>- explore rallying using a forehand.</li> <li>- explore returning the ball using a forehand.</li> <li>- explore returning the ball using a backhand.</li> <li>- learn how to score and use simple rules.</li> <li>- work co-operatively with others to begin to manage a game.</li> </ul>	<b>Striking and Fielding - Cricket</b> <ul style="list-style-type: none"> <li>- develop overarm and underarm throwing and apply these to a striking and fielding game.</li> <li>- develop bowling technique and learn the rules of the skill within this game.</li> <li>- develop batting technique and understand where to hit the ball.</li> </ul>

	<p>towards goal and find space.</p> <ul style="list-style-type: none"> <li>- apply skills and knowledge to compete in a tournament.</li> </ul>	<p>compete in a tournament.</p>	<ul style="list-style-type: none"> <li>- track an opponent and begin to defend as a team.</li> <li>- apply the rules and skills you have learnt and play in a tag rugby tournament.</li> </ul>	<ul style="list-style-type: none"> <li>- apply skills and knowledge to compete in a tournament.</li> </ul>		<ul style="list-style-type: none"> <li>- develop fielding techniques and apply them to game situations.</li> <li>- play different roles in a game and begin to think tactically about each role.</li> <li>- apply skills and knowledge to compete in a tournament.</li> </ul>
<p><b>PE</b></p> <p><b>Get Set 4 PE</b></p>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>- develop balancing and understand the importance of this skill.</li> <li>- develop technique when running at different speeds.</li> <li>- develop agility using a change of speed and direction.</li> <li>- develop technique and control when jumping, hopping and landing.</li> <li>- develop skipping with a rope.</li> <li>- apply fundamental skills to a variety of challenges.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- To remember, repeat and create actions around a theme.</li> <li>- Create actions in response to a stimulus and move in unison with a partner.</li> <li>- Select and link appropriate actions and dynamics to show our dance idea.</li> <li>- To remember, repeat and create actions to represent an idea.</li> <li>- To perform a dance to the class</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- To be able to perform gymnastics balances including bridge, shoulder stand, one foot stand and v-sit</li> <li>- To be able to perform gymnastics balances including star, tuck, half turn and full turn</li> <li>- To be able to perform gymnastics rolls</li> <li>- To be able to perform gymnastics rolls including log, egg and learning forward rolls and teddy bear rolls</li> <li>- Can perform bunny hops on the floor and over benches and begin to learn cartwheels</li> <li>- To be able to works as a group to perform a sequence</li> </ul>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>- explore connecting breath and movement.</li> <li>- explore new yoga poses and begin to connect them.</li> <li>- explore gratitude when remembering and repeating a yoga flow.</li> <li>- develop flexibility and strength in a positive summer flow.</li> <li>- develop flexibility and wellbeing in an individual yoga flow.</li> <li>- develop confidence and strength through arm balances.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>- Follow instructions from a peer and give simple instructions.</li> <li>- Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</li> <li>- Plan and attempt to apply strategies to solve problems.</li> <li>- Orientate and follow a diagram/map.</li> <li>- Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- develop the sprinting technique and improve on your personal best.</li> <li>- develop changeover technique in relay events.</li> <li>- develop jumping technique in a range of approaches and take off positions</li> <li>- develop throwing for distance in a pull throw</li> <li>- develop officiating and performing skills.</li> </ul>

			<ul style="list-style-type: none"> <li>- To be able to travel and apply their gymnastics skills to the large apparatus.</li> </ul>			
<b>Music</b>	<p><b>Singing games and identifying the beat</b></p> <ul style="list-style-type: none"> <li>- Develop the confidence to sing together.</li> <li>- Learn to repeat phrases accurately with new members of their class and in smaller groups, with an awareness of each other and their pitch, matching pitch.</li> <li>- “Feel” the beat in a variety of pieces, live and recorded.</li> <li>- Identify changes in tempo and be able to keep in time with the chosen tempo.</li> </ul>	<p><b>Understanding and imitating rhythms</b></p> <ul style="list-style-type: none"> <li>- Imitate orally different rhythms (in time with the beat).</li> <li>- Learn words and sounds that will help them read the rhythmic notation easily (ta, ti-ti – bee, spider).</li> <li>- Be able to notate rhythms from a song.</li> <li>- Play their rhythms using untuned percussion effectively.</li> <li>- Listen to the use of percussion instruments in a recorded piece (use of dynamics -piano and forte).</li> </ul>	<p><b>Creating own rhythms</b></p> <ul style="list-style-type: none"> <li>- Make sure they are able to understand the written rhythmic notation.</li> <li>- Add rests and more detailed rhythms: (tika-tika, caterpillar, ta-a and ta-a-a-a) with various songs.</li> <li>- With an understanding of these time values, make up own 8 bars that they can read and play accurately with untuned percussion instruments.</li> <li>- Create a contrasting 8 bars and perform in an ABA structure.</li> <li>- Listen to others with attention to what is working well.</li> </ul>	<p><b>Explore melody</b></p> <ul style="list-style-type: none"> <li>- Describe how different melodies make us feel and why – use of pitch, tempo, accompaniment.</li> <li>- Sing a melody you all know with a small group.</li> <li>- Establish that repetition and patterns help us make sense of the notes put together.</li> <li>- Learn some very easy parts of songs to identify high and low (and the corresponding notation); play the 2 contrasting notes on untuned percussion or their own instruments.</li> <li>- Use dot notation initially to identify 3 pitches with songs; create own graphic score of chosen notes and play on tuned percussion.</li> <li>- Show the stave and focus on 3 notes (G, A and B).</li> </ul>	<p><b>Focus on instruments</b></p> <ul style="list-style-type: none"> <li>- Identify common instruments.</li> <li>- Learn the Orchestra is divided into 4 families.</li> <li>- Identify some of the instruments in each family with pictures and listening to the sounds.</li> <li>- Hear how the different instruments can create a mood using Peter and the Wolf.</li> <li>- Try some instruments out (with the help of Year 6).</li> </ul>	<p><b>Create own pieces</b></p> <ul style="list-style-type: none"> <li>- Identify how to create different moods through:</li> <li>- Timbre (voices and instruments).</li> <li>- Dynamics (loud/quiet)</li> <li>- Texture – the joining of the different sounds.</li> <li>- Think about structure of their piece with beginning, middle and end.</li> </ul>

				- Create own melody to a piece where the words and rhythm are already agreed.		
<b>Languages</b> <b>French</b>  <b>Language</b> <b>Angels</b>	<b>I'm Learning French</b> - Pinpoint France and other French speaking countries on a map of the world. - Ask and answer the question 'How are you?' in French. - Say 'Hello' and 'Goodbye' in French. - Ask and answer the question 'What is your name?' in French. - Count to ten in French. - Say ten colours in French.	<b>The Classroom</b> - Remember and recall 12 classroom objects with their indefinite article/determiner. - Replace an indefinite article/determiner with a possessive adjective. - Say and write what they have and do not have in their pencil case.	<b>I can ...</b> - Recognise some common French verbs/activities. - Use these verbs to convey meaning in English by matching them to their appropriate picture. - Use these verbs in the infinitive with je peux...	<b>Vegetables</b> - Recognise, recall and spell up to ten vegetables in French with their definite article/determiner - Start to learn how to ask for 'a kilo' or 'half a kilo' of a vegetable - Learn how to formulate a short phrase using "I would like..." - Introduce the conjunction 'and' to extend sentences - Use vocabulary learned in small role-play conversations	<b>Fruits</b> - Recognise, recall and spell up to ten fruits in French with their correct definite article/determiner. - Start to recognise the plural form of nouns and their articles. - Learn and use the French for "I like". - Begin to learn how the negative is formed in French "I don't like".	<b>Ice Cream</b> - Recognise, recall and spell up to ten ice cream flavours in French with their correct article - Use a short phrase starting with 'Je voudrais' - Recognise that some ice creams use 'à la' and others 'au' - Take part in role play to order ice cream in a cone or tub