

[illegible]

	• Cursive style should be consistent	• Cursive style should be consistent	• Cursive style should be consistent	• Cursive style should be consistent	• Cursive style should be consistent	• Cursive style should be consistent
Grammar:	• Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination). • Use sentences with different forms: questions and exclamations. Secure the use of full stops, capital letters, exclamation marks and question marks. • Use subordination for time using when e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play</i> • Use subordination for reason using because e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i> Use the subordinating conjunction that in oral sentences using starter prompts, e.g. <i>I hope that ...; My teacher told me that...; He said that...</i> Identify, understand and select verbs to complete sentences. • Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. <i>She is watching television. I am reading my favourite book.</i> • Use past tense accurately and consistently for narratives, recounts and historical reports. Identify, understand and select nouns to complete sentences. • Generate, select and effectively use adjectives. Identify, understand and select adverbs to complete sentences.	• Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, e.g. <i>the ferocious green dragon.</i> • Generate, select and effectively use nouns. • Use present tense accurately and consistently for non-chronological reports and persuasive adverts. • Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He was singing at the top of his voice. They were flying through space.</i> • Generate, select, and effectively use verbs. • Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, e.g. <i>Dougal said that he would love to stay.</i> • Use subordination for reason using if e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i> • Use subordination for time using before and after e.g. <i>We ate our picnic</i> • Use commas to separate items in a list. • With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. • Use sentences with different forms: statements and commands. • Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination).	• Independently, edit and improve own writing by strengthening the use of adverbs. • Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i> • Independently, edit and improve own writing by strengthening the use of nouns. • Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. • Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. • Independently, edit and improve own writing by strengthening the use of verbs. • Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, e.g. <i>I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i> • Use subordination for reason using because and if e.g. <i>I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i> • Use subordination for time using when, before and after e.g. <i>Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot</i> Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> • Use apostrophes for singular possession in nouns, e.g. the girl's name. • Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. dependently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. • Use and punctuate correctly sentences with different forms: statement, question, command, exclamation. • Within their own writing, edit and improve simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).			
Maths						

WEEK 1  Year-3---Guidance--- Yearly-Overview.pdf	Number – place value {3 WEEKS } - Identify, represent and estimate numbers using different representations. - Find 10 or 100 more or less than a given number - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - Compare and order numbers up to 1000 - Read and write numbers up to 1000 in numerals and in words. - Solve number problems and practical problems involving these ideas. - Count from 0 in multiples of 4, 8, 50 and 100	Number – addition and subtraction (1 WEEK] - Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers.	Number – multiplication and division [2 WEEKs] - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives.	Statistics [2WEEKs] - Interpret and present data using bar charts, pictograms and tables. - Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	Number – fractions [3 WEEKS] - Recognise and show, using diagrams, equivalent fractions with small denominators. - Compare and order unit fractions, and fractions with the same denominators. - Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$] - Solve problems that involve all of the above.	Geometry – properties of shape [2 WEEKS] - Recognise angles as a property of shape or a description of a turn. - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - Draw 2-D shapes and make 3- D shapes using modelling materials. - Recognise 3-D shapes in different orientations and describe them.
WEEK 2		Number Multiplication and Division [5 weeks] Count from 0 in multiples of 4, 8, 50 and 100 - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives.	Measurement: Money [1 WEEK] Add and subtract amounts of money to give change, using both £ and p in practical contexts	Number: Fraction [2 WEEKS] - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Solve problems that involve all of the above.		Measurement – mass and capacity [3WEEKS] Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
WEEK 3						

WEEK 4	Number – addition and subtraction (4 WEEKS) - Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers.		Measurement: Length and Perimeter [3 WEEKS] Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.		Measurement – time [3 WEEKS] - Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. - Estimate and read time with increasing accuracy to the nearest minute. - Record and compare time in terms of seconds, minutes and hours. - Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year. - Compare durations of events	
WEEK 5						
WEEK 6						
Week 7						
				Consolidation		
				Assessment Term PUMA		
			N/A			
		Assessment Term PUMA		N/A	Consolidation	Consolidation Assessment Term PUMA

Science	<u>Animals including humans</u>	<u>Rocks and soil</u>	<u>Light</u>	<u>Magnets and forces</u>	<u>Plants</u>	<u>Revision of previous topics</u>
	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	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Recognise that he/she needs light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect eyes.	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.	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	

	skeleton and muscles for support, protection and movement.	Recognise that soils are made from rocks and organic matter.	Recognise that shadows are formed when the light from a light source is blocked by a solid object. 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.	how they vary from plant to plant. Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	
Computing Actions	Connecting Computers Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network. .	Stop-frame animation Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. .	Sequencing Sounds This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.	Branching databases During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.	Desktop Publishing Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	Events and actions in programs This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.
ICT Skills	Digital and non-digital devices. Connecting devices in a network.	Create stop-frame animations.	Create their own programs, featuring sequences involving motion, sound and event blocks.	Create physical and on-screen branching databases	desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents	Pen blocks Designing and coding their own maze-tracing program.

E-Safety	Self-Image & Identity Strand	Online Relationships I can describe ways people who have similar	Online Bullying I can explain what bullying is and can	Managing Online Information I can use key phrases in	Health, Well-being and Lifestyle	Privacy & Security and Copyright & Ownership I can give reasons why I
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	I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).	likes and interests can get together online. I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with I can explain how my and other people's feelings can be hurt by what is said or written online.	describe how people may bully others. I can describe rules about how to behave online and how I follow them.	search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact'.	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others.
History	NA	Prehistoric Period We will learn... What Prehistory means. Where Stone age, Iron Age and Bronze come on a timeline. About the different periods in pre historic history.	Walk Like an Egyptian We will learn... Key events from the Ancient Egyptian Period. The different role in Ancient Egyptians society. Who the pharaohs were and why they were important. About the Ancient Egyptian Gods and Goddesses. About pyramids in Ancient Egypt. About the achievement and invention of the Ancient Egyptians.	Anglo Saxons and the Scots We will learn... What an archaeologist is. About Sutton Hoo. Who the Anglo Saxons were and where they came from. Who the Picts and Scots were and where they came from. About the culture of the Anglo-Saxons About the spread of Christianity in Britain.	NA	
Geography	Endangered - Identify, describe and explain the function of tourist attractions around the world and in particular North America; - Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key	•	Megacities - Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density; - Describe and begin to explain the distribution of megacities across the continents of the world;	NA	Why do some earthquakes cause more damage than others? - Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; - Observe and record the distribution of earthquakes in New	NA

	geographical features of different states; ● Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Sea World</i> from countries around the world; ● Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world; ● Recognise and describe the key human and physical features of Turtle Beach and Sea World in Florida and compare and contrast the two tourist attractions and their geographical location; ● Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future; ● Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours; ● Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida; ● Identify, describe and explain how changes to the environment and why they present such a threat to the creatures of Florida and understand the range of ways in which humans take measures to protect the animals from potential damage.		● Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants; ● Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country; ● Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom; ● Recognise and locate the largest cities in South America; ● Describe and offer reasons for the features of the city of Brasília, capital of Brazil; Explain and conclude why the Brazilian government built a new capital city in 1960; ● Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant; ● Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.		Zealand over the past two hundred years; ● Identify, describe and explain the causes of earthquakes; ● Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; ● Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; ● Identify, describe and explain the causes of volcanoes; ● Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand; ● Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.	
Art	<u>Painting</u> Use sketch books to record observations; to review and revisit work. Detailed study of Lowry looking at children's own environment.	<u>Clay sculptures</u> Use sketch books to record observations; to review and revisit work. Linking to our Let there be Light topic. Using clay to make		<u>Textiles</u> Shape and stich materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings.		<u>Drawing</u> Use different types of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly and refrain from using a rubber to correct mistakes.

	Using his work to inspire own ideas using watercolours.	Diva lamps and decorate using tools.				Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. Children will experiment with charcoal and create cave paintings
Design Technology		<u>Design a Mark Making Tool</u> Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate: Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Technical knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>Designing a hat (Egyptian headdress)</u> To consider reasons for parties; To construct a basic headpiece from paper strip using a stapler, scissors and a "best fit" approach; To develop their ideas through observation and simple sketching; To carry out two simple 'on to paper' decoration techniques - potato printing and appliqué; To use simple templates To use scissors, staples, adhesive tape and PVA glue to construct simple 3D forms from sheets of paper. Changed 2021/22		<u>How Cool is Your Drink?</u> In this unit children will learn: t about the ingredients used in cold drinks, their nutritional values, and how they are presented commercially, including cost; to evaluate a food product and record the evaluation in a meaningful way; to use a range of food preparation tools safely and effectively; to combine ingredients to change the appearance/taste/texture of a drink; to find out and record a consumer's needs and preferences.	

Music	<u>Food and drink.</u> Performance. To compose word rhythms, sing in a round and create musical	<u>Human body.</u> Structure. To use percussion instruments to improvise and create word rhythms.	<u>Building.</u> Beat. To explore and create rhythms inspired by building and construction.	<u>Sounds.</u> Exploring sounds. To explore how sounds are produced and classified. To explore timbre and structure	<u>Singing French.</u> Pitch. To enhance language through songs. To explore pitch and tone.	<u>Communication.</u> Composition. To learn to make music inspired by technology and computing. To explore and compose sounds for
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	recipes to develop performance skills.			through musical conversations in music around the world.		earcons, emoticons, mobile phone ringtones, computer games and apps.
Religious Education	<u>Sukkot and Harvest.</u> Explain why Sukkot is an important festival for Jews. Describe a sukkah and how it is made. Give examples of how a sukkah might be used by a Jewish family. Make links to the story of the Exodus pointing out some of the key events. Give examples of what it might be like to be committed to keeping the festival of Sukkot. Use the Jewish vocabulary correctly.	<u>Hindu Belief in God.</u> The Characters in the Christmas Story. Know the symbolism behind some key Hindu Gods. Explain that Hindus believe in one God—Brahman. Explain why Hindus have many gods and goddesses. Understand the Hindu celebration of Diwali. Identify the fact that a major part of the Christmas story is only in two gospels. Identify the differences and similarities between the gospels. Recount the sequence of events in the Christmas story as told in the different gospels. Explain why Epiphany is celebrated in January. Explain the symbolism of the gifts and the links with Easter.	<u>Moses and the Exodus.</u> <u>Passover.</u> Reflect upon and give a reasoned response to why you think Moses was suited to the task and chosen by God. Explain how God cared for his chosen people on their journey. Reflect on the importance of the life of Moses on Christians and Jews today. Identify key characters and sequence the events in the story. Identify where the Ark would be found today. Identify Passover as a Jewish festival. Describe the key events of the story of the exodus, Explain how the story of the Exodus influences Jewish life and practices today. Explain the symbolism in the Passover meal. State why the seder plate is important to Jews today. Identify that the Haggadah is the retelling of the story of Exodus. Explain that it is an important annual event for Jews. Explain the meaning of the words 'Next year in Jerusalem'. Say why Israel is important to Jews. Describe the concepts of celebration, remembrance, freedom, homelessness and oppression are central to the Sedar.	<u>Maundy Thursday.</u> To be able to talk about the story of the Last Supper. Explain Jesus' actions and their significance for Christians today. Explain why Jesus acted as a servant. Discuss the links with Passover meal and the Eucharist. To respond with empathy to the feelings of the characters. Explain the concepts of humility and equality. Be able to describe some of the activities that take place in Christian churches today on Maundy Thursday. Explain why the Gospel accounts are different.	<u>Bar Mitzvah and Bat Mitzvah.</u> State the age at which a Jewish boy has his 'Bar-Mitzvah' and a Jewish girl her Bat-Mitzvah. Explain why Bar-Mitzvah is important for a Jewish boy or Bat-Mitzvah for a girl. Be able to explain the significance of Bar-Mitzvah being 'Son of the Commandments'. Explain what takes place at a Bar or Bat Mitzvah.	<u>Prayer and Worship.</u> Understand what prayer is. Understand Jesus' teaching on prayer. Understand how Christians pray. Gain an understanding of what Christian worship is. Understand where Christians worship. Explore how Christians worship.
PE	<u>Developing a health and active lifestyle OAA and badminton.</u> Increase our range of motion and improve our flexibility. Keep track of my increasing reps. Explain why we need to drink water after exercising and explain some of the signs of dehydration. Recognise why rest is important after exercising. Develop our balance whilst performing movements. Identify and explain some benefits of whole body exercise.	<u>Gymnastics.</u> Balance, climb and side step. Create sequence that vary in height and speed. Perform a range of skills, actions and ideas and vary these depending on the activity. Compare and contrast his/her performance with others. Identify how exercise helps our lungs and heart and improves co-ordination. Understand the importance of vitamin D but also be aware of how to stay safe in the sun. Compare and contrast his/her performance with others.	<u>Dance.</u> Create sequence that vary in tempo, height and speed. Balance, climb and side step. Perform a range of skills, actions and ideas and vary these depending on the activity. Compare and contrast his/her performance with others. Identify how exercise helps our lungs and heart and improves co-ordination	<u>Net and wall games badminton.</u> Throw, catch and hit a ball with increasing accuracy Perform a range of skills, actions and ideas and vary these depending on the activity. Vary responses to tactics, skills and strategies used. Compare and contrast his/her performance with others. Identify how exercise helps our lungs and heart and improves co-ordination. Set challenges for oneself. Understand that determination and perseverance are required to achieve challenges. Compare emotional and physical feelings. Listen to others and offer solutions when there are disagreements.	<u>Athletics.</u> Run at speed over a distance. Throw to designated targets. Perform a range of skills, actions and ideas and vary these depending on the activity. Compare and contrast his/her performance with others. Identify how exercise helps our lungs and heart and improves co-ordination.	<u>Striking and fielding – cricket.</u> Develop accuracy and ball control. Perform a range of skills, actions and ideas and vary these depending on the activity. Vary responses to tactics, skills and strategies used. Compare and contrast his/her performance with others. Identify how exercise helps our lungs and heart and improves co-ordination. Explain the importance of a balanced diet and appropriate portions. Describe the differences between different body parts. Understand how the body protects the internal organs and how we need to provide extra protection during certain activities.

PSHE	<u>Being Me in my World</u> I can recognise my worth and can identify positive things about myself and my achievement. I can set personal goals. I know how to use my Jigsaw journal. I value myself and know how to make someone else feel welcome and valued. I can face new challenge positively, make responsible choices and ask for help when I need it. I can recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued. I understand that my actions affect myself and others and I care about others people's feelings. I understand that my behaviour being rewards/consequences. I can make responsible choice and take action. I can work cooperately in a group. I understand my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter.	<u>Celebrating differences</u> I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me. I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique. I know what it means to be a witness of bullying. I know some ways of helping to make someone who is bullied feel better. I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others. I recognise that some words are used in hurtful ways. I try hard not to use hurtful words. I can tell you about a time when my words affect someone's feeling and what the consequences were. I can give and receive compliments and how this feels.	<u>Dreams and goals</u> Study individuals who have achieved goals. Create goals and targets. Define the steps required to achieve the goal. Identify a helper to assist with achieving the goal.	<u>Healthy Me</u> Learning about keeping our bodies healthy. We will learn about medicines and how to stay safe around them.	<u>Relationships</u> Explore the different relationships in life. Study how relationships operate at different levels. Look at responses and reactions to events. Take responsibility for one's own role in relationships.	<u>Changes Me</u> Explore the changes in life that have already happened. Consider how change is unavoidable and normal. Prepare for transition to Year 4. Discuss the changes that happen during puberty.
RSHE	<u>My Feelings</u> Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	<u>My Body</u> Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	<u>My Relationships</u> Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships	<u>My Beliefs</u> Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.	<u>My rights and responsibilities</u> Pupils understand the right to protect their body from unwanted touch.	<u>Asking for help</u> Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
Community links				Hastings Museum outreach visit- TBC		Church visit- Father Mathew come to visit- TBC
Wider community						
Outdoor Learning	•		BMX throughout the year Learn to ride a bike Balance control	Working Together days throughout the year (TBC): • Work cooperatively • Encourage others to achieve		

				• Communication • Problem solving • Team work • Adapting to challenges • Taking on different roles to achieve success		
Languages - French	<u>All about me</u> • Learn to identify the facial features • Learn to identify members of their family • Be aware that French phonics are different to English phonics • Start to show awareness that written French is often not pronounced as you would think!	<u>Animals</u> • Learn to identify animals commonly regarded as pets • Learn to identify animals commonly regarded as farm animals. • Begin to build on phoneme/grapheme correspondence	<u>Weather and seasons</u> • Identify weather. • Identify seasons.	<u>School</u> • Identify various stationary items in the classroom. • Identify activities school.	<u>Food and drink</u> • Learn to recall various foods and drinks	<u>Sport</u> • Learn to recall various sports