

## Overview for Academic Year 2018 - 19

**Year group: 3 A.McCready J Hollands L Szutka**

Topic Title	Stone Age Life	Stone Age to Iron Age Life	French Life	Roman Life	Plant Life	Real Life
	Term 1 ( 8 weeks )	Term 2 ( 7 weeks )	Term 3 ( 6 weeks )	Term 4 ( 5 weeks )	Term 5 (6weeks )	Term 6 ( 7 weeks )
<p><b>Literacy</b> <i>CURRIC LINKS: All units will be linked to the termly topics.</i></p>	<p><b>Stig of the dump</b> Sentence work 1 (Sentence strips – SPaG meaning and application)</p> <p>Character descriptions 1 Setting descriptions 1</p> <p>Text engagement through drama e, hot seating etc. ongoing (worth 1 week)</p> <p><b>Vocabulary enhancement:</b> Word options and word families linked to suffixes and prefixes (blue, bluer, bluish) 1</p> <p>Stories set in an imaginary world –3</p>	<p>Stories set in an imaginary world continued (Edit, up-level sections and evaluate) 1</p> <p>Shadow puppets: Dialogue and Plays 3</p> <p><b>Iron Age</b> Poems to perform 2</p> <p>Assessments 1 week</p>	<p>Non-chronological reports 4</p> <p>Postcard/email from holiday: Informal 1</p> <p><b>Vocabulary enhancement 1 (link to Romans/Geography)</b></p>	<p>Myths and Legends 4</p> <p>Historical Recounts 1</p>	<p>SATs period</p> <p>Instructions 1</p> <p>Reports (science-recording growth and facts) 2</p> <p>Botanical gardens visit</p> <p>Information Texts : poster 1 (imaginary plant) Including descriptions</p> <p>Letters/formal to Mrs Rose Berry 1</p> <p>Shape poetry and calligrams 1</p>	<p>Grid Gaps</p> <p>Dangle: Stories set in a familiar setting Predictions Emotional changes in a narrative. Alternative endings. 3</p> <p>Creating Images / descriptive poetry 3</p> <p>Transition week 1</p>
<p>National curriculum statements: <b>Spoken Language</b></p>	<p><b>En3/1a</b> listen and respond appropriately to adults and their peers  <b>En3/1b</b> ask relevant questions to extend their understanding and knowledge  <b>En3/1c</b> use relevant strategies to build their vocabulary  <b>En3/1d</b> articulate and justify answers, arguments and opinions</p>					

<p><b>Spelling</b></p>	<p>En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>En3/1h speak audibly and fluently with an increasing command of Standard English</p> <p>En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En3/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En3/1l select and use appropriate registers for effective communication</p> <p>En3/3.1a use further prefixes and suffixes and understand how to add them (English <a href="#">Appendix 1</a>)</p> <p>En3/3.1b spell further homophones</p> <p>En3/3.1c spell words that are often misspelt (English <a href="#">Appendix 1</a>)</p> <p>En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>En3/3.3a Plan their writing by:</p>
<p><b>Composition</b></p>	<p>i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>ii. discussing and recording ideas</p> <p>En3/3.3b Draft and write by:</p> <p>i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English <a href="#">Appendix 2</a>)</p> <p>ii. organising paragraphs around a theme</p> <p>iii. in narratives, creating settings, characters and plot</p> <p>iv. in non-narrative material, using simple organisational devices</p> <p>En3/3.3c Evaluate and edit by:</p> <p>i. assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>En3/3.3d proofread for spelling and punctuation errors</p> <p>En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

<p><b>VGP</b></p>	<p><b>En3/3.4a</b> develop their understanding of the concepts set out in <u>Appendix 2</u> by:</p> <ol style="list-style-type: none"> <li>i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>ii. using the present perfect form of verbs in contrast to the past tense</li> <li>iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>iv. using conjunctions, adverbs and prepositions to express time and cause</li> <li>v. using fronted adverbials</li> <li>vi. learning the grammar for years 3 and 4 in <u>Appendix 2</u></li> </ol> <p><b>En3/3.4b</b> indicate grammatical and other features by:</p> <ol style="list-style-type: none"> <li>i. using commas after fronted adverbials</li> <li>ii. indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>iii. using and punctuating direct speech</li> </ol> <p><b>En3/3.4c</b> use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading.</p>
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<p>Appendix 2</p>	
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<p><b>Comprehension</b> <b>CURRIC LINKS:</b> <b>History, geography, science</b></p>	<p><b>Class reader:</b> Stig of the dump: Analyse excerpts, explore new vocabulary</p> <ul style="list-style-type: none"> <li>• Understanding narrative</li> </ul> <p><b>History texts:</b> fact retrieval</p> <p><b>Poetry</b></p>	<p><b>Class reader:</b> Stig of the dump: Inference, prediction and summarising</p> <p><b>Science texts:</b> Fact retrieval</p> <p><b>Poetry</b></p>	<p><b>Class reader:</b> the boy who grew dragons <b>France:</b> Create and examine fact files.</p> <p><b>Geography:</b> Text structure and paragraph content.</p>	<p><b>Historical texts:</b> <b>Points of view</b></p> <p><b>Story texts:</b> Use of words and phrases which capture readers' imagination and interest</p> <p><b>Poetry</b></p>	<p><b>Plant texts:</b> Fact and point of view. How facts have been embellished with description.</p> <p><b>Instruction texts:</b></p> <p><b>Poetry</b></p>	<p><b>DT(contraptions):</b> Word choice, tense, prepositions, inference – meaning</p> <p><b>Science:</b> Shadows</p>
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<p><b>Maths</b> <b>CURRIC LINKS:</b></p> <p>Maths word bank</p>	<p><u>Number – Place Value</u> 3 weeks</p> <p><u>Number:</u> <u>Addition and subtraction</u> 4 weeks</p>	<p><u>Number:</u> <u>Addition and subtraction</u> 1 week</p> <p><u>Number:</u> <u>Multiplication and division</u> 3 weeks</p> <p>Consolidation</p>	<p><u>Number:</u> <u>Multiplication and division</u> 3 weeks</p> <p><u>Number:</u> <u>Fractions</u> 2 weeks</p>	<p><u>Number:</u> <u>Fractions (tenths first)</u> 3 weeks</p> <p><u>Perimeter and length</u> 1 weeks</p> <p>Assessment</p>	<p><u>Measurement:</u> <u>Money</u> 1 week <u>Perimeter and length</u> 1 week <u>Measurement:</u> <u>Time - duration</u> 1 week</p> <p><u>Statistics:</u> 1 week Consolidation</p>	<p><u>Measurement:</u> <u>Mass and Capacity</u> 1 week</p> <p><u>Statistics:</u> 1 week</p> <p>Assessment / Consolidation</p> <p>KIRF grid</p>
<p><b>PPA Cover</b> <b>Maths</b></p>	<p>Geometry – Properties of Shapes and lines Angles, rotation through right angles, draw 2d shapes and make 3d shapes, recognise 3d shapes in different orientation</p>	<p><u>Measurement:</u> Time</p>	<p><u>Measurement:</u> Time</p>	<p><u>Measurement:</u> Mass and reading scales Measure, compare, add and subtract Lengths (m,cm, mm) Mass (kg g)</p>	<p><u>Measurement:</u> Capacity and reading scales Measure, compare, add and subtract Volume/capacity (ml L)</p>	<p>Geometry – Properties of Shapes</p>
<p><b>CALCULATION</b></p> <p><b>KIRF GRID</b></p>	<p>Formal method addition Number sequences and patterns Revise all the addition and subtraction facts to 20. <i>Ma2/2.2b</i> Revise multiplication and division facts for 2x, 5x and 10x tables. <i>Ma2/2.3a</i></p>	<p>formal method addition and subtraction Number sequences and patterns Know all multiplication and division facts for 3x table. <i>*up to 12 x 3</i>  <i>Ma3/2.3a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns Know all multiplication and division facts for and 4x table. <i>*up to 12 x 4</i>  <i>Ma3/2.3a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns Know multiplication and division facts for 8x table. <i>*up to 12 x 8</i> <u>Money</u> <u>Statistics</u>  <i>Ma3/2.3a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns Know doubles of:</p> <ul style="list-style-type: none"> <li>all whole numbers to 20</li> <li>all multiples of 10 to 250</li> </ul> <p>Know halves of:</p> <ul style="list-style-type: none"> <li>all even numbers to 50</li> <li>all multiples of 10 to 500</li> </ul> <p><i>Ma3/2.2a</i></p>	<p>formal method addition, subtraction and multiplication Number sequences and patterns Know all addition and subtraction facts using:</p> <ul style="list-style-type: none"> <li>multiples of 100 to 1,000</li> <li>multiples of 5 to 100.</li> </ul> <p><i>Ma3/2.2e</i></p>

<p><b>Science</b>  <b>CURRIC LINKS: (History/ Geography/ Maths/Literacy/Art)</b>  <b>ONGOING</b>  <b>Sc4/1.1</b> Asking relevant questions and using different types of scientific enquiries to answer them  <b>Sc4/1.2</b> setting up simple practical enquiries, comparative and fair tests  <b>Sc4/1.3</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  <b>Sc4/1.4</b> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  <b>Sc4/1.5</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  <b>Sc4/1.6</b> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  <b>Sc4/1.7</b>  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Sc4/1.8</b> Identifying differences, similarities or changes related to simple scientific ideas and processes  <b>Sc4/1.9</b>  Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>Sc4/2.2b</b>  Identify the different types of teeth in humans and animals and their simple functions  <b>Cave man’s diet</b>    <b>Sc3/2.2a</b> 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</p>	<p><b>Sc3/4.1 Light</b>  <b>Sc3/4.1a</b> Recognise that they need light in order to see things and that dark is the absence of light  <b>Sc3/4.1b</b> Notice that light is reflected from surfaces  <b>Sc3/4.2 Forces and Magnets: Transport (pre-wheel)</b>  <b>Sc3/4.2a</b> Compare how things move on different surfaces (<b>Scrapyard investigation</b>)  <b>Sc3/4.2b</b> Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  <b>Sc3/4.2c</b> Observe how magnets attract or repel each other and attract some materials and not others  <b>Sc3/4.2d</b> 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  <b>Sc3/4.2e</b> Describe magnets as having 2 poles  <b>Sc3/4.2f</b> Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>No Science in half term 3</b></p>	<p><b>Sc3/3.1 Rocks</b>    <b>Sc3/3.1a</b>  Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties    (One day session)    <b>Sc3/3.1b</b>  Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p><b>Sc3/3.1 Rocks</b>  <b>Sc3/3.1c</b>  Recognise that soils are made from rocks and organic matter.  <b>Sc3/2.1 Plants</b>  <b>Sc3/2.1a</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  <b>Sc3/2.1b</b> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)  <b>Sc3/2.1c</b>  Investigate the way in which water is transported within plants  <b>Sc3/2.1d</b> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Sc3/4.1 Light</b>    <b>Sc3/4.1c</b>  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes    <b>Sc3/4.1d</b>  Recognise that shadows are formed when the light from a light source is blocked by a solid object    <b>Sc3/4.1e</b> Find patterns in the way that the size of shadows change.</p>
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<p><b>Art and Design</b></p> <p><b>CURRIC LINKS:</b> (History/ Geography/Science)</p> <p><b>G time:</b> Milk carton mammoth</p> <p>Ongoing Ar2/1.1 To create sketch books to record their observations and use them to review and revisit ideas</p>	<p><b>Ar2/1.2</b> Shape and form To improve their mastery of art and design techniques, including <b>drawing, painting</b> and sculpture with a range of materials</p> <p><b>Charcoal drawings</b></p> <p><b>Sculpture</b> – Clay tooth jewellery</p>	<p><b>Ar2/1.2</b> Line, texture, shape, pattern</p> <p>To improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials</p> <p>Plaster cast fossils Sculpting stone age creatures -clay</p>		<p><b>Ar2/1.2</b> Mixing paint Mythical creatures Colour mixing (dragon scales)</p>	<p><b>Ar2/1.3</b> <b>Ar2/1.2</b> Mixing fact Refining detail About great artists, architects and designers in history. Work in the style of: <b>Van Gogh, O’Keefe, Marianne North (flowers)</b></p> <p>Plus Posters of imaginary plants in Literacy</p>	
<p><b>Computing</b> U/n Lowfield P/w muddyice88 <a href="http://sheffielddcl.net/shuffcomputingsow17/">http://sheffielddcl.net/shuffcomputingsow17/</a></p> <p><b>KEY SKILLS:</b> What is a Computer?; Mouse &amp; Keyboard Skills; Logging on; Opening &amp; saving work; Organising files; Searching for information</p>	<p><b>Strand 0</b> Key skills – using school computers</p> <p><b>Strand 2</b> <b>Communicating: Multimedia</b></p> <p>*2.3 How do I use a computer as a musician?</p>	<p><b>Strand 1.3</b> <b>What makes a good poster?</b> <b>Communicating: Text and Images</b></p> <p>Infographic and picollage</p>	<p><b>Strand 3</b> <b>Understanding &amp; Sharing Data</b></p> <p>3.3 How do we use databases to find out information?</p>	<p><b>Strand 4</b> <b>Programming A</b> <b>Repetition, Selection and Events</b> 4.3 How do I draw complex shapes in Logo? (Maths perimeter and length)</p>	<p><b>Strand 5</b> <b>Programming B</b> <b>Repetition, Selection and Events</b> 5.3 How do I design simple programs?</p>	<p><b>Strand 5</b> <b>Programming B</b> <b>Repetition, Selection and Events</b> 5.3 How do I design simple programs? Scratch</p>
	<p>Emotion mapping</p> <p>Stig mood music – in film and their own creations.</p>	<p>Story boarding / Animation Studio.org Celtic Life - BBC</p>	<p>Internet research Image selection and text addition (link to France report) Introduction to databases – (Dragons M&amp;L)</p>	<p>Abcya.com LOGO</p>	<p>Simulations Virtual Garden</p>	<p>Basic Programming and coding Barclays site Scratch Jr</p>

<p><b>Design and Technology</b></p> <p><b>CURRIC LINKS:</b> <i>(History/ Geography/Science/Literacy)</i></p> <p><b>DT2/1.1 Design</b> <b>DT2/1.2 Make</b> <b>DT2/1.3 Evaluate</b> <b>DT2/2.1 Cooking &amp; Nutrition</b></p>	<p><b>DT2/2.1a</b> Understand and apply the principles of a healthy and varied diet (Cave man diet v ours)</p> <p><b>DT2/2.1c</b> Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p><b>DT2/1.1a Design a crane for a scrapyard</b> 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</p> <p><b>DT2/1.1b</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>DT2/1.2a</b> select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p><b>DT2/1.4b</b> understand and use <b>mechanical systems</b> in their products</p>	<p><b>DT2/1.2b</b> 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 (skis/ rolling logs/ carts etc)</p>	<p><b>DT2/2.1a</b> Understand and apply the principles of a healthy and varied diet</p> <p>French food sampling</p>	<p><b>DT2/2.1b</b> Make a salad Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p><b>DT2/2.1c</b> Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>	<p><b>Contraptions</b></p> <p><b>DT2/1.2b</b></p> <p><b>DT2/1.4a</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>DT2/1.4c</b> understand and use <b>electrical systems</b> in their products</p> <p><b>DT2/1.4d</b> apply their understanding of computing to programme, monitor and control their products.</p> <p>(Door bells, heating and lighting)</p>
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<p><b>Geography</b> <b>CURRIC LINKS: (Literacy, DT, Maths, History)</b></p> <p><b>Ge2/1.4a</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Analyse evidence and begin to draw conclusions Begin to ask/initiate geographical questions Begin to collect and record evidence aided</p> <p><b>Ge2/1.4b</b> Use symbols and key to build their knowledge of the United Kingdom and the wider world Analyse evidence and begin to draw conclusions</p> <p><b>Ge2/1.4c</b> 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. Begin to collect and record evidence aided</p>	<p>Cresswell Craggs History trip link</p> <p><b>Ge2/1.4c</b></p>	<p><b>Ge2/1.3b</b> Describe and understand key aspects of human geography, including: types of settlement</p> <p><b>Ge2/1.1b</b> Name and locate counties and cities of the United Kingdom (Hill forts – Google earth)</p> <p><b>Ge2/1.4a</b></p> <p><b>Ge2/1.1b</b> Identify physical characteristics, key topographical features (including hills, mountains)</p> <p><b>Ge2/1.4b</b></p>	<p><b>Ge2/1.2a</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p><b>Ge2/1.4b</b></p> <p><b>Ge2/1.3a</b> Describe and understand key aspects of physical geography, inc: mountains, ALPs: rocks, friction / forces link</p> <p><b>Ge2/1.3b</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links (Holidays etc)</p>		<p>Botanical gardens trip</p> <p><b>Ge2/1.4c</b></p>	<p><b>Ge2/1.1c</b> Identify the position of Equator, Northern Hemisphere, Southern Hemisphere</p> <p><b>Ge2/1.4a</b></p>
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<p><b>History</b>  <b>CURRIC LINKS: (Literacy, D/T)</b>  <i>Running throughout</i>  <b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> </ul> <p>Begin to use the library and internet for research</p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> </ul> <p>Sequence several events of artefacts</p> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> </ul> <p><b>Range and depth of historical understanding</b></p> <ul style="list-style-type: none"> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Find out about every day lives of people in time studied</li> <li>• Understand why people may have wanted to do something</li> </ul>	<p><b>Hi2/1.1 Pre-Roman Britain</b></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <ol style="list-style-type: none"> <li><i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> </ol> <p>Nomadic Lifestyle</p>	<p><b>Hi2/1.1 Pre-Roman Britain</b></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <ol style="list-style-type: none"> <li><i>Bronze Age religion, technology and travel, for example, Stonehenge</i></li> <li><i>Iron Age hill forts: tribal kingdoms, farming, art and culture (CELTS)</i></li> </ol>	<p><b>Hi2/1.2 Roman Britain</b></p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p> <ol style="list-style-type: none"> <li><i>the Roman Empire by AD 42 and the power of its army</i></li> <li><i>successful invasion by Claudius and conquest, including Hadrian's Wall</i></li> <li><i>British resistance, for example, Boudica</i></li> <li><i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ol> <p>Engineering, army, mosaic, food/nutrition, feast, Roman numerals, catapults, UK geog, Hadrians wall</p>		
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<b>MFL</b>	Greetings and introductions	Games /songs	Talking about yourself	Special occasions and celebrations	Parts of the body (link to science)	Colours Describing people
<b>Music</b> <i>Mrs Bennett</i>	Building – beat and rhythm, song and composition leading to performance	Human body – musical structure with word rhythms, percussion and dance	Singing French – pitch, language and singing games	Ancient Worlds – singing, rounds, ostinato and composition	Ancient worlds continued	Poetry – voice, body percussion, instrumental combined for performance
<b>PSHE/SEAL/SMSC</b> (Spiritual/moral/social and cultural)	<b>It's good to be me</b> (self esteem, self knowledge & self confidence) E-safety	<b>Morals and choosing right from wrong</b> (respect civil & criminal law) E-safety	<b>Making a positive contribution</b> (behave responsibly, show initiative & contribute to local community & wider society) E-safety	<b>Respect for people who help us</b> (acquire knowledge & respect for public institutions & services) E-safety	<b>Tolerance and understanding</b> (tolerance & harmony between different cultures & respect) E-safety	<b>Living in a democracy</b> (respect for democracy & democratic process & application of the law) E-safety
<b>British values</b> Mutual respect Identify and combat discrimination Tolerance of faith and cultures Personal responsibility Democracy Rule of Law <a href="https://schoolleaders.thekeyssupport.com/sample-articles/promoting-british-values-in-the-curriculum#section-1">https://schoolleaders.thekeyssupport.com/sample-articles/promoting-british-values-in-the-curriculum#section-1</a>	Growth Mindset established as classroom ethos Getting along Respect for all Classroom/ school rules/ monitor jobs allocated. School councillor elections Class diplomat appointed Class charity chosen School debate Learning buddies changed every 2 weeks – friendship and support Swim safety Weekly KS2 assembly House points system	Anti Bullying week Children in Need activities Hanukah, Christmas activities. Armistice day awareness St Andrew's Day Learning buddies changed every 2 weeks – friendship and support Swim safety Circle time activities Personal target reviews. Reflection times Weekly KS2 assembly House points system	Chinese New year Religious displays Swim safety Learning buddies changed every 2 weeks – friendship and support Rules of society – plus display in foyer School debate Reflection times Circle time activities Weekly KS2 assembly House points system	Pancake day Lent Easter World book day Commonwealth day Learning buddies changed every 2 weeks – friendship and support St Patrick's Day St David's day Swim safety Reflection times Circle time activities Weekly KS2 assembly House points system	Swim safety Learning buddies changed every 2 weeks – friendship and support School debate Reflection times Circle time activities Weekly KS2 assembly House points system	Ramadan – fasting – Eid Swim safety Sports day Learning buddies changed every 2 weeks – friendship and support Reflection times Circle time activities Weekly KS2 assembly House points system

<p><b>PE</b></p> <p><b>Key Skills</b></p> <p><b>PE2/1.1a</b></p> <ul style="list-style-type: none"> <li>- Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</li> <li>- Develop their ability to choose and use simple tactics and strategies in different situations</li> </ul>	<p>Football skills / Netball skills</p> <p>Team games and core skills</p> <p><b>PE2/1.1b</b></p> <ul style="list-style-type: none"> <li>- Develop the range and consistency of their skills in all games</li> <li>- Improve their ability to choose and use simple tactics and strategies</li> <li>- Keep, adapt and make rules for striking and fielding and net games</li> </ul>	<p>Dance</p> <p>Movement and response to aural stimulus</p> <p><b>PE2/1.1d</b></p> <ul style="list-style-type: none"> <li>- Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</li> <li>- Create and link dance phrases using a simple dance structure or motif</li> <li>- Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</li> </ul>	<p>Hockey skills</p> <p>Invasion games</p> <p><b>PE2/1.1b</b></p> <ul style="list-style-type: none"> <li>- Develop the range and consistency of their skills in all games</li> <li>- Improve their ability to choose and use simple tactics and strategies</li> <li>- Keep, adapt and make rules for striking and fielding and net games</li> </ul>	<p>Gymnastics</p> <p>Sequence of movement / equipment use</p> <p><b>PE2/1.1c</b></p> <ul style="list-style-type: none"> <li>- Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</li> <li>- Improve their ability to select appropriate actions and use simple compositional ideas</li> </ul>	<p>Outdoor / adventure</p> <p>Use of playground equipment / teambuilding</p> <p><b>PE2/1.1e</b></p> <ul style="list-style-type: none"> <li>- Develop the range and consistency of their skills and work with others to solve challenges</li> <li>- Choose and apply strategies and skills to meet the requirements of a task or challenge</li> </ul>	<p>Rounders</p> <p>Striking and fielding</p> <p><b>PE2/1.1b</b></p> <ul style="list-style-type: none"> <li>- Develop the range and consistency of their skills in all games</li> <li>- Improve their ability to choose and use simple tactics and strategies</li> <li>- Keep, adapt and make rules for striking and fielding and net games</li> </ul>
<p><b>RE</b></p> <p><b>CURRIC LINKS: (Comp, Literacy)</b></p>	<p>Beliefs and questions</p>	<p>Religion family &amp; community</p>	<p>Places of worship</p>	<p>Beliefs and questions</p>	<p>Religion family &amp; community</p>	<p>The journey of life and death</p>
<p><b>Trips/Experiential Learning</b></p>	<p><b>Cresswell Crags</b></p>		<p><b>Mosque</b></p>		<p><b>Botanical gardens</b></p>	