



Curriculum Overview Yearly Plan – Year 3 – 2024/5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	 Pattan's Pumpkin: An Indian Flood Story by Chitra Soundar	 Ug: Boy Genius  The Christmas Eve Tree	 Marcy and the Riddle Sphinx by Joe Todd-Stanton.	 Marcy and the Riddle Sphinx by Joe Todd-Stanton.	 The Bee Who Spoke by Al MacCuish.  The Secret Sky Garden by Linda Sarah	 The Little Island by Smriti Prasad-Halls  Poetry Pie by Roger McGough
Writing Click above to take you to the writing overview for year 3.	Genres: <i>Letter writing</i>	Genres: <i>Non-Chronological Report</i> <i>Diary writing</i>	Genres: <i>Poetry: Riddles</i>	Genres: <i>Narrative writing</i>	Genres: <i>Newspaper report</i>	Genres: <i>Persuasive writing</i> <i>Poetry</i>
Maths Following White Rose	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A		Number: Multiplication and Division B Measurement: Length and perimeter Number: Fractions A Measurement: Mass and capacity		Number: Fractions B Measurement: Money Measurement: Time Geometry: Shape Statistics Consolidation	

<p>History Following Kapow</p>	<p>The Stone Age</p> <p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> -Understand that prehistory was a long time ago. -Accurately place AD and BC on a timeline. -Identify conclusions that are certainties and - possibilities based on archaeological evidence. -Explain the limitations of archaeological evidence. -Use artefacts to make deductions about the Amesbury Archer's life. -Identify gaps in their knowledge of the Bronze Age. -Explain how bronze was better than stone and how it transformed farming. -Explain how trade increased during the Iron Age and why coins were needed. -Identify changes and continuities between the Neolithic and Iron Age periods. -Explain which period they would prefer to have lived in, providing evidence for their choice. 	<p>Ancient Egyptian civilisation</p> <p>What did the Ancient Egyptians believe?</p> <ul style="list-style-type: none"> -Identify the ancient civilisations and key periods in ancient Egypt. -Describe the physical features of Egypt. -Explain the Egyptian creation story. -Identify the characteristics of important gods or goddesses. -Explain why the pyramids were built. -Identify the stages and challenges of building a pyramid. -Explain the links between ancient Egyptian beliefs and mummification. -Name sources that can be used to find out about ancient Egyptian beliefs. -Explain some Egyptian beliefs about the afterlife 	<p>Roman civilisation</p> <p>Why did the Romans settle in Britain?</p> <ul style="list-style-type: none"> -Explain the meaning of empire and invasion. -Understand the chronology of the Roman invasion of Britain. -Identify the consequences of the Roman invasion. -Create an interpretation of Boudicca using sources. -Explain why the Romans needed a powerful army. -Identify a soldier's equipment. -Explain how the Roman army was organised and perform simple manoeuvres and drills. -Make observations about an artefact. -Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.
<p>Geography Following Kapow</p>	<p>Why are the rainforests important to us?</p> <ul style="list-style-type: none"> -Describe a biome and give an example. -State the location and some key features of the Amazon rainforest. -Name and describe the four layers of tropical rainforests. -Understand that trees and plants adapt to living in the rainforest and give an example. -Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. -Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. -Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. -Use a variety of data collection methods with support. 	<p>Where does our food come from?</p> <p>Identify that different foods grow in different biomes and say why.</p> <ul style="list-style-type: none"> -Explain which food has the most significant negative impact on the environment. -Consider a change people can make to reduce the negative impact of food production. -Describe the intentions around trading responsibly. -Explain that food imports can be both helpful and harmful. -Describe the journey of a cocoa bean. -Locate countries on a blank world map using an atlas. -Use a scale bar correctly to measure approximate distances. -Collect data through an interview process. -Analyse interview responses to answer an enquiry question. -Discuss any trends in data collected. 	<p>What are rivers and how are they used?</p> <ul style="list-style-type: none"> -Identify water stores and processes in the water cycle. -Describe the three courses of a river. -Name the physical features of a river. -Name some major rivers and their location. -Describe different ways a river is used. -List some of the problems around rivers. -Describe human and physical features around a river. -Identify the location of a river on an OS map. -Make a judgement on the environmental quality in a river environment. -Make suggestions on how a river environment could be improved.

	-Summarise how the local woodland is used and suggest changes to improve the area.		
Design Technology Following Kapow	<p><u>Mechanical Systems: Pneumatic Toys</u></p> <ul style="list-style-type: none"> -Draw accurate diagrams with correct labels, arrows and explanations. -Correctly identify definitions for key terms. -Identify five appropriate design criteria. -Communicate two ideas using thumbnail sketches. -Communicate and develop one idea using an exploded diagram. -Select appropriate equipment and materials to build a working pneumatic system. -Assemble their pneumatic system within the housing to create the desired motion. -Create a finished pneumatic toy that fulfils the design brief. <p><u>Mechanical Systems: Making a slingshot car</u></p> <ul style="list-style-type: none"> -Work independently to produce an accurate, functioning car chassis. -Design a shape that is suitable for the project. -Attempt to reduce air resistance through the design of the shape. -Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. -Construct car bodies effectively. -Conduct a trial accurately and draw conclusions and improvements from the results. 	<p><u>Cooking and Nutrition: Eating Seasonally</u></p> <ul style="list-style-type: none"> -Explain that fruits and vegetables grow in different countries based on their climates. -Understand that seasonal fruits and vegetables grow in each season. -Understand that eating seasonal fruit and vegetables positively affects the environment. -Design a tart recipe using seasonal ingredients. 	<p><u>Structures: Constructing a Castle</u></p> <ul style="list-style-type: none"> -Draw and label a simple castle that includes the most common features. -Recognise that a castle is made up of multiple 3D shapes. -Design a castle with key features which satisfy a given purpose. -Score or cut along lines on the net of a 2D shape. -Use glue to securely assemble geometric shapes. -Utilise skills to build a complex structure from simple geometric shapes. -Evaluate their work by answering simple questions. <p><u>Structures: Pavilions</u></p> <ul style="list-style-type: none"> -Produce a range of free-standing frame structures of different shapes and sizes. -Design a pavilion that is strong, stable and aesthetically pleasing. -Select appropriate materials and construction techniques to create a stable, free-standing frame structure. -Select appropriate materials and techniques to add cladding to their pavilion.
Art and Design Following Access Art	<p>Drawing – gestural drawing with charcoal Pathway for Years 3 & 4 Disciplines: Drawing, Sketchbooks Key Concepts:</p> <ul style="list-style-type: none"> -That when we draw, we can use gestural marks to make work. -That when we draw, we can use the expressive marks we make to create a sense of drama. -That when we draw, we can move around. -That when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<p>Printmaking – working with shape and colour Pathway for Years 3 & 4 Disciplines: Printmaking (Stencil/Screen Print), Collage Key Concepts:</p> <ul style="list-style-type: none"> -That we can be inspired by key artworks and make our own work in creative response. -That we can use shape and colour as a way to simplify elements of the world. -That shapes have both a positive and negative element. -That we can arrange shapes to create exciting compositions. 	<p>Painting – cloth, thread, paint. Pathway for Years 3 & 4 Disciplines: Painting, Sewing, Drawing, Sketchbooks Key Concepts:</p> <ul style="list-style-type: none"> -That artists can combine art and craft using painting and sewing together to make art. -That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. -That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.

	<p>Theme: Cave art, Movement, Human Body, Relationship of Body to Place.</p> <p>Medium: Charcoal, Paper, Body.</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas.</p>	<p>-That we can build up imagery through layering shapes.</p> <p>-That we can use collage to inspire prints.</p> <p>Medium: Paper, Printmaking Ink, Stencils & Crayons.</p> <p>Artist: Henri Matisse, Claire Willberg.</p>	<p>-That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</p> <p>Medium: Fabric (Calico), Paint, Thread.</p> <p>Artists: Alice Kettle, Hannah Rae.</p>			
<p>Music</p> <p>Following Charanga</p>	<p>Let Your Spirit Fly</p> <p>Unit: Let Your Spirit Fly</p> <p>Style: R&B, Western Classical, Musicals, Motown, Soul</p> <p>Topic and cross-curricular links: Historical context of musical styles.</p> <p>Links to other units: There Was A Monkey - Britten - KS2/ages 7-11 (see Freestyle)</p>	<p>Glockenspiel Stage One</p> <p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p> <p>Links to other units: Glockenspiel Stage 2 - KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units.</p>	<p>Three Little Birds</p> <p>Unit: Three Little Birds</p> <p>Style: Reggae</p> <p>Topic and cross-curricular links: Animals, Jamaica, poetry and the historical context of musical styles</p> <p>Links to other units: Zootime - KS1/ages 5-7 (Scheme Year 2) Britten -There Was A Man Of Newington - KS2/ages 7-11 (see Freestyle)</p>	<p>The Dragon Song</p> <p>Unit: The Dragon Song</p> <p>Style: A little bit funky and music from around the world.</p> <p>Topic and cross-curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p> <p>Links to other units: Your Imagination - KS1 /ages 5-7 (Scheme Year 1)</p>	<p>Bringing Us Together</p> <p>Unit: Bringing Us Together</p> <p>Style: Disco</p> <p>Topic and cross-curricular links: Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p>Links to other units: Friendship Song - KS1/ages 5-7 (Scheme Year 2), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)</p>	<p>Reflect, Rewind, Replay</p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3.</p> <p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Links to other units: All Year 3 units</p>
<p>Science</p> <p>Following Kapow.</p>	<p>Animals: Movement and nutrition</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Recall the three key functions of the skeleton (movement, support and protection). -Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals. 	<p>Forces and space: Forces and magnets</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Identify examples of pushes, pulls and twists. -Define a force including describing, naming and classifying contact and non-contact forces. -Describe the relationship between 	<p>Materials: Rocks and Soil</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Define the term 'rock'. -Describe the appearance of different rocks; identifying both crystals and grains. -Group rocks by their absorbency, hardness and reaction to acid rain (vinegar). 	<p>Energy: Light and shadows</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Recall examples of light sources, objects that do not give out light and that darkness is the absence of light. -Describe ways to protect eyes from harm. -Describe what happens when light 	<p>Plants: Plant reproduction</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Identify what plants need to grow healthily. -Describe the structure and function of the parts of flowering plants. -Investigate how plants transport water. -Describe the life cycle of a flowering plant. -Explain seed dispersal methods. <p>Working scientifically:</p>	<p>Making connections: Does hand span affect grip strength?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> - Recall key knowledge from previous units. -Apply knowledge in new contexts. - The muscular system in humans and some animals works with the skeleton for movement. -The main food groups (carbohydrates, protein, fats and oils, fibre,

<p>-Identify and name the skull, spine, ribs and pelvis on a diagram. -Recall that muscles cause movements in the body, some of which we can control consciously. -Describe that muscles can cause a movement by shortening and pulling on a bone. -Recall that animals, including humans, need to eat food to survive. -Describe some examples of how energy is used by the body and make comparisons about the energy demands between people. -List some of the seven nutrient groups. -Name foods that are good sources of nutrient groups and describe what they are needed for in the body. -Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.</p> <p>Working scientifically: -Record measurements of different bones and</p>	<p>friction and the roughness of a surface. -Identify examples of friction being useful or not. -Predict attraction and repulsion between like and opposite poles. -Identify examples of magnetic and non-magnetic materials. -Name some examples of types of magnet and compare their strengths. -Describe some examples of the uses of magnets.</p> <p>Working scientifically: -Use arrows and scientific vocabulary to show the direction of a contact force. -Use evidence to support conclusions. -Identify the variables to change, measure and control. -Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic. -Label the axes of a bar chart. -Draw bars on a chart accurately. -Identify key information from a source.</p>	<p>-List the different factors that break down rocks. -Describe fossil formation and identify fossils in rocks. -Describe the work of a palaeontologist. -Name, describe and compare some different categories of soil. -List some of the benefits of earthworms to the soil. -Identify and describe the comparative size and weight of the layers in a sedimentation jar.</p> <p>Working scientifically: -Use a magnifying glass correctly to observe the appearance of a rock in detail. -Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and to predict how a rock will be affected by the weather. -Research and present information on fossil formation using a single source. -Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over</p>	<p>reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. -Describe how shadows form and identify patterns between groups of materials and the shadows produced. -Recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow -Describe the pattern of changing shadows throughout the day. -Describe how the light source's distance affects the shadow's size. -Explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.</p> <p>Working scientifically: -Recall what information needs recording to decide the number of</p>	<p>Pose relevant questions. Design and record in results tables. Plan a simple enquiry. Complete, read and interpret data in a bar chart. Identify and suggest changes to an enquiry. Use results to draw conclusions.</p>	<p>vitamins, minerals and water) and their simple functions. - Friction is a contact force that acts between two surfaces to slow an object down. -Rougher surfaces have more friction between them than smoother surfaces.</p> <p>Working scientifically: -Carry out a full scientific enquiry.</p>
--	---	---	--	--	---

	<p>use the data to sort them into size order.</p> <p>-Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm.</p> <p>-Find relevant data on food packaging and make numerical comparisons.</p>	<p>-Use more than one source to research a question.</p>	<p>time and to suggest what living things were around in a certain era.</p> <p>-Draw and label the bars on a bar chart.</p> <p>-Accurately draw and label the layers of sediment in a sedimentation jar.</p>	<p>columns in a results table and suggest suitable headings for the results table.</p> <p>-Record information in the correct columns.</p> <p>-Identify if a question is testable, explain why and plan ways to answer a testable question.</p> <p>-Identify and explain why something is an advantage or disadvantage of a method and suggest an improvement to the experiment.</p> <p>-I can describe patterns in data and quote values as evidence of patterns in data.</p> <p>-I can identify odd results that do not fit the pattern.</p> <p>-I can use patterns to make predictions for missing data.</p>		
<p>Computing</p> <p>Following MrPict</p> <p>E-Safety</p> <p>-recognise common uses of information technology beyond school.</p>	<p>AR and VR Making 360 Image Using Keynote and AR Portal</p> <p>Children will:</p> <p>-know how to create my own digital 360 image and explore it in VR.</p> <p>AR and VR Designing a playground</p>	<p>Data Handling Story Graphs Using Seesaw</p> <p>Children will:</p> <p>-know how to create my own sorting diagram and complete a data handling activity with it using images and text.</p> <p>-know how to input simple data into a spreadsheet.</p>	<p>Presentations Digital Comic Using Book Creator</p> <p>Children will:</p> <p>-know how to create an interactive comic with sound, formatted text and video.</p> <p>-annotate a simple image with videos.</p> <p>Presentation</p>	<p>Video Creation Voiceover Using IMovie</p> <p>Children will:</p> <p>-know how to sequence clips of mixed media.</p> <p>-know how to trim and cut film clips and add titles and transitions</p>	<p>Programming Animation Using Scratch</p> <p>Children will:</p> <p>-know how to code a simple animation.</p> <p>-know how to design a program.</p> <p>-know how to create a program using a design.</p> <p>-know how to create a sequence of code.</p>	<p>Programming MicroBit LED Animations Using MicroBit and MakeCode</p> <p>Children will:</p> <p>-design a program.</p> <p>-know how to create a program using a design.</p> <p>-create a sequence of code.</p> <p>-work with a variety of outputs.</p>

<p>-use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies .</p> <p>(See separate document for e-safety skills)</p>	<p>Using Tinkercad</p> <p>Children will:</p> <ul style="list-style-type: none"> -know how to bring objects into my surroundings using Augmented Reality. -know how to create my own QR code. 	<p>-know how to create a feelings chart exploring a story or character's feelings.</p> <p>Photo and Digital Art Digital Self Portraits Using Keynote</p> <p>Children will:</p> <ul style="list-style-type: none"> -know how to create a digital image using a range of tools, pens, brushes and effects. -explain how people can represent themselves in different ways online. -know how to create transparent images with Instant Alpha. 	<p>Paper Based App Prototype Using Marvel</p> <p>Children will:</p> <ul style="list-style-type: none"> -design a simple app prototype -write algorithms for everyday tasks. 	<p>-know how to independently create a green screen clip.</p> <p>Sound Podcasting Using Pages and Keynote</p> <p>Children will:</p> <ul style="list-style-type: none"> -know how to create and edit purposeful compositions using music software to create mood or a certain style. -know how to experiment with live loops to create a song. -record a radio broadcast or audiobook. -combine digital images from different sources, objects and text to make a final piece of a variety of tasks : posters, documents, eBooks, scripts, Leaflets. <p>Artificial Intelligence Exploring Data Doink Green Screen</p> <p>Children will:</p> <ul style="list-style-type: none"> -know that data is used to train AI technology. -know how to independently create a green screen clip. 	<p>Programming Historical Scenes Using Crumbles</p> <p>Children will:</p> <ul style="list-style-type: none"> -know how to create algorithms for my programming project. -know how to decompose projects (such as an animation) into steps to create an algorithm. -understand abstraction is focusing on important information. -know how to design a program. -know how to create a program using a design. -know how to create a sequence of code. 	<p>-know how to create algorithms for my programming project.</p> <p>-know how to decompose projects (such as an animation) into steps to create an algorithm.</p> <p>Computer Networks Network Explorer Using Adobe Spark Video</p> <p>Children will:</p> <ul style="list-style-type: none"> -understand that the computers in a school are connected together in a network. -understand why computers are networked. -know how to sequence clips of mixed media in a timeline and record a voiceover.
--	---	--	--	--	--	---

<p>PSHE, SMSC, SRE, Wellbeing</p> <p>Following Jigsaw</p>	<p><u>Being me in my World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -recognising self-worth, achievements and positives. -set personal goals and face new challenges with positivity. -understand the need for rules, rights and responsibilities. -understand how actions affect myself and others. -understand my actions affect others and try to see things from their points of view. 	<p><u>Celebrating Difference</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -understand that everyone's families are different. -understand differences and conflicts between families. -understand bullying. -understand the impact words can have on feelings. 	<p><u>Dreams and Goals</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -learn about people have faced difficult challenges and achieved success. -identify dreams and ambitions. -embrace new learning challenges. -motivation to achieve a new challenge. -obstacles that can hinder achievement and steps to overcome them. 	<p><u>Healthy Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -understand how exercise affects my body. -understand the importance of the heart and lungs. -share knowledge and attitude towards drugs. -identify things, people and places to keep safe from harmful household substances. -learn about the body and the importance of taking care of it. 	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -roles and responsibilities of family members. -reflect on expectations of males and females. -identify and put into practice skills of friendship. -know and use strategies for keeping safe. -actions and work of people around the world help and influence our lives. -needs and rights are shared by children around the world and understand how our lives may be different. 	<p><u>Changing Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -changes to animals and humans between conception and humans. -understand how babies grow and develop in the uterus. Understand what a baby needs to live and grow. -understand how boys' and girls' bodies change on the inside and outside during the growing process and to prepare their bodies to make babies. -recognise stereotypical views of parenting and family roles. -identify what they are looking forward to when they move to their next class.
---	---	--	---	---	---	---

<p>Religious Education</p> <p>Following Kapow R.E.</p>	<p><u>What makes us human?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Share their personal worldview. -Explain how and why their worldview might change. -Identify the difference between personal and organised worldviews. -Ask and answer open-ended questions. 	<p><u>Where do we get our morals from?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Explain what morals, rules and guidance are. -Identify some of the ways people decide what is right and wrong. -Evaluate how Golden Rules might help people make moral decisions today. -Explain how some people remember important guidance using physical items. 	<p><u>Is scripture central to religion?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Explain what some people mean by revelation. -Evaluate the significance of scripture to some Jewish, Christian and Muslim people. -Explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah show its importance. -Discuss the similarities and differences between 	<p><u>What happens if we do wrong?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Recognise beliefs about the soul being part of God. -Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. -Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. 	<p><u>Why is water symbolic?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Discuss the importance of water and its practical and symbolic uses. -Explain the relevance of water in religious stories and what it symbolises. -Describe how the sound of water makes them feel and where they commonly hear water in their environment. -Identify how water is used in some rituals. 	<p><u>Why is fire used ceremonially?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Discuss the importance of fire and its practical and symbolic uses. -Explain the relevance of fire in religious stories and what it symbolises. -Describe how the fire makes them feel. Identify how fire is used in some rituals and ceremonies.
--	--	--	--	--	--	---

	<ul style="list-style-type: none"> -Explain what is meant by a soul and express their ideas about what a soul means to them personally. -Understand that some people believe that humans have a soul. -Summarise the similarities and differences between what people believe about the soul. -Express their ideas clearly and compare their own beliefs with others. -Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. -State benefits and challenges relating to Buddhist meditation. -Give examples of Buddhist meditation practices. -Explain the reasons and purpose behind meditation. -Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'. 	<ul style="list-style-type: none"> -Identify similarities and differences between different religious guidance. -Identify common themes across religious and non-religious guidance. -Present their own ideas for a moral code and explain their ideas clearly. 	<p>scripture considered by some to be the word of God and human interpretations or commentary.</p> <ul style="list-style-type: none"> -Make links between scripture from the Abrahamic religions. -Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship. 	<ul style="list-style-type: none"> -Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. -List ways a person can gather karma through actions and experiences. -Suggest ways some Sikh practices and funeral rites may provide comfort to someone experiencing death. -Discuss the meaning of moksha and nirvana, drawing similarities from them. -Consider ways enlightenment can be represented in art. 	<ul style="list-style-type: none"> -Explain the concept of purity, focusing on the context of Shinto beliefs. -Explain the symbolism of water in baptism and other water ceremonies. -Articulate reasons why water is considered precious across different cultures and religions. -Identify similarities and differences in water symbolism between poems and ceremonies. 	<ul style="list-style-type: none"> -Explain the concept of remembrance, focusing on the context of Jewish and Christian beliefs. -Explain the symbolism of fire in religious and non-religious ceremonies. -Articulate reasons why fire is considered purifying in different religions.
--	---	--	---	---	--	--

<p>Physical Education</p> <p>Following Greenacre P.E.</p>	<p>Multi skills</p> <p>1 To become familiar with different movement patterns and techniques. 2 To understand how to land in an effective balanced position. 3 Students learn to react to a stimuli. 4 Students to understand what is meant by the term agility. 5 Students learn the dribbling technique in a number of different sporting situations. 6 Demonstrate the skills learnt in a number of game situations.</p> <p>Gymnastics</p> <p>1 To learn a variety of different ways to travel across a small area using different levels and body parts. 2 To explore and link different shapes to create a small sequence. 3 To learn how to jump effectively and safely and apply this in a sequence. 4 To learn point and patch balances and how to link them together within their sequences. 5 To learn the fundamental skills of</p>	<p>Tag Rugby</p> <p>1 Pupils learn how to dodge and weave using speed and direction. Pupils learn what agility is and why we use it in Tag Rugby. 2 Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands. Pupils also learn to move their feet towards the ball for a successful catch and to avoid a knock on. 3 Pupils learn how to use the correct technique to throw the rugby ball backwards. They focus on aiming at a target. 4 Pupils learn to tag a player and the rules associated with tagging. 5 Pupils learn how to pass and move towards a goal area. Combining passing and running skills using the magic diamond tactic. 6 Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules.</p> <p>Tri-Golf</p>	<p>Football</p> <p>1 To understand the basic rules of football and explore ways of using the feet to move the ball. 2 To learn the correct technique to dribble a ball and change direction. 3 To learn different passing techniques and begin to control the ball. 4 To learn different passing techniques and begin to be able to pass over a long distance. 5 To learn different shooting techniques and be able to strike a ball using laces. 6 To use all the skills learnt and put them into a game situation.</p> <p>Dance</p> <p>1 Pupils have a recap of basic movements and learn how to create and develop basic movement patterns in small group. 2 Pupils learn how to respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos, and objects. They explore different ways to use movement to reflect the stimulus and they link movements together in a small group. 3 Pupils learn different stage directions used in dance. They attempt to use these directions in the</p>	<p>Hockey</p> <p>1 To understand the basic rules of Hockey and explore ways of using the stick to move the ball. 2 To develop dribbling skills with control in a small area. 3 To understand different passing techniques and develop passing skills. 4 To understand how to control passes and understand when to use power in different situations. 5 To understand the difference between passing and shooting. 6 Develop dribbling, passing and shooting into a game situation.</p> <p>Tennis</p> <p>1 Students take part in exercises to develop their ability to play a Forehand shot in Tennis. 2 The pupils take part in several exercises to learn the correct technique to perform the Backhand shot. 3 Students learn to understand what a Volley shot is and how it could be used in a game of Tennis. 4 Students learn how to perform an underarm serve and learn when a</p>	<p>Cricket</p> <p>1 Fundamental skills of fielding and throwing. Introduction of the over arm throw. 2 Further develop throwing and catching and include fielding tactics. 3 Fundamental skills of batting, with a kwik cricket bat. 4 Develop batting and fielding skills in kwik cricket. 5 Playing a kwik cricket game. 6 Using tactics and teamwork in a kwik cricket game.</p> <p>Netball</p> <p>1 To develop an understanding of the footwork rule. To attempt the two footed landing and the pivot action. 2 Passing short distance: To attempt the chest throw and bounce pass within a game situation. 3 Passing long distance: To attempt the shoulder pass and overhead pass and use them within a game situation. 4 Introduce basic attacking skills, creating space with the straight dodge technique. 5 Introduce basic defending skills, learning</p>	<p>Athletics</p> <p>1 Learn the correct technique used for short distance running. 2 Understand how to perform a long jump correctly. 3 Learn how to perform a seated overhead throw. 4 Understand the importance of pacing in long distance running. 5 To understand and perform the correct technique required to throw a foam javelin. 6 Demonstrate all the skills students have learnt over the last six weeks.</p> <p>Rounders</p> <p>1 Pupils learn how to perform a two handed and one-handed catch when a partner feeds them the ball. 2 Pupils learn to consistently throw and catch with a partner at different distances. 3 Pupils learn to strike a bowled ball. They focus on using power and strength. 4 Pupils learn running skills and experiment with the speed in which they run using fun modified games. 5 Pupils learn to overarm throw long</p>
--	--	--	---	---	---	---

	<p>rolling and link them together within a controlled way.</p> <p>6 To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus.</p>	<p>1 Learning to accurately roll and putt the ball with a partner.</p> <p>2 To discover when and why a putter is used in golf.</p> <p>3 To develop using the chipper focusing on technique.</p> <p>4 To continue using a chipper on a tri golf course.</p> <p>5 To learn how to use tactics to avoid obstacles, focus of shot and club selection.</p> <p>6 To be able to put all the skills together to play a round of golf.</p>	<p>dance that has been created up to now.</p> <p>4 Pupils learn how to use formations in dance to make it more create and nice to watch.</p> <p>Pupils learn to make formation flow in a smooth and controlled way.</p> <p>5 Pupils learn how to create a clear, middle and an end to their routines by using stillness and symmetrical shapes.</p> <p>Pupils work in groups to communicate ideas.</p> <p>6 Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes are awarded.</p>	<p>serve is used in a game of Tennis.</p> <p>5 Students recap on the skills they have learnt over the previous four weeks.</p> <p>6 The students use all the skills they have learnt over the term to compete in competitive games with their peers.</p>	<p>man to man marking technique.</p> <p>6 To attempt the shooting technique and basic positions in a game situation.</p>	<p>distance to develop fielding techniques.</p> <p>6 Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.</p>
<p>Modern Foreign Languages (French)</p> <p>Following Primary Language Network</p>	<p><u>Greetings, Numbers, Colours</u></p> <p>1: I can say and write a greeting and a farewell in French. AT2</p> <p>2: I can ask and answer the question "How are you?" AT3</p> <p>3: I can say "My name is..." and ask "What's your name?" AT4</p> <p>4: I can say some numbers between 0 and 10. AT 1</p> <p>5: I can remember and write some</p>	<p><u>Colours, Classroom commands, Calendar, Celebrations</u></p> <p>1: I can say some colours lined to Autumn and fireworks.</p> <p>2: I can understand classroom commands.</p> <p>3: I can say the days of the week in French.</p> <p>4: I can remember the days of the week.</p> <p>5: I can understand the months of the year.</p> <p>6: I can remember some months.</p>	<p><u>Animals</u></p> <p>1: I can understand some animal nouns in French.</p> <p>2: I can ask the question "What is it?", and say an animal noun as an answer.</p> <p>3: I can tell someone what my favourite animal is.</p> <p>4: I can recognise some animal nouns in the plural.</p> <p>5: I can listen and join in with a story about animals.</p>	<p><u>Carnival, Using numbers, Easter Time</u></p> <p>1: I can learn about French traditions and take part in a carnival celebration.</p> <p>2: I can say and write numbers between 1 and 15.</p> <p>3: I can ask and answer "how old are you?" in French.</p> <p>4: I can take part in a simple dialogue about myself using familiar questions and answers.</p>	<p><u>Fruits and vegetables / Hungry giant</u></p> <p>1: I can understand and say fruits and vegetables nouns.</p> <p>2: I can count fruits and vegetables in French.</p> <p>3: I can understand and enjoy a story about fruits and vegetables.</p> <p>4: I can ask politely for an item.</p> <p>5: I can remember fruits and vegetable nouns play a board game.</p> <p>6: I can write sentences using a model.</p>	<p><u>Going on a picnic / Aliens in France / Language Puzzle</u></p> <p>1: I can name and label food and drink items to take on a picnic. AT9</p> <p>2: I can listen to, read, and understand a picnic story. AT8</p> <p>3: I can write phrases to build my own picnic story. AT11</p> <p>4: I can understand familiar vocabulary and use the phrase "I live" AT6.</p>

	numbers between 0 - 10. AT5 6: I can say some colours in French. AT1		6: I can use a model to write sentences about animals I see, when I walk to school.	5: I can read and write dates in French. 6: I can use and understand Easter related vocabulary.		5: I can ask the question "Where do you live?" and understand the answer. AT3
School Values	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Resilience Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Resilience	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Aspiration
Visitors/Trips						
Whole School	Black History Month Mental Health Awareness Day PTA School Disco	National Stress Awareness Day Firework Extravaganza Road Safety Awareness Children in Need day Christmas Jumper Day Winter Wonderland	Make Your Dreams Come True Day Safer Internet Day Random Act of Kindness Day PTA School Disco Mother's Day gifts	Mental Health Week World Book Day Comic Relief PTA Sponsored Bounce Open Afternoon MADD Day	World Autism Awareness Day Father's Day gifts.	National Sports Week PTA Non-uniform day Happy, Healthy, Hampton Day Summer Fair Transition Day Meet your new teacher PTA School Disco

Although we aim to follow this curriculum overview throughout the year, this may well be subject to change as we adapt planning and teaching based on the needs of the children. Therefore, this curriculum overview will be refreshed at points during the year. Disciplinary and substantive knowledge will remain the same for progression

