



St Peter's of Eaton Square C of E Primary School

Y3 Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

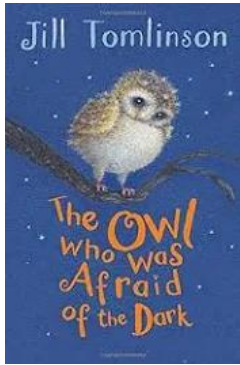

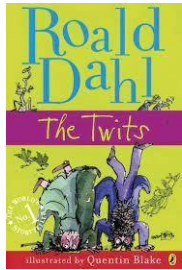

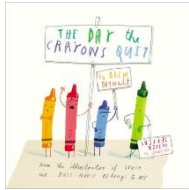
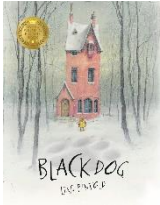


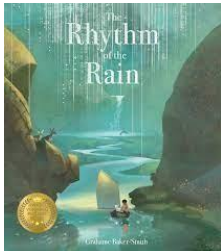
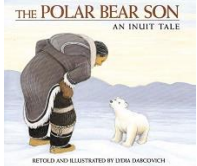
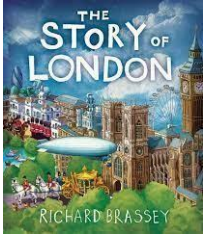
INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project / Key Idea	Who am I?	Who are you?	What is conflict?	What is tolerance?	What is Westminster like?	How can we make changes?
Theme	Diversity	Interpersonal skills	Breaking down barriers Challenging Stereotypes	Breaking down barriers Challenging Stereotypes	Opportunities for Critical Thinking	Diversity
Core Texts	 	 	 	 <p>Poet study: Joseph Coelho</p> 	 	<p style="text-align: center;">Clock Close</p> 
Cross-Curricular	English- <u>Non-Fiction:</u> Explanation Text	English- <u>Non-Fiction:</u> Non-chronological report about diet	English- <u>Non-Fiction:</u> Letter Writing	English- <u>Non-Fiction:</u> Biography of Joseph Coelho	English- <u>Non-Fiction:</u> Scientific Manual:	English- <u>Non-Fiction:</u> Explanation and presentation on

	Fiction: 3 rd Person narrative	Fiction: Journey Tale The Swallow and the Wasp	Fiction: Tale of Fear	Fiction: Poetry: similes, borrow or create a repeating pattern	Water Cycle/Rivers Fiction: Finding Tale	London Fiction: Portal Story
Cross-Curricular	Science- Animals, including humans	Science- Rocks	Science- Light	Science- Forces and Magnet	Science- Plants – Exploring the World of Plants	Science- Plants Lifecycles
Cross-Curricular	Computing – How can I be safe with technology and be a good digital citizen?	Computing – How can I use devices to create digital media?	Computing – How can I use my skills to create a project?	Computing – What can I build with code?	Computing – How can I create, store and use information?	Computing – How do I use an algorithm?
Cross-Curricular	PE - Games Basic ball skills Swimming and Water Safety	PE - Gymnastics Symmetry & Asymmetry Swimming and Water Safety	PE - Dance & Fitness Weather Swimming and Water Safety	PE - Team Games Racket/Bat skills Swimming and Water Safety	PE - Invasion & Team Games Basketball, football, netball skills Swimming and Water Safety	PE - Athletics Jumps, races, relays, aiming games Swimming and Water Safety
Cross-Curricular	R.E. – What is the Bible’s big story?	R.E. – Why is remembrance important? How does the season of Advent and Epiphany point towards the true meaning of Christmas? What do different people believe about God?	R.E. – What does it mean to be Jewish?	R.E. – Why do people pray?	R.E. – What is Buddhism?	R.E. – Who is Jesus?
Cross-Curricular	History - Changes in Britain from the Stone Age to the Iron Age.	Geography - Italy	History - Ancient Egypt	Geography - Where does our food come from?	History - The history of Westminster Abbey.	Geography - Rivers – The Thames and The River Nile
Cross-Curricular	Art - Self-portraits	D.T. - Constructing a castle	Art - Formal elements of art	D.T. - Cross stitch and applique	Art - Prehistoric Art	D.T. - Eating seasonally
Cross-Curricular	Music – Recorders, Sticks, Songs	Music – Recorders, Sticks, Songs	Music – Recorders, Sticks, Songs	Music – Recorders, Sticks, Songs	Music – Recorders, Sticks, Songs	Music – Recorders, Sticks, Songs
Cross-Curricular	Latin – The Roman Conquest of	Latin –	Latin – The Natural World	Latin – The Natural World	Latin –	Latin –

	Britain	The Roman Conquest of Britain			Translating Nouns and Verbs Together	Translating Nouns and Verbs Together
Cross-Curricular	PSHE - Being Me in My World	PSHE - Celebrating Difference	PSHE - Dreams and Goals	PSHE - Healthy Me	PSHE - Relationships	PSHE - Changing Me
Experiences / Visits	Saatchi Gallery	Science Museum	Jewish Museum	English Creative Workshop	Hyde Park Look Out Centre	Museum of London
National Curriculum / Knowledge	<p>Science – 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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Science – Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter</p>	<p>Science – Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>	<p>Science – Compare how things move on different surfaces.</p> <p>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.</p> <p>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.</p> <p>Describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Science – Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Science – Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
National Curriculum / Knowledge	Computing- Recognise acceptable/unacceptable	Computing- Recognise common uses of information	Computing- Understand computer networks,	Computing- Write and debug programs that	Computing- Select and use a variety of software to	Computing- Design, write and debug programs that

	<p>behaviour online</p> <p>Identify a range of ways to report concerns about content and contact</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>technology beyond school</p> <p>Use technology to create, retrieve, store and manipulate digital content.</p> <p>Use technology safely, respectfully and responsibly.</p>	<p>including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) to accomplish given goals</p>	<p>accomplish specific goals</p> <p>Solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs</p>	<p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
<p>National Curriculum / Knowledge</p>	<p><u>PE – Games</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in</p>	<p><u>PE – Gymnastics</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should</p>	<p><u>PE – Dance & Fitness</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should</p>	<p><u>PE – Team Games</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each</p>	<p><u>PE – Team Games</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each</p>	<p><u>PE – Athletics</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should</p>

	<p>different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Swimming & Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should develop flexibility, strength, technique, control and balance. <u>Swimming & Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns.</p> <p><u>Swimming & Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should apply basic principles suitable for attacking and defending.</p> <p><u>Swimming & Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending.</p> <p><u>Swimming & Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><u>Swimming & Water Safety</u></p> <p>Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>
<p>National Curriculum / Knowledge</p>	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> To understand the concepts: God, creation, fall, incarnation, gospel, salvation, kingdom of God. To know what the Bible is. To know and understand the Big Story of the Bible. 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> What does it mean to remember and why is it important to remember and not to forget? How does remembering help the cause of peace? What is a Christian’s response to war and peace? 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> What is a promise/covenant? What is significance of the Shema? (Affirmation of the Jewish Faith) What is the significance of the Pesach? What is the 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> Gospel What is Jesus’ key message? How can we relate Jesus’ teaching to our own questions of values and attitudes? <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> Salvation The role of different people within the 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> Enlightenment. Faith. Teachings of Buddha. Community. Who is Siddhartha and what are the circumstances that led to him becoming Buddha and achieving 	<p>R.E. –</p> <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> Incarnation Gospel Jesus made statements about himself, describing himself through symbolism. About the 7 “I Am” statements of Jesus and their meanings to Christians.

	<ul style="list-style-type: none"> To know how the Bible impacts on the life of a believer. 	<ul style="list-style-type: none"> What is a peacemaker? Can anyone be a peacemaker? <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> Incarnation Prophecy Advent as a time of preparation to Christmas for Christians. Epiphany – the manifestation of Christ to the Gentile world. 	<p>importance to the seder meal?</p> <ul style="list-style-type: none"> What is the root and significance of the ten commandments to Jewish people? 	<p>Easter narrative.</p> <ul style="list-style-type: none"> How to respond to a moral dilemma. On what evidence do we make decisions? 	<p>enlightenment?</p> <ul style="list-style-type: none"> What are the Buddhist virtues and beliefs? To know the key stories that Buddha told. 	<ul style="list-style-type: none"> About how the “I Am” statements relate to our personal lives.
<p>National Curriculum / Knowledge</p>	<p>History – Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Geography – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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, and a region within North or South America Describe and understand key aspects of physical geography, including: climate zones, biomes and</p>	<p>History – The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Geography – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand</p>	<p>History – A local history study.</p>	<p>Geography – Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,</p>

		<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>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, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>National Curriculum / Knowledge</p>	<p>Art – To use drawing, painting and sculpture to develop</p>	<p>D.T. – To use a range of materials creatively to</p>	<p>Art – Improve their mastery of art and</p>	<p>D.T. – To use a range of materials creatively to</p>	<p>Art – Improve their mastery of art and</p>	<p>D.T. – To use a range of materials creatively to</p>

	<p>and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>design and make products</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>design and make products</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay].</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>design and make products</p> <p>Learn about great artists, architects and designers in history.</p>
<p>National Curriculum / Knowledge</p>	<p>Music – Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to: Play and perform in solo</p>	<p>Music – Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Music – Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Music – Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Music – Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>Music – Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>

	<p>and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>
<p>National Curriculum / Knowledge</p>	<p>PSHE –</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of</p>	<p>PSHE –</p> <p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p> <p>(R2)-Know the</p>	<p>PSHE –</p> <p>(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character,</p>	<p>PSHE –</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R20)-Know that people sometimes behave</p>	<p>PSHE –</p> <p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p>	<p>PSHE –</p> <p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p>

<p>friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>	<p>characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>(R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>(R4)-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R5)-Know that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong</p> <p>(R6)-Know how to</p>	<p>personality or backgrounds) or make different choices or have different preferences or beliefs</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving</p>	<p>differently online, including by pretending to be someone they are not</p> <p>(R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>(R24)-Know how information and data is shared and used online</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not</p>	<p>(R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>(R4)-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of</p>	<p>(R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>(R4)-Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R27) Know that each person's body belongs to them, and the difference between appropriate and inappropriate or</p>
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<p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even straightened, and that resorting to violence is never right (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>is appropriate and proportionate</p>	<p>always right to keep secrets if they relate to being safe (R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29)-Know how to recognise and report feelings of being unsafe or feeling about any adult (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H1)-Know that mental wellbeing is a normal part of a daily life, in the same way as physical health (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in</p>	<p>friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even straightened, and that resorting to violence is never right (R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (R12)-Know the importance of respecting others, even</p>	<p>unsafe physical, and other, contact (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle</p>
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(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs

(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14)-Know the conventions of courtesy and manners

(R15)-Know the importance of self-respect and how this links to their own happiness

(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17)-Know about different types of bullying (including cyberbullying), and the impact of bullying, responsibilities of bystanders (primarily

relation to different experiences and situations

(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H5)-Know the benefits of physical exercise, time outdoors, community participations, voluntary and service based activity on mental wellbeing and happiness

(H6)-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

(H9)-Know where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing, or ability to control their emotions (including issues arising online)

(H11)-Know that for most people, the internet is an integral

when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs

(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships

(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17)-Know about different types of bullying (including cyberbullying), and the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19)-Know the importance of permission-seeking and

reporting bullying to an adult) and how to get help
 (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
 (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not
 (R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
 (R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
 (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard

part of life and has many benefits
 (H17)-Know where and how to report concerns and get support with issues online
 (H18)-Know the characteristics and mental and physical benefits of an active lifestyle
 (H19)-Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active miles or other forms of regular, vigorous exercise
 (H20)-Know the risks associated with an inactive lifestyle (including obesity)
 (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health
 (H22)-Know what constitutes a healthy diet (including understanding calories and other nutritional content)
 (H23)-Know the principles of planning a range of healthy meals
 (H24)-Know the characteristics of a poor

giving in relationships with friends, peers and adults
 (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not
 (R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
 (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
 (R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
 (R24)-Know how information and data is shared and used online
 (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so
(R32)-Know where to get advice e.g. family, school and/or other sources
(H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations
(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their

diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
(H25)-Know the facts about legal and illegal (harmful substance associated risks, including smoking, alcohol use and drug-taking)
(H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
(H32)-Know how to make a clear and efficient call to emergency services if necessary

(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
(R32)-Know where to get advice e.g. family, school and/or other sources
(H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations
(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H9)-Know where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing, or ability to control their

feelings with an adult and seek support
(H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
(H9)-Know where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing, or ability to control their emotions (including issues arising online)
(H13)-Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping information private
(H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

emotions (including issues arising online)
(H11)-Know that for most people, the internet is an integral part of life and has many benefits
(H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
(H13)-Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping information private
(H14)-Know why social media, some computer games and online gaming, for example, are age restricted
(H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

					<p>(H16)-Know how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted (H17)-Know where and how to report concerns and get support with issues online</p>	
<p>National Curriculum / Knowledge</p>	<p>Latin - To understand the historical and geographical context of Roman Britain and the Roman Empire. To introduce a series of spoken Latin conversations and compare Latin greetings and units of conversation with other languages. To understand the geography and history of the Roman Empire, including the etymology of British place names. To improve knowledge of English grammar concepts, including: identification of parts of speech, identification of verb tense, person and number and allied terminology. To form and translate the present tense of 1st conjugation Latin verbs. To understand the</p>	<p>Latin - To understand the historical and geographical context of Roman Britain and the Roman Empire. To introduce a series of spoken Latin conversations and compare Latin greetings and units of conversation with other languages. To understand the geography and history of the Roman Empire, including the etymology of British place names. To improve knowledge of English grammar concepts, including: identification of parts of speech, identification of verb tense, person and number and allied terminology.</p>	<p>Latin - To improve knowledge of English grammar concepts, including: identification of nouns, types of noun and their roles in English, subject of the sentence, direct object of the sentence, singular and plural. To learn about Roman concepts of time and understanding of space and the universe, including: identification of constellations. To learn about taxonomical names for common British plants and animals and common animals from around the world.</p>	<p>Latin - To improve knowledge of English grammar concepts, including: identification of nouns, types of noun and their roles in English, subject of the sentence, direct object of the sentence, singular and plural. To learn about Roman concepts of time and understanding of space and the universe, including: identification of constellations. To learn about taxonomical names for common British plants and animals and common animals from around the world. To learn about Roman gardens and gardening methods. To learn about medicinal use of plants</p>	<p>Latin - To introduce Latin questions and interrogatives. To translate simple sentences between English and Latin. To introduce a series of spoken Latin conversations featuring the weather and animals. To revise Latin verbs, including: the present tense, subject-verb agreement and verb endings. To compare English and Latin syntax, including subject-verb agreement. To learn Latin imperatives</p>	<p>Latin - To introduce Latin questions and interrogatives. To translate simple sentences between English and Latin. To introduce a series of spoken Latin conversations featuring the weather and animals. To revise Latin verbs, including: the present tense, subject-verb agreement and verb endings. To compare English and Latin syntax, including subject-verb agreement. To learn Latin imperatives</p>

	<p>connection between Latin, English and other modern foreign languages.</p> <p>To study the winter Saturnalia festival and explore cultural links with Christmas.</p>	<p>To form and translate the present tense of 1st conjugation Latin verbs.</p> <p>To understand the connection between Latin, English and other modern foreign languages.</p> <p>To study the winter Saturnalia festival and explore cultural links with Christmas.</p>	<p>To learn about Roman gardens and gardening methods.</p> <p>To learn about medicinal use of plants in Ancient Rome.</p> <p>To learn about the natural world and how it was conceived through the study of myths including Persephone and Aesop's fables in Latin.</p> <p>To introduce a series of spoken Latin conversations, including statements of emotion and compare Latin with other languages.</p> <p>To introduce and translate Latin nouns, noun phrases and simple clauses, including those using the case endings.</p>	<p>in Ancient Rome.</p> <p>To learn about the natural world and how it was conceived through the study of myths including Persephone and Aesop's fables in Latin.</p> <p>To introduce a series of spoken Latin conversations, including statements of emotion and compare Latin with other languages.</p> <p>To introduce and translate Latin nouns, noun phrases and simple clauses, including those using the case endings.</p>		
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<p>Skills</p>	<p>Science - Key concepts/ideas: Learn the importance of nutrition for humans</p> <p>Possible scientific enquiry: Observing closely, using simple equipment.</p> <p>Know how to keep healthy through diet</p> <p>Possible scientific enquiry: Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>Science - Key concepts/ideas: Describe how mountains are formed</p> <p>Possible scientific enquiry: Communicating key concepts.</p> <p>Recognise the differences between igneous, sedimentary and metamorphic rock</p> <p>Possible scientific enquiry: Asking relevant questions and using</p>	<p>Science - Key concepts/ideas: Explain how shadows are formed</p> <p>Possible scientific enquiry: Using results to draw simple conclusions.</p> <p>Exploring Light</p> <p>Possible scientific enquiry: Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Understand different</p>	<p>Science - Key concepts/ideas: Understand magnetism</p> <p>Possible scientific enquiry: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Learn about the different types of magnets</p> <p>Possible scientific enquiry: Reporting on findings from enquiries,</p>	<p>Science - Key concepts/ideas: Describe the process of germination in seeds and bulbs</p> <p>Possible scientific enquiry: Setting up simple practical enquiries, comparative and fair tests</p> <p>Explain how water and food moves around a plant</p>	<p>Science - Key concepts/ideas: Describe how plants soak up water</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Describe the life cycle of a plant</p> <p>Possible scientific enquiry: Oral and written</p>
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<p>Learn about voluntary and involuntary muscles</p> <p>Possible scientific enquiry: Reporting on findings from enquiries, including oral and written explanations, or presentation of results and conclusions.</p> <p>Introduction to the skeleton</p> <p>Possible scientific enquiry: Using straight forward scientific evidence to answer questions, or to support their findings.</p> <p>Know about the skeleton – tendons and ligaments</p> <p>Possible scientific enquiry: Reporting on findings from enquiries, including oral and written explanations, or presentation of results and conclusions</p> <p>Explore how skeletons and muscles are used for support, protection and movement</p> <p>Possible scientific enquiry: Reporting on findings from enquiries, including oral and written explanations, or presentation of results and conclusions</p>	<p>different types of scientific enquiries to answer them.</p> <p>Understand what a fossil is</p> <p>Possible scientific enquiry: Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Describe what soils are made of</p> <p>Possible scientific enquiry: Using straightforward and scientific evidence to answer questions, or to support their findings.</p> <p>Observe rocks, including those used in buildings or gravestones</p> <p>Possible scientific enquiry: Using straightforward and scientific evidence to answer questions, or to support their findings.</p> <p>Classify different types of gravestone weathering</p> <p>Possible scientific enquiry: Set up simple practical enquiries, comparative and fair tests</p> <p>Identify common rocks</p> <p>Possible scientific enquiry: Grouping and</p>	<p>types of mirrors</p> <p>Possible scientific enquiry: Using result to draw simple conclusions, make predictions for new values.</p> <p>Know what a periscope is and how it is used</p> <p>Possible scientific enquiry: Using results to draw simple conclusions, make predictions for new values.</p> <p>Explain how reflective surfaces help keep us safe</p> <p>Possible scientific enquiry: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Recognise that light from the Sun can be dangerous and that there are ways to protect your eyes</p> <p>Possible scientific enquiry: Setting up simple practical enquiries, comparative and fair test, making accounts measurements, using standard units, using a range of equipment,</p>	<p>including oral and written explanations, displays or presentation of results and conclusions.</p> <p>Know that the Earth behaves like a magnet</p> <p>Possible scientific enquiry: Making systematic and careful observations.</p> <p>Learn about magnetic fields; learn about the law of magnetic attraction</p> <p>Possible scientific enquiry: Making systematic and careful observations</p> <p>Know that magnetic needles always point magnetic north</p> <p>Possible scientific enquiry: Making systematic and careful observations, using a range of equipment.</p> <p>Compare how things move on different surfaces</p> <p>Possible scientific enquiry: Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Asexual reproduction in plants</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Describe the features of non-vascular plants</p> <p>Possible scientific enquiry: Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Explore extraordinary plants and fungi</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Explore the rainforest and it's problems</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages,</p>	<p>explanations, displays or presentations of scientific concepts.</p> <p>Explain how plants make their own food</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Name the parts of the flower and describe what they do</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Describe the process of pollination</p> <p>Possible scientific enquiry: Presenting learning and knowledge in a dance or drama</p> <p>Describe the different ways plants share their seeds</p> <p>Possible scientific enquiry: Recording findings, using simple scientific languages, questions, labelled diagrams</p>
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		classifying.	for example thermometers and data-loggers.		questions, labelled diagrams.	
Skills	<p>Computing – Online Safety SMART rules What should we keep private online?</p> <p>Digital Citizenship What does it mean to be a good digital citizen? How can we find balance with technology in our lives? What should we do if someone is being unkind online?</p> <p>Foundational Skills Keyboard skills: Typing skills using Home Row</p>	<p>Computing – Using Google for Education Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing,</p>	<p>Computing – Cross-Curricular Projects Introduce Research Engines How can I use Slides for a presentation on a topic?</p>	<p>Computing – Writing Code: How can I use sequencing, debugging, looping?</p>	<p>Computing – Looking at Databases How do we create a database? How do we use a database?</p>	<p>Computing – Programming How do I use scratch? What is a sprite?</p>
Skills	<p>PE – Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short-term effects of different exercise activities on the body, know how to improve stamina. Begin to understand the</p>	<p>PE – Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise and describe the short term effects of exercise on the body during different activities, know the importance of suppleness and strength. Describe and evaluate the</p>	<p>PE – Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance.</p>	<p>PE – Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short term effects of different exercise activities on the body, know how to improve stamina. Begin to</p>	<p>PE – Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short term effects of different exercise activities on the body, know how to improve</p>	<p>PE – They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team.</p>

	importance of warming up. Recognise good performance and identify the parts of a performance that need improving and use what they have learned to improve their work.	effectiveness and quality of a performance and recognise how their own performance has improved.	Describe and evaluate some of the compositional features of dances performed with a partner and in a group talk about how they might improve their dance.	understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving and use what they have learned to improve their work.	stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving and use what they have learned to improve their work.	
Skills	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>
Skills	<p>History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.</p> <p>Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.</p>	<p>Geography – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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, and a region within North or South America. Describe and</p>	<p>History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.</p> <p>Knowledge and Understanding</p>	<p>Geography - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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, and a region within North or South America. Describe and</p>	<p>History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.</p> <p>Knowledge and Understanding</p>	<p>Geography – Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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, and a region within North or South America. Describe and</p>

Explain how the lives of people in the time studied compares with our life today.
 Explain how people / events from the past have influenced life today.
 Use appropriate historical vocabulary e.g. culture, social, economic and political.

Interpretation

Understand that the past has been represented in different ways.
 Give reasons for different ways in which the past is presented.
 Begin to evaluate the usefulness of different sources.
 Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion.
 Identify primary /secondary sources and how this affects reliability.
 Begin to use evidence to formulate own interpretation/opinion of historical events and people.
 Examine different types of evidence and draw conclusions.
 Analyse the experiences of others and apply the lessons learnt to one's own life/today's world.
 Discern how and why

understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.
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contrasting arguments and interpretations of the past have been constructed.
Identify and explain change and continuity within and across periods.

Enquiry

Ask questions such as "how did people...?", "what did people do for...?" etc.
Use evidence to build up a picture of a past events.
Select and organise relevant historical information.
Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.
Begin to evaluate the reliability of different sources of evidence.

Organisation and Communication

Discuss different ways of presenting information for different purposes.
Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.
Contribute keenly and confidently in class

Begin to use evidence to formulate own interpretation/opinion of historical events and people.
Examine different types of evidence and draw conclusions.
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	<p>discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>		<p>information about the past. Begin to evaluate the reliability of different sources of evidence.</p> <p>Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>		<p>information about the past. Begin to evaluate the reliability of different sources of evidence.</p> <p>Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>	
<p>Skills</p>	<p>Art – Use sketchbook to collect and record. Plan, refine and alter their</p>	<p>D.T. - Select tools, equipment, and techniques suitable for the task.</p>	<p>Art – Use primary, secondary and neutral colours effectively to create warm and cool tones,</p>	<p>D.T. – Replicate patterns from observations</p>	<p>Art – Use primary, secondary and neutral colours effectively to create warm and cool tones,</p>	<p>D.T. – Use equipment and media with confidence.</p>

	<p>drawings in sketchbooks as necessary.</p> <p>Use primary, secondary and neutral colours effectively to create warm and cool tones, depth and shadow. Create different textures and effects with paint and brushes. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them improve their work.</p>	<p>depth and shadow. Create different textures and effects with paint and brushes. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>Children practise and share their learning and skills with others, giving and receiving feedback to improve</p> <p>Work in a safe, organised way, caring for equipment.</p>	<p>depth and shadow. Create different textures and effects with paint and brushes. Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>Use varied brush techniques to create shapes, textures, patterns and lines</p>	<p>Express likes and dislikes through annotations, giving reasons why and what to do about it</p> <p>Continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p>
<p>Skills</p>	<p>Music – Sing in a range of musical styles both in unison and parts. Understand and demonstrate the initial playing technique requirements for the recorder and hand held percussion. Respond to music directions and notation linking sound and symbol. Perform as part of a whole class ensemble.</p>	<p>Music – Sing in a range of musical styles both in unison and parts. Understand and demonstrate the initial playing technique requirements for the recorder and hand held percussion. Respond to music directions and notation linking sound and symbol. Perform as part of a whole class ensemble.</p>	<p>Music – Sing in a range of musical styles both in unison and parts. Understand and demonstrate the initial playing technique requirements for the recorder and hand held percussion. Respond to music directions and notation linking sound and symbol. Perform as part of a whole class ensemble.</p>	<p>Music – Sing in a range of musical styles both in unison and parts. Understand and demonstrate the initial playing technique requirements for the recorder and hand held percussion. Respond to music directions and notation linking sound and symbol. Perform as part of a whole class ensemble. Develop their ability to work effectively as part of a team. Build increased confidence and self-</p>	<p>Music – Sing in a range of musical styles both in unison and parts. Understand and demonstrate the initial playing technique requirements for the recorder and hand held percussion. Respond to music directions and notation linking sound and symbol. Perform as part of a whole class ensemble. Develop their ability to work effectively as part of a team. Build increased confidence and self-</p>	<p>Music – Sing in a range of musical styles both in unison and parts. Understand and demonstrate the initial playing technique requirements for the recorder and hand held percussion. Respond to music directions and notation linking sound and symbol. Perform as part of a whole class ensemble. Develop their ability to work effectively as part of a team. Build increased confidence and self-</p>

				esteem through engagement in varied activities and performance.	esteem through engagement in varied activities and performance.	esteem through engagement in varied activities and performance. Gain experience in how to attain high standards of performance, and an improved understanding of the process and work that is necessary in order to achieve this.
Skills	<p>Latin - Creation of a Latin passport.</p> <p>Participation in dramatisation of Roman conquest and Boudica's uprising</p> <p>Creative response to Classical myth. Participation in Roman military drill session.</p> <p>Progression through a series of language-based games.</p> <p>Creation of a series of topic and grammar-based Latin visual dictionaries to support vocabulary learning. Completion of comparative language tasks. Creation of a Saturnalia project and translation from Vulgate Bible.</p>	<p>Latin - Creation of a Latin passport.</p> <p>Participation in dramatisation of Roman conquest and Boudica's uprising</p> <p>Creative response to Classical myth. Participation in Roman military drill session.</p> <p>Progression through a series of language-based games.</p> <p>Creation of a series of topic and grammar-based Latin visual dictionaries to support vocabulary learning. Completion of comparative language tasks. Creation of a Saturnalia project and translation from Vulgate Bible.</p>	<p>Latin - Progression through a series of language-based games and dramatisations.</p> <p>Create a model sundial and a water clock.</p> <p>Creation of a comic book story using Latin cosmological vocabulary. Classification task and creation of a mythical beast artwork and description.</p> <p>To design a Roman garden. Playing a Roman Herb garden card game. Translation of Latin and Latlish (combined Latin and English) myth stories.</p> <p>Participation in and dramatisation of a</p>	<p>Latin - Progression through a series of language-based games and dramatisations.</p> <p>Create a model sundial and a water clock.</p> <p>Creation of a comic book story using Latin cosmological vocabulary. Classification task and creation of a mythical beast artwork and description.</p> <p>To design a Roman garden. Playing a Roman Herb garden card game. Translation of Latin and Latlish (combined Latin and English) myth stories.</p> <p>Participation in and dramatisation of a</p>	<p>Latin – Progression through a series of language-based games and dramatisations.</p> <p>Progression through a series of translation tasks.</p> <p>Participation in and dramatisation of a series of Latin conversations.</p> <p>Progression through a series of language-based games and online games.</p>	<p>Latin - Progression through a series of language-based games and dramatisations.</p> <p>Progression through a series of translation tasks.</p> <p>Participation in and dramatisation of a series of Latin conversations.</p> <p>Progression through a series of language-based games and online games.</p>

			series of Latin conversations. Creation of a series of topic and grammar-based Latin visual dictionaries to support vocabulary learning	series of Latin conversations. Creation of a series of topic and grammar-based Latin visual dictionaries to support vocabulary learning		
Skills	<p>PSHE - Knowledge</p> <ul style="list-style-type: none"> • Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills • Recognise the feeling of being worried <p>Be able to work cooperatively</p> <p>Social and Emotional Skills</p> <p>Recognise self-worth</p> <ul style="list-style-type: none"> • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others <p>Be able to work collaboratively</p>	<p>PSHE - Knowledge</p> <ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences <p>Social and Emotional skills</p> <ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve 	<p>PSHE - Knowledge</p> <ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time <p>Social and Emotional skills</p>	<p>PSHE - Knowledge</p> <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of <p>Social and Emotional skills</p> <p>Able to set themselves a fitness challenge</p> <ul style="list-style-type: none"> • Recognise what it feels like to make a healthy choice 	<p>PSHE - Knowledge</p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own 	<p>PSHE - Knowledge</p> <ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty

		<p>conflicts with friends and family</p> <ul style="list-style-type: none"> • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments <p>Recognise feelings associated with receiving a compliment</p>	<p>Recognise other people's achievements in overcoming difficulties</p> <ul style="list-style-type: none"> • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do 	<p>Social and Emotional skills</p> <p>Can identify the responsibilities they have within their family</p> <ul style="list-style-type: none"> • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Know some of the changes on the inside that happen during puberty <p>Social and Emotional skills</p> <ul style="list-style-type: none"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about
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