

Year 3 Curriculum



Together Promoting Success

The Tilery Curriculum



Breadth of Study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]
- b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c. using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
- d. investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Skills

Painting

- 6 Uses colour and marks to express mood
- 7 Represents things observed, remembered or imagined, using colour/tools
- 8 Represents things observed, remembered or imagined, using colour/tools
- 9 Explores the effect on paint of adding water, glue, sand, sawdust
- 10 Introduces primary and secondary colours with the addition of black and white and other hues

3D work

- 7 Uses stimuli to create simple 2D and 3D images using a variety of tools and materials
- 8 Recreates 2D images in a 3D piece (eg the houses of the three little pigs)
- 9 Shows an awareness of texture, form and shape by recreating an image in 3D form
- 10 Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work
- 11 Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour

Printing

- 6 Explores images through monoprinting on a variety of papers
- 7 Explores images and recreates texture using wallpaper, string, polystyrene etc
- 8 Explores colour mixing through printing, using two colours and a variety of materials
- 9 Uses printing to represent the natural environment
- 10 Compares own image and pattern making with that of well-known artists (William Morris)
- 11 Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour

Textiles

- 8 Prints on fabrics
- 9 Simple stitching - uses a long needle to make straight stitches

Breadth of Study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them
- b. focused practical tasks that develop a range of techniques, skills, processes and knowledge
- c. design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.

Knowledge, Skills & Understanding

- a. how the working characteristics of materials affect the ways they are used
- b. how materials can be combined and mixed to create more useful properties [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]

*Structures

*Textiles

Breadth of Study

During the key stage, pupils should be taught the knowledge, skills and understanding through the study of **two localities** and **three themes**:

Localities

- a. a locality in the United Kingdom
- b. a locality in a country that is less economically developed

Themes

- c. water and its effects on landscapes and people, including the physical features of rivers [e.g., flood plain] or coasts [e.g., beach], and the processes of erosion and deposition that affect them
- d. how settlements differ and change, including why they differ in size and character [e.g., commuter village, seaside town], and an issue arising from changes in land use [e.g., the building of new housing or a leisure complex]
- e. an environmental issue, caused by change in an environment [e.g., increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [e.g., by improving public transport, creating a new nature reserve, reducing water use].

In their study of localities and themes, pupils should:

- a. study at a range of scales - local, regional and national
- b. study a range of places and environments in different parts of the world, including the United Kingdom and the European Union
- c. carry out fieldwork investigations outside the classroom.

Knowledge, Skills & Understanding

Geographical enquiry and skills

In undertaking geographical enquiry, pupils should be taught to:

- a. ask geographical questions [e.g., 'What is this landscape like?', 'What do I think about it?']
- b. collect and record evidence [e.g., by carrying out a survey of shop functions and showing them on a graph]
- c. analyse evidence and draw conclusions [e.g., by comparing population data for two localities]
- d. identify and explain different views that people, including themselves, hold about topical geographical issues [e.g., views about plans to build an hotel in an overseas locality]
- e. communicate in ways appropriate to the task and audience [e.g., by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].

In developing geographical skills, pupils should be taught:

- a. to use appropriate geographical vocabulary [e.g., temperature, transport, industry]
- b. to use appropriate fieldwork techniques [e.g., labelled field sketches] and instruments [e.g., a rain gauge, a camera]
- c. to use atlases and globes, and maps and plans at a range of scales [e.g., using contents, keys, grids]
- d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- e. to draw plans and maps at a range of scales [e.g., a sketch map of a locality]
- f. to use ICT to help in geographical investigations [e.g., creating a data file to analyse fieldwork data]
- g. decision-making skills [e.g., deciding what measures are needed to improve safety in a local street].

Knowledge and understanding of places

Pupils should be taught:

- a. to identify and describe what places are like [e.g., in terms of weather, jobs]
- b. the location of places and environments they study and other significant places and environments [e.g., places and environments in the news]
- c. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
- d. to explain why places are like they are [e.g., in terms of weather conditions, local resources, historical development]
- e. to identify how and why places change [e.g., through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [e.g., through an increase in traffic or an influx of tourists]
- f. to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [e.g., comparing a village with a part of a city in the same country]
- g. to recognise how places fit within a wider geographical context [e.g., as part of a bigger region or country] and are interdependent [e.g., through the supply of goods, movements of people].

Knowledge and understanding of patterns and processes

4. Pupils should be taught to:

- a. recognise and explain patterns made by individual physical and human features in the environment [e.g., where frost forms in the playground, the distribution of hotels along a seafront]
- b. recognise some physical and human processes [e.g., river erosion, a factory closure] and explain how these can cause changes in places and environments.

Knowledge and understanding of environmental change and sustainable development

Pupils should be taught to:

- a. recognise how people can improve the environment [e.g., by reclaiming derelict land] or damage it [e.g., by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [e.g., taking part in a local conservation project].

* *Oceans & Sea*

* *Ancient Wonders & Landmarks*

* *River Nile*

* *Stockton High Street*

Breadth of Study

Local history study

A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

A European history study

A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

A World history study

A study of the key features, including the everyday lives of men, women and children, of a past society: **Ancient Egypt**.

**History of Tilers*

Knowledge, Skills & Understanding

Chronological understanding

Pupils should be taught to:

- a. place events, people and changes into correct periods of time
- b. use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

Pupils should be taught:

- a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation

Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

Pupils should be taught:

- a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)
- b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

Pupils should be taught to:

- a. recall, select and organise historical information
- b. use dates and historical vocabulary to describe the periods studied
- c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

E Communication

- *Recognise the advantages of using different electronic communication methods in relation to their immediacy e.g. SMS, email, websites, social networking, video conferencing & related push notifications.
- *Know when it is appropriate to use formal/informal language within electronic communications tools.
- *Know that a school's Learning Platform contains a variety of tools that facilitate online communication, collaboration & reflection e.g. messaging, discussion forums, surveys, blogs etc.
- *Know that messages e.g. emails, SMS, can be read/organised using different views & folders and evaluate the impact in terms of readability & organisation.
- *Know that emails can be sent to more than one recipient at time and that a distribution list enables a mass email audience understanding why these lists are used.
- *Know that emails can be used to send attachments of different file types and that sometimes these attachments can present a risk to their device by containing a virus.
- *Understand what is meant by & the implications of 'spam' email and why email providers include filtering for this.
- *Understand the need for ensuring their device security settings/software is kept up-to-date to ensure maximum protection.
- *Know that contributions to collaborative tools e.g. chatrooms, forums, surveys etc can be identified on an individual basis and tracked.
- *Understand that some emails can contain inappropriate/malicious content and know who to contact if they receive an email of this nature.
- *Understand the need to keep individual passwords secure in order to protect their online safety & identity.
- *Know that cyber-bullying is not acceptable in any form and understand the impact of their actions online.
- *Know the advantages of creating 'nick names' & avatars on social networking sites in order to manage the safety of their online identity.

Programming & Control

- *Know that algorithms can be represented symbolically [flowcharts] or using instructions in a clearly defined language [turtle graphics / logo].
- *Know that algorithms can include selection (if) and repetition (loops).
- *Understand that algorithms should be stated without ambiguity and care and precision are necessary to avoid errors.
- *Know that a computer program is a sequence of instructions written to perform a specified task with a computer.
- *Understand that programs are unambiguous and that care and precision is necessary to avoid errors.
- *Know that computers can be programmed so they appear to respond 'intelligently' to certain inputs.
- *Understand that control software can be used to control an output device.
- *Understand that ICT sensing devices can be used to monitor changes in environmental conditions.

Models & Stimulations

- *Understand that models may be represented in different ways, in particular graphic / visual models and spreadsheets.
- *Understand the limitations of using a computer model rather than the original.
- *Understand that computer models, including computer games, may be governed by a set of rules or behaviours.
- *Know that a spreadsheet can be used to model mathematical or financial situations.

Data Handling

- *Know that ICT can be used to sort & conduct simple searches of data quickly & efficiently recognising the advantages of doing so.
- *Understand that branching databases are used to organise information/conduct simple enquiries through a series of yes/no questions.
- *Understand everyday uses of databases, why they are used & the advantages of doing so.

Digital Media

- *Know that sound software applications enable many sounds to be combined using different tracks and that these can be organised & edited to form original compositions.

Breadth of Study

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through:

- aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- aspects of mathematics such as counting, calculations, money, the time and the date
- songs, alphabet, poems, rhymes and stories in other languages
- international or multi-cultural work, for example celebration of festivals, storytelling
- using ICT, for example e-mail with schools abroad, materials from the internet and satellite television geographical and historical work relating to other countries.

Knowledge, Skills & Understanding

Understanding and using the foreign language

In the early stages of language learning pupils might be taught:

- a. how to use and respond to the foreign language
- b. how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- c. correct pronunciation and intonation
- d. how to ask and answer questions
- e. techniques for memorising words, phrases and short extracts
- f. how to use context and clues to interpret meaning
- g. how to make use of their knowledge of English or another language in learning the foreign language.

Pupils can be taught about other countries and cultures by:

- a. working with authentic materials including some from ICT-based sources
- b. considering their own culture and comparing it with others
- c. considering the experiences of other people.

In order to develop their knowledge, skills and understanding further, pupils might also be taught:

- a. the interrelationship of sounds and writing
- b. simple aspects of grammar and how to apply them
- c. how to initiate conversations
- d. how to use dictionaries and other reference materials
- e. how to communicate with each other in the foreign language in pairs and groups and with their teacher
- f. how to use their knowledge of the language creatively and imaginatively
- g. how to use the foreign language for real purposes.

**Numbers 1- 30*

**Days of the week*

**Months of the year*

**School day*

**Food & drink*

**Express opinion*

Breadth of Study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. a range of musical activities that integrate performing, composing and appraising
- b. responding to a range of musical and non-musical starting points
- c. working on their own, in groups of different sizes and as a class
- d. using ICT to capture, change and combine sounds
- e. a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

Knowledge, Skills & Understanding

Controlling sounds through singing and playing - performing skills

- a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
- b. play tuned and untuned instruments with control and rhythmic accuracy
- c. practise, rehearse and present performances with an awareness of the audience.

Responding and reviewing - appraising skills

- a. analyse and compare sounds
- b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- c. improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

- a. to listen with attention to detail and to internalise and recall sounds with increasing aural memory
- b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
- c. how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
- d. how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

Breadth of Study**Dance activities**

Pupils should be taught to:

- a. create and perform dances using a range of movement patterns, including those from different times, places and cultures
- b. respond to a range of stimuli and accompaniment.

Games activities

Pupils should be taught to:

- a. play and make up small-sided and modified competitive net, striking/fielding and invasion games
- b. use skills and tactics and apply basic principles suitable for attacking and defending
- c. work with others to organise and keep the games going.

Gymnastic activities

Pupils should be taught to:

- a. create and perform fluent sequences on the floor and using apparatus
- b. include variations in level, speed and direction in their sequences.

Swimming activities and water safety

Pupils should be taught to:

- a. pace themselves in floating and swimming challenges related to speed, distance and personal survival
- b. swim unaided for a sustained period of time over a distance of at least 25m
- c. use recognised arm and leg actions, lying on their front and back
- d. use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Athletic activities

Pupils should be taught to:

- a. take part in and design challenges and competitions that call for precision, speed, power or stamina
- b. use running, jumping and throwing skills both singly and in combination
- c. pace themselves in these challenges and competitions.

Outdoor and adventurous activities

Pupils should be taught to:

- a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- b. use a range of orienteering and problem-solving skills
- c. work with others to meet the challenges.

Knowledge, Skills & Understanding**Acquiring and developing skills**

Pupils should be taught to:

- a. consolidate their existing skills and gain new ones
- b. perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

Pupils should be taught to:

- a. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- b. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- c. apply rules and conventions for different activities.

Evaluating and improving performance

Pupils should be taught to:

- a. identify what makes a performance effective
- b. suggest improvements based on this information.

Knowledge and understanding of fitness and health

Pupils should be taught to:

- a. how exercise affects the body in the short term
- b. to warm up and prepare appropriately for different activities
- c. why physical activity is good for their health and well-being
- d. why wearing appropriate clothing and being hygienic is good for you

Breadth of Opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

Knowledge, Skills & Understanding

Developing confidence and responsibility and making the most of their abilities

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

Developing a healthy, safer lifestyle

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Christianity

- Beliefs and Practices
- Belonging
- Festivals
- Founders and Leaders
- Sacred Texts
- Places of Worship

Festivals/Beliefs and Practices: Christmas

What are the symbols associated with Christmas?

Festivals/Beliefs and Practices: Easter

How is Easter celebrated in Church?

Knowledge, Skills & Understanding**Investigation and Enquiry**

- a. Ask relevant questions
- b. Know how to use different types of sources to gather information
- c. Know what may constitute evidence for understanding religion(s)

Interpretation

- a. Draw meaning from artefacts, works of art, poetry and symbolism
- b. Interpret religious language
- c. Suggest the meanings of religious texts

Expression

- a. Explain concepts, rituals and practices
- b. Communicate the significance of religious symbols, technical terms and religious imagery
- c. Identify and articulate matters of deep conviction and concern
- d. Respond to religious issues through a variety of media

Application

- a. Make the association between religions and the individual community, national and international communities

Analysis

- a. Distinguishing between opinion, belief and fact
- b. Distinguishing between the features of different religions

Evaluation

- a. Debate issues of religious significance with reference to evidence and argument
- b. Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience

Synthesis

- a. Link significant features of religion together in a coherent pattern
- b. Connect different aspects of life into a meaningful whole

Reflection and Response

- a. Think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices, moral issues

Empathy

- a. Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others
- b. Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- c. Seeing the world through the eyes of others and considering issues from their point of view

Breadth of Study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a. a range of domestic and environmental contexts that are familiar and of interest to them
- b. looking at the part science has played in the development of many useful things
- c. using a range of sources of information and data, including ICT based sources
- d. using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.

During the key stage, pupils should be taught to:

Communication

- a. use appropriate scientific language and terms, including SI units of measurement [for example, metre, newton] , to communicate ideas and explain the behaviour of living things, materials, phenomena and processes

Health and Safety

- b. recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

Knowledge, Skills & Understanding

Humans and other animals

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health (food groups)

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Grouping and classifying materials

- a. to compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials
- b. that some materials are better thermal insulators than others
- c. that some materials are better electrical conductors than others

Forces and motion

- a. about the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials

Light and sound

- a. that light travels from a source
- b. that light cannot pass through some materials, and how this leads to the formation of shadows
- c. that light is reflected from surfaces [for example, mirrors, polished metals]

Seeing

- d. that we see things only when light from them enters our eyes

**Earth, Sun & the planets*

Planning for Choices & Change

*Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

*I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

PE, Physical Activity & Sport

*I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.

*I am developing skills and techniques and improving my level of performance and fitness.

*I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.

*I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.

*Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.

*I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.

*I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing.

Food & Health

*By investigating the range of foods available I can discuss how they contribute to a healthy diet.

*I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks.

*I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.

*I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

*When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

*I am discovering the different ways that advertising and the media can affect my choices.

Substance Misuse

*I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.

*I know how to react in unsafe situations and emergencies.

Relationships, sexual health and parenthood

*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

*I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

*I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

*I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

*I recognise that we have similarities and differences but are all unique.

*I am aware of my growing body and I am learning the correct names for its different parts and how they work.

*I am learning what I can do to look after my body and who can help me.

*I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.

*I am learning about where living things come from and about how they grow, develop and are nurtured.

*I am able to show an awareness of the tasks required to look after a baby.

Groovy Greeks

Art

- 6 Uses colour and marks to express mood
- 7 Represents things observed, remembered or imagined, using colour/tools
- 8 Represents things observed, remembered or imagined, using colour/tools
- 9 Explores the effect on paint of adding water, glue, sand, sawdust
- 10 Introduces primary and secondary colours with the addition of black and white and other hues

History

A European history study

A study of the way of life, beliefs and achievements of the people living in **Ancient Greece** and the influence of their civilisation on the world today.

PE

Gymnastic activities

- a. create and perform fluent sequences on the floor and using apparatus
- b. include variations in level, speed and direction in their sequences.

Games activities

- a. play and make up small-sided and modified competitive net, striking/fielding and invasion games
- b. use skills and tactics and apply basic principles suitable for attacking and defending
- c. work with others to organise and keep the games going.

Athletic activities

- a. take part in and design challenges and competitions that call for precision, speed, power or stamina
- b. use running, jumping and throwing skills both singly and in combination
- c. pace themselves in these challenges and competitions.

PSHE

Developing confidence and responsibility and making the most of abilities

- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups

RE

Christianity

- Beliefs and Practices
- Belonging
- Festivals
- Founders and Leaders
- Sacred Texts
- Places of Worship

Science

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Who Do you Think You Are?

Geography

- d. how settlements differ and change, including why they differ in size and character [e.g., commuter village, seaside town], and an issue arising from changes in land use [e.g., the building of new housing or a leisure complex]
- e. an environmental issue, caused by change in an environment [e.g., increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [e.g., by improving public transport, creating a new nature reserve, reducing water use].

History

Local history study

A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

PE

Dance activities

Pupils should be taught to:

- a. create and perform dances using a range of movement patterns, including those from different times, places and cultures
- b. respond to a range of stimuli and accompaniment.

PSHE

Developing confidence and responsibility and making the most of their abilities

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving

Preparing to play an active role as citizens

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
 - i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

RE

Christianity

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Space

Art

3D work

- 7 Uses stimuli to create simple 2D and 3D images using a variety of tools and materials
- 8 Recreates 2D images in a 3D piece (eg the houses of the three little pigs)
- 9 Shows an awareness of texture, form and shape by recreating an image in 3D form
- 10 Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work
- 11 Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour

Music

Responding and reviewing - appraising skills

- a. analyse and compare sounds
- b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- c. improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

- a. to listen with attention to detail and to internalise and recall sounds with increasing aural memory
- b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
- c. how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
- d. how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

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Science

Light and sound

- a. that light travels from a source
- b. that light cannot pass through some materials, and how this leads to the formation of shadows
- c. that light is reflected from surfaces [for example, mirrors, polished metals]

Seeing

- d. that we see things only when light from them enters our eyes

Pirates

PSHE&C

Developing a healthy, safer lifestyle

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

PE

Gymnastic activities

Pupils should be taught to:

- a. create and perform fluent sequences on the floor and using apparatus
- b. include variations in level, speed and direction in their sequences

Science

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health (food groups)

Grouping and classifying materials

- a. to compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials
- b. that some materials are better thermal insulators than others
- c. that some materials are better electrical conductors than others

Forces and motion

- a. about the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials

Joseph & His Technicolour Dream Coat

Art

- Printing
- 6 Explores images through monoprinting on a variety of papers
 - 7 Explores images and recreates texture using wallpaper, string, polystyrene etc
 - 8 Explores colour mixing through printing, using two colours and a variety of materials
 - 9 Uses printing to represent the natural environment
 - 10 Compares own image and pattern making with that of well-known artists (William Morris)
 - 11 Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour

Textiles

- 8 Prints on fabrics
- 9 Simple stitching - uses a long needle to make straight stitches

DT

- a. how the working characteristics of materials affect the ways they are used
- b. how materials can be combined and mixed to create more useful properties [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]

Geography

- c. water and its effects on landscapes and people, including the physical features of **rivers** [e.g., flood plain] and the processes of erosion and deposition that affect them

**River Nile*

History

- A world history study
- A study of the key features, including the everyday lives of men, women and children, of a past society: Ancient Egypt.

Music

- Controlling sounds through singing and playing - performing skills
- a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
 - b. play tuned and untuned instruments with control and rhythmic accuracy
 - c. practise, rehearse and present performances with an awareness of the audience.

PE

- Athletic activities
- Pupils should be taught to:
- a. take part in and design challenges and competitions that call for precision, speed, power or stamina
 - b. use running, jumping and throwing skills both singly and in combination
 - c. pace themselves in these challenges and competitions.

PSHE

Developing confidence and responsibility and making the most of their abilities

d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Preparing to play an active role as citizens

d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

f. to resolve differences by looking at alternatives, making decisions and explaining choices

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ICT

E Communication

- *Recognise the advantages of using different electronic communication methods in relation to their immediacy e.g. SMS, email, websites, social networking, video conferencing & related push notifications.
- *Know when it is appropriate to use formal/informal language within electronic communications tools.
- *Know that a school's Learning Platform contains a variety of tools that facilitate online communication, collaboration & reflection e.g. messaging, discussion forums, surveys, blogs etc.
- *Know that messages e.g. emails, SMS, can be read/organised using different views & folders and evaluate the impact in terms of readability & organisation.
- *Know that emails can be sent to more than one recipient at time and that a distribution list enables a mass email audience understanding why these lists are used.
- *Know that emails can be used to send attachments of different file types and that sometimes these attachments can present a risk to their device by containing a virus.
- *Understand what is meant by & the implications of 'spam' email and why email providers include filtering for this.
- *Understand the need for ensuring their device security settings/software is kept up-to-date to ensure maximum protection.
- *Know that contributions to collaborative tools e.g. chatrooms, forums, surveys etc can be identified on an individual basis and tracked.
- *Understand that some emails can contain inappropriate/malicious content and know who to contact if they receive an email of this nature.
- *Understand the need to keep individual passwords secure in order to protect their online safety & identity.
- *Know that cyber-bullying is not acceptable in any form and understand the impact of their actions online.
- *Know the advantages of creating 'nick names' & avatars on social networking sites in order to manage the safety of their online identity.

Programming & Control

- *Know that algorithms can be represented symbolically [flowcharts] or using instructions in a clearly defined language [turtle graphics / logo].
- *Know that algorithms can include selection (if) and repetition (loops).
- *Understand that algorithms should be stated without ambiguity and care and precision are necessary to avoid errors.
- *Know that a computer program is a sequence of instructions written to perform a specified task with a computer.
- *Understand that programs are unambiguous and that care and precision is necessary to avoid errors.
- *Know that computers can be programmed so they appear to respond 'intelligently' to certain inputs.
- *Understand that control software can be used to control an output device.
- *Understand that ICT sensing devices can be used to monitor changes in environmental conditions.

Models & Stimulations

- *Understand that models may be represented in different ways, in particular graphic / visual models and spreadsheets.
- *Understand the limitations of using a computer model rather than the original.
- *Understand that computer models, including computer games, may be governed by a set of rules or behaviours.
- *Know that a spreadsheet can be used to model mathematical or financial situations.

Data Handling

- *Know that ICT can be used to sort & conduct simple searches of data quickly & efficiently recognising the advantages of doing so.
- *Understand that branching databases are used to organise information/conduct simple enquiries through a series of yes/no questions.
- *Understand everyday uses of databases, why they are used & the advantages of doing so.

Digital Media

- *Know that sound software applications enable many sounds to be combined using different tracks and that these can be organised & edited to form original compositions