

YEAR 3 Curriculum Map – Cycle 1

Term	Science	Geography	History	PE	Art	RE	D&T	Computing	MFL	Music	PSHE
1	<p>Forces and Magnets Identify pushes and pulls as forces and explore how things move on different surfaces. Find out about attraction and repulsion by magnetic forces and which materials are magnetic. Look at compasses and uses of magnets. Carry out some enquiries using magnets.</p>	<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Identify physical and human features of the locality</p> <p>Recognise there are similarities and differences between places</p>	<p>Ancient Egyptians</p> <p>Use an increasing range of common words and phrases relating to the passing of time: make a word map of the key vocabulary for the topic</p> <p>Describe memories of key events in his/her life using historical vocabulary: compare key moments in life with those of the Ancient Egyptians eg writing/ hieraglyphics</p>	<p>SPORT Gymnastics (Baskervilles)</p> <p>Activities Balloon Balance Follow the leader Mirroring your partner These will develop flexibility, strength, control and balance</p> <p>Pupil's Learning Journey (Personal) I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>Ancient Egyptians: <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> Visit to Bristol Museum to view giant painting <i>The Temple of Dendera, Upper Egypt</i> by David Roberts Observational drawings of Egyptian artefacts <p><u>Outcome:</u></p> <ul style="list-style-type: none"> Detailed observational sketches. 	<p>What is important to me? A focus on ourselves. An exploration of human nature and worthy characteristics. Children explore stories and festivals of Christianity and Judaism.</p>	<p><u>Processes</u></p> <p><u>Shadow puppet theatres and puppets</u> -Design our own working shadow puppet theatre using our knowledge of existing shadow puppet theatres. -Measure, mark out, cut, assemble and join our materials for our theatres safely and with some accuracy.</p> <p><u>Cooking and nutrition</u></p> <p><u>Unleavened bread</u> Use a wider range of techniques to combine ingredients safely.</p>	<p>E-safety –Review and edit our online safety rules</p> <p>Touch typing skills - develop fluency at using the home-row and the upper row.</p> <p>Coding using Scratch</p> <ul style="list-style-type: none"> programme a sprite programme a sprite using repetition execute activities in different ways use time to sequence events 	<p>Recognise and say numbers 1-10</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p>	<p>Violin lessons</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The violin, the various parts of the instrument and how sound is produced To treat instruments carefully and with respect. Play any one of four, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. <p>To begin to read musical notation and link the symbol to the note played or rest</p> <p>Find the pulse listen to the rhythm and clap back create simple rhythm patterns listen and sing back, use their voices to copy back using 'la' copy back with instruments, with and without notation</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> Understand that they are important. Know what a personal goal is. Understanding what a challenge is. Know why rules are needed and how these relate to choices and consequences. Know that actions can affect others' feelings. Know that others may hold different views. Know that the school has a shared set of values.
2	<p>Light Identify light sources and discuss the Sun. Establish that light is reflected off things that we see and that darkness is an absence of light. Recognise how shadows are formed. Understand the Sun can be dangerous. Make enquiries about shadows.</p>			<p>SPORT Zumba: Perform fitness dances using a range of movement patterns</p> <p>Activities Exchanging objects Stepping stone crossing These will develop collaborative teamwork skills to achieve success</p> <p>Learning Journey (Social) I show patience and support others, listening well to them about our work.</p> <p>I am happy to show and tell them about my ideas.</p> <p>I can help praise and encourage others in their learning.</p>		<p>Key questions: what is important to me? Where do I belong? What am I worth? Stories/festivals including Adam and Eve, Rosh Hashanah and Yom Kippur. Focus on communities</p>		<p>E-safety - Develop an Awareness of Online Bullying</p> <p>Touch typing skills - develop fluency using the home-row and the upper row.</p> <p>Internet research and communication -know and understand how word order affects the results returned. - bookmark or favourite a page and name different types of online communication.</p> <p>E-safety fluency: – what to do if they feel uncomfortable when communicating online. - identify how they should behave online.</p>	<p>Ask and answer simple questions about self e.g. name and age Recognise and say numbers 10-20 Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story/song heard Christmas</p>		<p>Celebrating Difference</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
3	<p>Rocks Compare and group rocks based on appearance and compare their properties. Look at how fossils are formed in sedimentary rocks. Discover how soils are made and consider different soil types.</p>	<p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Identify physical and human features of the locality</p> <p>Identify where countries are within the UK and the key topographical features</p>	<p>Stone Age to Iron Age</p> <p>Use an increasing range of common words and phrases relating to the passing of time: learn key words for this area by making a word map</p> <p>Describe memories of key events in his/her life using historical vocabulary: compare homes/clothing with those of the Iron Age</p>	<p>SPORT Outdoor Activities in the Wild Willow Widerness both as individuals and part of a team, including the basic principles of attacking and defending.</p> <p>Activities 'Getting around us' game</p> <p>Follow the leader Balance circuits Looking to develop their performances and achieve personal bests through practice.</p> <p>Learning Journey (Cognitive)</p>	<p>Stone Age to Iron Age: <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> Cave paintings Beaker pottery <p><u>Outcome:</u></p> <ul style="list-style-type: none"> Cave painting inspired artwork using a variety of techniques and medium. A handmade clay beaker. 	<p>What can we learn from the life and teachings of Jesus Christ? Who is Jesu and what does it mean to follow him today? What did Jesus teach about? Focus on miracles and Lent/Easter.</p>	<p><u>Cooking and nutrition</u></p> <p><u>Stewed fruit cooked on a campfire</u> -Understand that food needs to be grown, farmed or caught. -Use a wider range of techniques to prepare and combine ingredients safely.</p>	<p>E-safety – assess the trustworthiness of websites.</p> <p>Touch typing skills - develop fluency at using the home-row and the upper row.</p> <p>Creating an animation using PowerPoint</p> <ul style="list-style-type: none"> sequence an animation create an animation on one slide create an interactive animation 	<p>Be able to answer questions about name and age.</p> <p>Revision of numbers 10-20</p> <p>Learn the names of colours</p>	<p>Dreams and Goals</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 	

				<p>I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>I can begin to order instructions, movements and skills.</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p>				<ul style="list-style-type: none"> use hyperlinks in slides 			<p>achievement.</p> <ul style="list-style-type: none"> 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.
4	<p>Animals including humans</p> <p>Find out about food groups and healthy balanced diets. Compare how plants make their food, but animals cannot. Discuss how animals get nutrition from what they eat. Identify humans and some other animals have different kinds of skeletons for support. Find out how muscles allow movement.</p>			<p>SPORT</p> <p>Dance: Perform dances using a range of movement patterns</p> <p>Activities</p> <p>Roller Ball Collect your rebound To develop throwing and catching skills</p> <p>Learning Journey (Creative)</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>		<p>Stories/parables: The Good Samaritan, The Lost Son, The Widow's coins, The Marvellous Picnic</p> <p>Key concepts: love, greed, giving, prayer</p>		<p>E-safety - understand the digital trails we leave behind.</p> <p>Touch typing skills develop fluency using the home-row and the upper row.</p> <p>Using Excel</p> <ul style="list-style-type: none"> use a random function use conditional formatting use functions to analyse data use the COUNTIF function and make a bar chart 	<p>Playgournd games using numbers</p> <p>Revision of names of colours</p> <p>Follow simple classroom instructions in French</p> <p>Easter</p>		<p>Healthy Me</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.
5	<p>PLANTS</p> <p>Understand the parts of plants and their functions. Investigate how water is transported within a plant. Explore pollination, seed formation and seed dispersal. Carry out an investigation into elements that effect the growth of a plant. Be able to make predictions and make careful observations and measurements</p>	<p>Name and locate the cities of the UK</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe</p> <p>Identify where counties are within the UK and the key topographical features</p> <p>Use the 4/8 points of a compass</p> <p>Make plans and maps using symbols and keys</p> <p>Ask and respond to</p>	<p>Geography focus</p>	<p>SPORT</p> <p>Swimming Developing the use of a range of strokes to swim competently across a 25m distance</p> <p>Activities</p> <p>Front Curling</p> <p>2 Ball Challenge</p> <p>To enjoy competitive games following rules and trying to outscore opponents using tactics.</p> <p>Learning Journey (Applying Physical)</p>	<p>NA – DT focus</p>	<p>How do people express their beliefs and identity? Focus on community cohesion How do people express their beliefs, identity and experiences? Why are the Arts really important for some religions and beliefs? How do I express my ideas, feelings and beliefs?</p>	<p>Processes</p> <p><u>Greenhouses</u></p> <p>-Use annotated sketches when designing our greenhouses. -Choose appropriately from a wider range of tools and unfamiliar materials and plan how to use them when making our greenhouses. - Safely measure, mark out, cut, assemble and join materials with increasing accuracy. -Use diagonal struts to strengthen the frames of our greenhouses</p>	<p>E-safety - develop good netiquette.</p> <p>Touch typing</p> <p>Programme a roamer / botcar / logo code devices to draw mathematical shapes, navigate a course ...</p>	<p>Know the names of days of the week.</p> <p>Revise numbers</p> <p>Revise colours</p> <p>Playground games and songs to reinforce vocabulary and pronunciation.</p>		<p>Relationships</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

		<p>geographical questions, <eg>Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?</p> <p>Analyse evidence and draw conclusions <eg>make comparisons between locations using aerial photos/pictures</eg> <eg>population, temperatures etc.</p>	<p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p>			<p>(Technical knowledge). -Investigate and analyse existing greenhouses considering a wide range of factors and then compare and evaluate those we have made.</p>			<p>people around the world help and influence my life.</p> <ul style="list-style-type: none"> • Know that they and all children have rights (UNCRC). • Know the lives of children around the world can be different from their own
6			<p>SPORT Basketball</p> <p>To enjoy competitive games following rules and trying to outscore opponents using teamwork and tactics</p> <p>Activities Balance Transfer Awareness Challenges These will develop flexibility, strength, control and balance</p> <p>Learning Journey (Health & Fitness)</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>	<p>Rainforests: <u>Produced work inspired by:</u></p> <ul style="list-style-type: none"> ○ Henri Rousseau. (Who was he? What inspired him? What was his style?) <p><u>Outcome:</u></p> <ul style="list-style-type: none"> ○ Rainforest Collage ○ Rainforest Canopy Printing ○ Rainforest Stitching 	<p>Include a visit to a local Church</p> <p>Focus on symbols, community, hope, reconciliation, community cohesion</p>	<p>Processes</p> <p><u>Make a moving monster</u> Understand how mechanical systems such as levers, linkages and pneumatic systems can create movement in our monsters (Technical knowledge).</p> <p>Cooking and nutrition</p> <p><u>South American savoury pastries</u> Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>	<p>E-safety - Understand that online identities may be false</p> <p>touch typing skills</p> <p>Using and Applying skills Using and combining skills learned in Year 3 computing lessons create a presentation incorporating tables from Excel, animations, internet research, photographs etc.</p>	<p>Revision of days of the week</p> <p>Learn the names of different meals, breakfast, lunch, dinner. Learn the names of simple foods and drinks.</p> <p>Playground games using simple instructions.</p>	<p>Changing Me</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. • Know some of the changes on the inside that happen during puberty.

YEAR 3 Curriculum Map – Cycle 2

Term	Science	Geography	History	PE	Art	RE	DT	Computing	MFL	Music	PSHE
1	<p>Forces and Magnets Identify pushes and pulls as forces and explore how things move on different surfaces. Find out about attraction and repulsion by magnetic forces and which materials are magnetic. Look at compasses and uses of magnets. Carry out some enquiries using magnets.</p>	<p>Name and locate the cities of the UK</p> <p>Recognise there are similarities and differences between places</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ie Greece</p>	<p>Ancient Greeks</p> <p>Life in Ancient Greece: Homes, clothing, beliefs – compare with life today</p> <p>Use artefacts/art/written evidence to build up a picture of life in Ancient Greece</p>	<p>SPORT Gymnastics (Baskervilles)</p> <p>Activities Balloon Balance</p> <p>Follow the leader</p> <p>Mirroring your partner</p> <p>These will develop flexibility, strength, control and balance</p> <p>Pupil's Learning Journey (Personal) I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>Ancient Greeks: Produced work inspired by:</p> <ul style="list-style-type: none"> o Greek vases o Labyrinths <p>Outcome:</p> <ul style="list-style-type: none"> o Create own Greek-inspired vase. o Design a labyrinth. 	<p>Terms 1 and 2: What does it mean to belong to a religion: Judaism.</p> <p>How do members of a faith celebrate and live out their beliefs in: festivals, practices. Faith communities, journey of life and the wider world?</p>	<p>Processes</p> <p><u>Shadow puppet theatres and puppets</u> -Design our own working shadow puppet theatre using our knowledge of existing shadow puppet theatres. -Measure, mark out, cut, assemble and join our materials for our theatres safely and with some accuracy.</p> <p>Cooking and nutrition</p> <p><u>Unleavened bread</u></p>	<p>E-safety –Review and edit our online safety rules</p> <p>Touch typing skills - develop fluency at using the home-row and the upper row.</p> <p>Coding using Scratch</p> <ul style="list-style-type: none"> • programme a sprite • programme a sprite using repetition • execute activities in different ways • use time to sequence events 	<p>Recognise and say numbers 1-10</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p>	<p>Violin lessons</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The violin, the various parts of the instrument and how sound is produced • To treat instruments carefully and with respect. • Play any one of four, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. <p>To begin to read musical notation and link the symbol to the note played or rest</p> <p>Find the pulse listen to the rhythm and clap back</p> <p>create simple rhythm patterns listen and sing back, use their voices to copy back using 'la' copy back with instruments, with and without notation</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Understand that they are important. Know what a personal goal is. • Understanding what a challenge is. • Know why rules are needed and how these relate to choices and consequences. • Know that actions can affect others' feelings. • Know that others may hold different views. • Know that the school has a shared set of values.
2	<p>Light Identify light sources and discuss the Sun. Establish that light is reflected off things that we see and that darkness is an absence of light. Recognise how shadows are formed. Understand the Sun can be dangerous. Make enquiries about shadows.</p>			<p>SPORT Zumba: Perform fitness dances using a range of movement patterns</p> <p>Activities Exchanging objects</p> <p>Stepping stone crossing</p> <p>These will develop collaborative teamwork skills to achieve success</p> <p>Learning Journey (Social) I show patience and support others, listening well to them about our work.</p> <p>I am happy to show and tell them about my ideas.</p> <p>I can help praise and encourage others in their learning.</p>		<p>The Jewish World, Mezuzah, the Shema, Shabbat, Bar/Bat Mitzvah, Pesach, Seder, Story of Moses and the exodus, synagogue</p> <p>Key experience: Meet a member of the Jewish faith</p>	<p>Use a wider range of techniques to combine ingredients safely.</p>	<p>E-safety - Develop an Awareness of Online Bullying</p> <p>Touch typing skills - develop fluency using the home-row and the upper row.</p> <p>Internet research and communication -know and understand how word order affects the results returned. - bookmark or favourite a page and name different types of online communication.</p> <p>E-safety fluency: – what to do if they feel uncomfortable when communicating online. - identify how they should behave online.</p>	<p>Ask and answer simple questions about self e.g. name and age Recognise and say numbers 10-20 Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story/song heard Christmas</p>	<p>Celebrating Difference</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 	
3	<p>Rocks Compare and group rocks based on appearance and compare their properties. Look at how fossils are formed in sedimentary rocks. Discover how soils is made and consider different soil types.</p>	<p>Identify physical and human features of the locality</p> <p>Understand and use a widening range of geographical terms <eg>specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle</p>	<p>Geography Focus</p>	<p>SPORT Outdoor Activities in the Wild Willow Widerness both as individuals and part of a team, including the basic principles of attacking and defending.</p> <p>Activities 'Getting around us' game</p> <p>Follow the leader</p> <p>Balance circuits</p>	<p>Extreme Earth: Produced work inspired by:</p> <ul style="list-style-type: none"> o Volcano Madness by Deyanira Harrison o Mount Vesuvius by Andy Warhol o Vesuvius Erupting by 	<p>Terms 3 and 4: How should we live and who can inspire us?</p> <p>What positive examples have people given us that show us how to live? How might we change our lives in the light of the</p>	<p>Cooking and nutrition</p> <p><u>Stewed fruit cooked on a campfire</u> -Understand that food needs to be grown, farmed or caught. -Use a wider range of techniques to prepare and combine ingredients</p>	<p>E-safety – assess the trustworthiness of websites.</p> <p>Touch typing skills - develop fluency at using the home-row and the upper row.</p> <p>Creating an animation using PowerPoint</p> <ul style="list-style-type: none"> • sequence an animation 	<p>Be able to answer questions about name and age.</p> <p>Revision of numbers 10-20</p> <p>Learn the names of colours</p>	<p>Dreams and Goals</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 	

		etc Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features		Looking to develop their performances and achieve personal bests through practice. Learning Journey (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	Joseph Wright <u>Outcomes:</u> o Recreate volcano art using pastels and charcoals.	qualities demonstrated by other people?	safely.	<ul style="list-style-type: none"> create an animation on one slide create an interactive animation use hyperlinks in slides 			<ul style="list-style-type: none"> learning. <ul style="list-style-type: none"> 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.
4	Animals including humans Find out about food groups and healthy balanced diets. Compare how plants make their food, but animals cannot. Discuss how animals get nutrition from what they eat. Identify humans and some other animals have different kinds of skeletons for support. Find out how muscles allow movement.			SPORT Dance: Perform dances using a range of movement patterns Activities Roller Ball Collect your rebound To develop throwing and catching skills Learning Journey (Creative) I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme		Characteristics of leadership, what makes a good leader, Moses as a leader, Exodus, Pesach Sikhism – Guru Nanak as a leader Desmond Tutu as a Christian leader Ghandi		E-safety - understand the digital trails we leave behind. Touch typing skills develop fluency using the home-row and the upper row. Using Excel <ul style="list-style-type: none"> use a random function use conditional formatting use functions to analyse data use the COUNTIF function and make a bar chart 	Playgournd games using numbers Revision of names of colours Follow simple classroom instructions in French Easter		Healthy Me <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.
5	PLANTS Understand the parts of plants and their functions. Investigate how water is transported within a plant. Explore pollination, seed formation and seed dispersal. Carry out an investigation into elements that effect the growth of a plant. Be able to make predictions and make	Identify physical and human features of the locality Name and locate the cities of the UK Make more detailed fieldwork sketches/diagrams Make plans and maps using symbols and keys	The Romans Visit sites in Bath to see how the legacy left by the Romans Compare clothes, weapons, beliefs with current ideas	SPORT Swimming Developing the use of a range of strokes to swim competently across a 25m distance Activities Front Curling 2 Ball Challenge To enjoy competitive games following rules and trying to outscore opponents using tactics.	The Romans: Produced work inspired by: <ul style="list-style-type: none"> Roman Baths, Bath Roman Shields Roman Toga <u>Outcome:</u> <ul style="list-style-type: none"> Roman Baths Sketch Personalise d handmade Roman 	Terms 5 and 6: Stories from other cultures Focus on Hinduism The Blind men and the elephant and Holika	<u>Processes</u> <u>Greenhouses</u> -Use annotated sketches when designing our greenhouses. -Choose appropriately from a wider range of tools and unfamiliar materials and plan how to use them when making our greenhouses. - Safely measure,	E-safety - develop good netiquette. Touch typing Programme a roamer / botcar / logo code devices to draw mathematical shapes, navigate a course ...	Know the names of days of the week. Revise numbers Revise colours Playground games and songs to reinforce vocabulary and pronunciation.		Relationships <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

	careful observations and measurements			<p>Learning Journey (Applying Physical)</p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p>	<ul style="list-style-type: none"> Shield Personalised Roman Toga with added detail stitched on. 	<p>mark out, cut, assemble and join materials with increasing accuracy.</p> <p>-Use diagonal struts to strengthen the frames of our greenhouses (Technical knowledge).</p> <p>-Investigate and analyse existing greenhouses considering a wide range of factors and then compare and evaluate those we have made.</p>				<p>online.</p> <ul style="list-style-type: none"> 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
6			<p>SPORT</p> <p>Basketball</p> <p>To enjoy competitive games following rules and trying to outscore opponents using teamwork and tactics</p> <p>Activities</p> <p>Balance Transfer</p> <p>Awareness Challenges</p> <p>These will develop flexibility, strength, control and balance</p> <p>Learning Journey (Health & Fitness)</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>	<p>The story of Krishna's childhood</p> <p>The Ramayana</p> <p>The story of Prahlad and Holika</p>	<p>Processes</p> <p><u>Make a moving monster</u></p> <p>Understand how mechanical systems such as levers, linkages and pneumatic systems can create movement in our monsters (Technical knowledge).</p> <p>Cooking and nutrition</p> <p><u>South American savoury pastries</u></p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p>	<p>E-safety -</p> <p>Understand that online identities may be false</p> <p>touch typing skills</p> <p>Using and Applying skills</p> <p>Using and combining skills learned in Year 3 computing lessons create a presentation incorporating tables from Excel, animations, internet research, photographs etc.</p>	<p>Revision of days of the week</p> <p>Learn the names of different meals, breakfast, lunch, dinner.</p> <p>Learn the names of simple foods and drinks.</p> <p>Playground games using simple instructions.</p>		<p>Changing Me</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. Know some of the changes on the inside that happen during puberty. 	