



# **Stanton in Peak C of E Primary School**

## **Year 3 Curriculum Plan**

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At Peak Tor Federation we offer a broad and balanced curriculum with strong cross curricular links. Our curriculum builds on the knowledge, understanding and skills of our pupils as they move through the school and fulfills the statutory requirements of the 2014 National Curriculum.

Our curriculum is carefully designed to meet the needs of all our pupils; their personal development is valued as highly as their academic progress. As a result our pupils are well equipped for the next stage in their education and make a positive contribution to our school, their local communities and the wider world.



## ENGLISH

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### READING

#### Decoding

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

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#### Range of Reading

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

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#### Familiarity with Texts

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

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#### Poetry and Performance

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry

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#### Word Meanings

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

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#### Understanding

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - \*asking questions to improve their understanding of a text
  - \*identifying main ideas drawn from more than one paragraph and summarising these
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# ENGLISH

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## Inference

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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## Prediction

- predicting what might happen from details stated and implied

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## Authorial Intent

- discussing words and phrases that capture the reader's interest and imagination
- identifying how language, structure, and presentation contribute to meaning

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## Non-fiction

- retrieve and record information from non-fiction

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## Discussing Reading

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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## WRITING

### Phonic and whole word spelling

- spell further homophones
- spell words that are often misspelt (Appendix 1)

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### Other Word Building Spelling

- use further prefixes and suffixes and understand how to add them
  - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
  - use the first 2 or 3 letters of a word to check its spelling in a dictionary
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## ENGLISH

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### Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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### Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

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### Contexts for Writing

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

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### Planning Writing

- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

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### Drafting Writing

organising paragraphs around a theme

- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (headings & subheadings)

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### Editing Writing

- assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proofread for spelling and punctuation errors
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# ENGLISH

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## Performing Writing

- read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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## Vocabulary

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause (and place)

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## GRAMMAR

- using the present perfect form of verbs in contrast to the past tense
- form nouns using prefixes (super-, anti-)
- use the correct form of 'a' or 'an'
- word families based on common words (solve, solution, dissolve, insoluble)

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## PUNCTUATION

- using and punctuating direct speech (i.e. Inverted commas)

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## Grammatical Terminology

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

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## ENGLISH

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### SPEAKING AND LISTENING

#### To listen carefully and understand

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.

#### To develop a wide and subject-specific vocabulary

- Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

#### To speak with clarity and confidence

- Use a mixture of sentence lengths to add interest to discussions and explanations.
- Use intonation to emphasise grammar and punctuation when reading aloud.
- Explain a project or concept to a group of peers.
- Explain and develop ideas across the curriculum.
- Reflect on the effectiveness of the explanation.

#### To present stories with structure

#### To present stories with structure

- Bring stories to life with expression and intonation.
- Respond appropriately when in role including basic improvisation.

#### To hold conversations and debates

- Make relevant comments or ask questions in a discussion or a debate.
  - Seek clarification by actively seeking to understand others' points of view.
  - Respectfully challenge opinions or points, offering an alternative.
  - Vary language between formal and informal according to the situation.
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# MATHS

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## NUMBER AND PLACE VALUE

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000 .
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.

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## ADDITION AND SUBTRACTION

- Add and subtract numbers mentally, including:

*a three-digit number and ones*

*a three-digit number and tens*

*a three-digit number and hundreds*

- Add & subtract numbers with up to three digits, using formal written methods of columnar + and –
- Estimate answers to calculations; use inverses to check
- Solve problems, including missing number problems, using number facts, place value & more complex + & - .

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## MULTIPLICATION AND DIVISION

- Recall & use  $\times$  and  $\div$  facts for the 3, 4 and 8 tables.
  - Write and calculate statements for  $\times$  and  $\div$  using tables they know, including for  $TU \times U$  using mental and progressing to formal written methods.
  - Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.
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## MATHS

### FRACTIONS

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions & non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole [ e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$  ]
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

### MEASUREMENTS

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events, [for example to calculate the time taken by particular events or tasks.]





## MATHS

### GEOMETRY

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise that angles are a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

### STATISTICS

- Interpret and present data using bar charts, pictograms and tables
- Solve one and two step questions [For example:  
*"How many more?"*  
and  
*"How many fewer?"*]  
... using information presented in scaled bar charts and pictograms and tables.



## SCIENCE

### BIOLOGY

#### Plants Tribal Tales

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

(Children make predictions about the function of each part, they then decide, which type of scientific enquiry will best help to answer their questions WS 3,6 then look at a range of different plants and generate their own questions for enquiry non-flowering WS 1,13)

- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and



## SCIENCE

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room to grow) and how they vary from plant to plant

(Children can plan a comparative test exploring frequency of watering and amount of water, different temperature, hours exposed to sunlight WS 4,7)

- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

(Children use drama to record their findings and offer an explanation WS 12)

### Rocks

#### Extreme Earth

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

(Children to discuss the criteria for their grouping before using a key WS 5)

describe in simple terms how fossils are formed when things that have lived are trapped within rock

(Give the children opportunity to consider what forms of scientific enquiry is best, What is the best way to improve their understanding of this topic, research or comparative test WS 3 children pick their own way to communicate findings WS 12)

recognise that soils are made from rocks and organic matter

Children investigate soil in a range of ways, separation, mixing with water. Look at similarities through a range of soil samples. What can they conclude WS 11)

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### Animals, including humans

#### Fantastic Beasts

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

#### Scrumdiddlyumptious

- ☐ describe the simple functions of the basic parts of the digestive system in humans
  - ☐ identify the different types of teeth in humans and their simple functions
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## SCIENCE

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- ☐ construct and interpret a variety of food chains, identifying producers, predators and prey
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### Living things and their habitats

#### Fantastic Beasts

- ☐ recognise that living things can be grouped in a variety of ways
  - ☐ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
  - ☐ recognise that environments can change and that this can sometimes pose dangers to living things
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## CHEMISTRY

### States of matter

#### Elixir

- ☐ compare and group materials together, according to whether they are solids, liquids or gases
  - ☐ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
  - ☐ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
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## PHYSICS

### Light

#### Gods and Mortals

- ☐ 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
  - ☐ 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
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### Forces and magnets

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## SCIENCE

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### **Mighty Metals**

- ☐ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- ☐ observe how magnets attract or repel each other and attract some materials and not others
- ☐ 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
- ☐ describe magnets as having 2 poles
- ☐ predict whether 2 magnets will attract or repel each other, depending on which poles are facing

### **I AM Warrior**

compare how things move on different surfaces

### **Electricity**

#### **Mighty Metals**

- ☐ identify common appliances that run on electricity
- ☐ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- ☐ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- ☐ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- ☐ recognise some common conductors and insulators, and associate metals with being good conductors

### **Sound**

#### **Playlist**

- ☐ identify how sounds are made, associating some of them with something vibrating
  - ☐ recognise that vibrations from sounds travel through a medium to the ear
  - ☐ find patterns between the pitch of a sound and features of the object that produced it
  - ☐ find patterns between the volume of a sound and the strength of the vibrations that produced it
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## SCIENCE

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- ☐ recognise that sounds get fainter as the distance from the sound source increases
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### WORKING SCIENTIFICALLY

Raise their own relevant questions about the world around them.

Experience a range of scientific enquiries to answer questions.

Start to make their own decisions about the most appropriate enquiry they might use to answer questions.

Set up simple practical enquiries, comparative and fair tests

Talk about criteria for grouping, sorting and classifying

Make systematic and careful observation and where appropriate take accurate readings using range of equipment

Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.

Take accurate measurements using standard units

Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings and labelled diagrams.

With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.

Use relevant scientific language to discuss their ideas and communicate findings including oral, written explanations, displays or presentations of results and conclusions.

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## GEOGRAPHY

### Location Knowledge

#### Extreme Earth

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.

Name and locate counties and cities of the United Kingdom, geographical regions and their

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## GEOGRAPHY

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identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### **I Am Warrior! Traders and Raiders**

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.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

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### **Place Knowledge**

#### **I Am Warrior!**

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.

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### **Human and Physical Geography**

#### **Extreme Earth**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

#### **Burps, Bottoms and Bile**

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.

#### **Planet Pioneers**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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### **Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use fieldwork to observe, measure, record and present the human and physical features in the

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## GEOGRAPHY

local area using a range of methods, including sketch maps.

Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.



## HISTORY

### Memory Box

Learn about changes in Britain from the Stone Age to the Iron Age. History

Conduct a local history study.

### I Am Warrior

Learn about the Roman Empire and its impact on Britain.

### Raiders and Traders

Learn about Britain's settlement by Anglo-Saxons and Scots. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

### Gods and Mortals

Learn about Ancient Greece & a study of Greek life and achievements and their influence on the western world.

### History Skills

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

Use evidence to describe the culture and leisure activities from the past.

Use evidence to describe the clothes, way of life and actions of people in the past.

Use evidence to describe buildings and their uses of people from the past

Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Use a timeline to place historical events in chronological order.

Describe dates of and order significant events from the period studied.



## HISTORY

### Historical interpretation and enquiry

Explore the fact that there are different accounts of history.

Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.

Ask questions and find answers about the past.



## PHSE

### **DRUG EDUCATION**

H2 - Recognising how to make informed choices.

H9 - Understanding that people have different attitudes to risk.

H10, H11 - Recognising, predicting and assessing risks in different situations.

H14 - Where to get help and how to ask for help.

H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.

H21, H23 - Learning rules about staying safe.

### **EXPLORING EMOTIONS**

R1 - Recognising a wide range of emotions in themselves and others.

R1 - Responding appropriately to a range of emotions in themselves and others.

R7 - Understanding their actions affect themselves and others.

R12 - Developing strategies to resolve disputes.

R12 - Identifying strategies to manage emotions.

H1, H6 - Deepening their understanding of good and not so good feelings.

H6 - Extending vocabulary to help explain the range and intensity of feelings.





## PHSE

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H7 - Recognising conflicting emotions.

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### BEING HEALTHY

H1 - Exploring what affects their physical, mental and emotional health.

H2 - Understanding the concept and benefits of a balanced healthy lifestyle.

H2 - Identifying how to make informed choices.

H3 - Understanding what is included in a balanced diet.

H3 - Understanding what may influence our choices.

H5 - Setting goals.

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### GROWING UP

H4 - That images in the media do not always reflect reality.

H5 - Celebrate our strengths/qualities.

H8 - About the kind of changes that happen in life and the associated feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H18 - About the changes that happen as they grow up.

H20 - The right to protect our bodies.

R4 - About differences and similarities between people, but understand everyone is equal.

R8 - About the difference between acceptable and unacceptable physical contact.

R13 - Knowing the names of the body parts.

R16 - Recognise and challenge stereotypes.

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### CHANGES

H6 - Understanding good and not so good feelings including their range and intensity.

H7 - Developing an understanding that change can cause conflicting emotions.

H7 - Acknowledging, exploring and identifying how to manage change positively.

H8 - Exploring changes.

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## PHSE

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H14 - Knowing where to go for help and how to ask for help.

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### **BULLYING MATTERS**

R7 - Understanding that their actions affect themselves and others.

R11 - Identifying the importance of working towards shared goals.

R12 - Developing strategies for getting support for themselves or for others at risk.

R13 - Identifying that differences and similarities arise from a number of factors.

L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').

R18 - Knowing how to recognise bullying and abuse in all its forms.

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### **BEING ME**

L7 - Exploring different kinds of responsibilities at school and in the community.

L9 - Identifying what being part of a community means.

L11 - Appreciate the range of identities in the UK.

R10 - Listen and respond respectfully.

R13 - Identifying that differences and similarities between people arise from a number of factors.

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### **DIFFERENCE AND DIVERSITY**

R10 - Identifying how to listen and respond respectfully to a wide range of people.

R13 - Recognising the differences and similarities between people, but understand everyone is equal.

R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.

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### **BEING RESPONSIBLE**

L1 - Research, discuss and debate topical issues.

L2 - Identify why rules are needed in different situations.

L3, L4 - Understanding that there are human rights to protect everyone.

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# PHSE

L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment.

L7 - Develop skills to carry out responsibilities.

L8 - Explore how to resolve differences and respect others' points of view.

L9 - Explore what being part of a community means and how they belong.

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## BEING SAFE

H2 - Understanding how to make informed choices.

H10 - Exploring how to recognise, predict and assess risks in different situations.

H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.

H15 - Understanding how rules can keep them safe.

H15 - Identifying where and how to get help.

H21 - Developing strategies for keeping physically and emotionally safe in different situations.

H22 - Understanding the importance of protecting information particularly online.

H23, H24, H25 - Understanding how to become digitally responsible.

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## RELATIONSHIPS

R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - Recognising different types of relationship.

R7 - Understanding that actions affect themselves and others.

R9 - Understanding when it is right to 'break a confidence' or 'share a secret'. R10 - Listening and responding respectfully.

R21 - Understanding personal boundaries

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## MONEY MATTERS

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## PHSE

L10 - Identify the role of voluntary and charity groups.

L12 - Understanding different values and customs.

L13 - Exploring how to manage money.

L13 - Explaining the importance of money in people's lives and how money is obtained.

L14 - Understanding the concepts of interest, loan, debt and tax.

L16 - Understanding enterprise and begin to develop enterprise skills.

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## PE

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### PUPILS SHOULD BE TAUGHT TO:

Continue to develop fundamental movements using running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performance with previous ones and demonstrate improvement to achieve their personal best

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### GAMES

For instance: Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending Develop an understanding of fair play (respect team -mates and opponents)

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### ATHLETICS

#### Running

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## PE

For instance: Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running (e.g. what arms and legs are doing) Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely Set realistic targets of times to achieve over a short and longer distance (with guidance)

### Jumping

For instance: Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Set realistic targets when jumping for distance for or height (with guidance)

### Throwing

For instance: Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)

## DANCE

### Compose

For instance: Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music

### Perform

For instance:

Perform dance to an audience showing confidence

Show co-ordination, control and strength (Technical Skills)

Show focus, projection and musicality (Expressive Skills)

Demonstrate different dance actions – travel, turn, gesture, jump and stillness

Demonstrate dynamic qualities – speed, energy and continuity

Demonstrate use of space – levels, directions, pathways and body shape



## PE

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Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting

### **Appreciate**

For instance:

Show an awareness of different dance styles and traditions

Understand and use simple dance vocabulary

Understand why safety is important in the studio

Compare and comment on their own and other's work -strengths and areas for improvement

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## **GYMNASTICS**

### **Sequencing**

For instance:

Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling

Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish

### **Balance**

For instance:

Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes

Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand

Balance on floor and apparatus exploring which body parts are the safest to use

Explore balancing with a partner: facing, beside, behind and on different levels

Move in and out of balance fluently

### **Travel**

For instance:

Use a variety of rolling actions to travel on the floor and along apparatus

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## PE

Travel with a partner; move away from and together on the floor and on apparatus

Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping

Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus

### Jump

For instance:

Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)

Add a quarter or half turn into a jump before landing

Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action

### Roll

For instance:

Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.

Combine the phases of earlier rolling actions to perform the full forward roll

Begin the backward roll

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## SWIMMING AND WATER SAFETY

In particular, pupils are taught to:

- ☐ swim competently, confidently and proficiently over a distance of at least 25 metres
- ☐ use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- ☐ perform safe self-rescue in different water-based situations

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## OUTDOOR AND ADVENTUROUS ACTIVITIES

### Orientation

For instance:

Orientate simple maps and plans



### PE

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Mark control points in correct position on map or plan

Find way back to a base point

#### **Communication**

For instance:

Co-operate and share roles within a group

Listen to each other's ideas when planning a task and adapt

Take responsibility for a role within the group

Recognise that some outdoor adventurous activities can be dangerous

Follow rules to keep self and others safe

#### **Problem Solving**

For instance:

Select appropriate equipment/route/people to solve a problem successfully

Choose effective strategies and change ideas if not working

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### RE

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#### **Creation**

Christians believe God the creator cares for the creation, including human beings.

Christians believe as human beings are part of God's good creation, they do best when they listen to God.

Christians believe the bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on how to live (such as the Ten Commandments).

The bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'The Fall').

Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

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# RE

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### **God/Incarnation**

Christians believe Jesus is one of the three persons of the Trinity

Christians believe the Father creates, he sends the Son who saves his people, the Son sends the Holy Spirit to his followers

Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help express this belief

Christians believe the Holy Spirit is God's power at work in the world and in their lives today enabling them to follow Jesus.

### **People of God**

The Old Testament tells a story of a particular group of people, the 'children of Israel' – known as the People of God – and their relationship with God.

The People of God try to live in the way God wants, following his commands and worshipping him.

They believe he promises to stay with them, and bible stories show how God keeps his promises.

The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.

Christians believe that through Jesus all people can become People of God.

### **Gospel**

Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour putting others first

Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people

Christians believe Jesus' life shows what it means to love God and love your neighbour

Christians try to be like Jesus – they want to know him better and better

Christians try to put his teaching and example into practice in lots of ways from church worship to social justice.

### **Salvation**

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to Earth to do.

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Christians trust that Jesus really did rise from the dead, and so is still alive today.

Christians remember and celebrate Jesus' last week, death and resurrection.

### **Kingdom of God**

Christians believe Jesus inaugurated the Kingdom of God – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now. (Your kingdom come, your will be done on earth as it is in heaven).

Christians believe Jesus is still alive and rules in their hearts and lives through the Holy Spirit, if they let him.

Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

Christians celebrate Pentecost as the beginning of the church.

Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

\*For end of KS2\*

DAS – A - Knowing about and understanding religions and world views

1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect thoughtfully on their ideas.
2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

DAS –B - Expressing and communicating ideas related to religions and worldviews.

1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in the diverse communities being studied and in their own lives.
3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and world views.

DAS – C – Gaining and deploying the skills for studying religions and world views.

1. Discuss and present thoughtfully their own and others' views on challenging questions



## RE

about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.

2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their ideas clearly in response.



## French

I can engage in conversations; ask and answer questions; express opinions; seek clarification and help

I can speak in sentences, using familiar vocabulary, phrases and basic language structures

I can begin to develop accurate pronunciation and intonation so that others understand when I am using familiar words or phrases

I can appreciate stories, songs, poems and rhymes in the language

I can recognise and begin to respond to the written form of familiar vocabulary.

I can make links between French phonemes and spellings I can begin to write familiar vocabulary

I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

I can develop accurate pronunciation and intonation so that others understand when I am reading aloud or using familiar words/phrases

I can present my ideas and information to a range of audiences

I can appreciate stories, songs, poems and rhymes in the language

I can describe people, places, things and actions orally

I can recognise and respond to the written form of familiar vocabulary.

I can make links between French phonemes and spellings

I can begin to write familiar vocabulary



## Music

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### Performing

- Sing rounds (canons) and partner songs, maintaining own part with some support.
- Sing songs with a simple ostinato part.
- Sing with a developing understanding of expression and dynamics.
- Perform simple rhythmic and melodic patterns on variety of percussion instruments.
- Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy.

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### Improvising and Composing

Represent sounds on a graphic score with symbols for a group performance.

- Create a soundscape using tuned and untuned percussion.
- Compose four bars of music using 3 notes with an understanding of note value and time signature.
- Staff notation: recognise notes on the staff and note values of quaver, crotchet and minim.
- Understand and use Italian musical terminology within vocal and instrumental composition.
- Begin to take part in improvisation sessions with confidence.

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### Listening and Reviewing

Recognise the family groups within the orchestra and the importance of the conductor.

- Describe and give opinions of the music heard with some use of musical vocabulary.
- Discuss the emotional impact of a piece.
- Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)
- Share ways to improve the composition of others

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### Dimensions

- Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.
  - Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the
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## Music

beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms.

- Dynamics: understand getting louder and quieter in finer graduations.
  - Tempo: understand getting faster and slower in finer graduations
  - Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces.
  - Texture: recognise different combinations of layers in music.
  - Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.
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## ART AND DESIGN

Drawing

- Experiment with the potential of various pencils

close observation

- Draw both the positive and negative shapes
- initial sketches as a preparation for painting
- accurate drawings of people – particularly faces
- Identify and draw the effect of light

scale and proportion

- accurate drawings of whole people including proportion and placement
- Work on a variety of scales

computer generated drawings

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Colour

- colour mixing
  - Make colour wheels
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## ART AND DESIGN

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- Introduce different types of brushes
  - techniques- apply colour using dotting, scratching, splashing
  - colour mixing and matching; tint, tone, shade
  - observe colours
  - suitable equipment for the task
  - colour to reflect mood
- 

### Texture

- Use smaller eyed needles and finer threads
  - weaving
  - Tie dying, batik
  - Use a wider variety of stitches
  - observation and design of textural art
  - experimenting with creating mood, feeling, movement-
  - compare different fabrics
- 

### Form

- Shape, form, model and construct ( malleable and rigid materials)
  - Plan and develop
  - understanding of different adhesives and methods of construction
  - aesthetics
  - Plan and develop
  - Experience surface patterns / textures
  - Discuss own work and work of other sculptors
  - analyse and interpret natural and manmade forms of construction
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### Printing

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## ART AND DESIGN

- relief and impressed printing
- recording textures/patterns
- monoprinting
- colour mixing through overlapping colour prints
- Use sketchbook for recording textures/patterns
- Interpret environmental and manmade patterns
- modify and adapt print

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### Pattern

- pattern in the environment
- design
- using ICT
- make patterns on a range of surfaces
- symmetry
- Explore environmental and man-made patterns

### tessellation

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## COMPUTING

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### Information Technology (multimedia)

#### Graphics

Acquire, store and combine images from cameras or the internet for a purpose.

Use the print screen function to capture an image.

Select certain areas of an image and resize, rotate and invert the image.

Edit pictures using a range of tools in a graphics program.

2Create a story

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## COMPUTING

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Create a new book aimed at a target audience.

Combine text, images and sound on each page.

Add information about the author and title for publishing.

Animation (I Can animate / 2animate)

Plan what they would like to happen in their animation.

Take a series of pictures to form an animation.

Move items within their animation to create movement on playback.

Edit and improve their animation.

Video (imovie trailer)

Capture video for a purpose.

Choose which clips to keep and which to discard.

Trim and arrange clips to convey meaning.

Add titles, credits, slide transitions, special effects.

Text

Get quicker at typing with both hands.

Use a variety of font sizes, styles and colours.

Align text left, right and centre.

Presentation (Powerpoint)

Create a title slide and choose a style.

Change the layout of a slide.

Insert a picture/text/graph from the Internet or personal files.

Decide upon and use effective transitions.

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### Computer Science

Scratch

Navigate the Scratch programming environment.

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## COMPUTING

Create a background and a sprite for a game.

Add inputs to control their sprite.

Use conditional statements within the program to control the sprite (if...then...)

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### Information technology (Online)

Blogging

Navigate to view their class blog.

Understand that it can be updated from a range of devices.

Comment on their class blog.

Internet research

Type in a URL to find a website.

Add websites to a favorites list.

Use a search engine to find a range of media, e.g. images, texts

Think of search terms to use linked with questions they wish to answer.

Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.

Emails

Log into an email account, open, create and send an email.

Attach files to an email.

Download and save files from an email.

Email more than one person and reply to all.

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### Digital Technology

Question the 'validity' of what they see on the internet.

Use a browser address bar not just search box and shortcuts.

Think before sending and comment on consequences of sending/posting.

Recognise online behaviours that would be unfair.

Recognise social networking sites and social networking features built into other things (such as



# COMPUTING

online games and handheld games consoles)

Make judgments in order to stay safe, whilst communicating with others online.

Tell an adult if anything worries them online.

Identify dangers when presented with scenarios, social networking profiles etc.

Articulate examples of good and bad behaviour online.

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### Data

Choose information to put into a data table.

Recognise which information is suitable for their topic.

Design a questionnaire to collect information.

sort and organize information to use in other ways.

Create and search a branching database.

create a database from information I have selected.



# SCHOOL TRIPS AND RESIDENTIALS

Edale Autumn 1

Scrumdiddlyumptious - Baker in school

Tribal Tales - Creswell Crags / Nine Ladies

Traders and Raiders - Saxons workshop Derby Museum

Planet Pioneers - Severn Trent Water

Fantastic Beasts - Animal Man / Habitats Holme Valley Park

Gods and Mortals - Ancient Greece Chestfield Museum

Extreme Earth - local walk / investigating rivers Holme Brook Valley Park

I am Warrior - Roman Derby workshop Derby Museum / Roman times in chesterfield

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## SCHOOL TRIPS AND RESIDENTIALS

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Potions - Parent visit

*Mighty Metals - Magna*

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