

Netherton Moss Primary School Curriculum

Our School Curriculum is underpinned by these key drivers:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers

Year 3 - Autumn Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2
English	Link to Year 3 English Curriculum Continuum	
	year-3-english-curriculum-continuum.303220439.docx (live.com)	
Maths	Link to Year 3 Maths Curriculum Overview	
	https://www.nethertonmoss.co.uk/attachments/download.asp?file=255&type=pdf	
Science	Animals Including Humans (Health & Nutrition)	Animals Including Humans (Skeletons & Movement)
	Substantive Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> ✓ I can name the nutrients found in food. ✓ I can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients 	<ul style="list-style-type: none"> ✓ I can name some bones that make up their skeleton giving examples that support, help them move or provide protection. ✓ I can describe how muscles and joints help me to move.
	Disciplinary Knowledge – Working Scientifically	Disciplinary Knowledge – Working Scientifically
	<ul style="list-style-type: none"> ✓ I can classify food into those that are high or low in particular nutrients. ✓ I can answer questions about nutrients in food based on my gathered evidence. ✓ I can talk about the nutrient content of my daily plan 	<ul style="list-style-type: none"> ✓ I can my data to look for patterns (or lack of) when answering my enquiry questions. ✓ I can give similarities e.g. they all have joints to help the animal move, and differences between skeletons
Computing	Computer Science	Digital Literacy
	Micro:Bits <i>First lessons with MakeCode and the micro:bit</i> 5 lessons	Unit 3.2 <i>Online Safety</i> 3 lessons
		Information Technology
		Unit 3.3 <i>Spreadsheets</i> 3Lessons 2Calculate
Art	Surface & Colour	
	Using Natural Materials to Make Images	
	Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype	
	<ul style="list-style-type: none"> ✓ I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight. ✓ I have understood how materials can be transformed through my actions. ✓ I can reflect upon artists work, share my response and listen to the response of my classmates. ✓ I can use my sketchbook to collect ideas. ✓ I can make visual notes about how artists have made images. ✓ I can use my sketchbook to try out ideas and experiment. ✓ I can make a finished piece, which might be part of a larger class artwork. ✓ I can share my experience and artwork, talk to my classmates about what I like and what I would like to try again. I can use a camera or device to take photographs of my work. 	
DT	Food 1	Structures
	Making food sustainable: Homemade v Shop bought pizza <i>Understand the basic principles of food miles and its impact on the environment</i> <i>Calculate the food miles of one bought in the shop e.g. ham and pineapple with one made using ingredients from the school allotment.</i> <i>Link ingredients to the Eatwell plate</i>	Shell structures <i>Designing, making and evaluating packaging for a gift for a family member</i>

	<ul style="list-style-type: none"> ✓ Follow- follow recipe instructions, supported by images ✓ Change- make changes to a recipe by swapping its main ingredients, e.g. homegrown courgette instead of pepper or pineapple. ✓ Measure- measure foods using cups and measuring spoons, e.g. 1 cup, 1 x 5ml spoon (a teaspoon) ✓ Drain- drain away liquid from foods in a can or bottle using a sieve, e.g. tuna or sweetcorn ✓ Sieve- sift flour into a bowl using a sieve ✓ Knead- knead bread dough by hand, developing it to become elastic and smooth (no surface cracks) ✓ Prove- allow dough to prove, knowing when it is ready for use, i.e. it doubles in size ✓ Spread- spread a uniform layer of topping, paying attention to corners ✓ Layer- place ingredients on a dish by hand, e.g. open sandwich, pizza ✓ Bake- place and remove dishes in the oven safely ✓ Serve- cut a final dish roughly into equal sized portions, e.g. ¼ pizza ✓ Tidy- clear area and wipe down work surfaces ✓ Wash- wash dirtier and different pieces of equipment 	<p>Designing</p> <ul style="list-style-type: none"> ✓ Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. ✓ Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> ✓ Order the main stages of making. ✓ Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. ✓ Explain their choice of materials according to functional properties and aesthetic qualities. ✓ Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> ✓ Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. ✓ Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> ✓ Develop and use knowledge of how to construct strong, stiff shell structures. ✓ Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. ✓ Know and use technical vocabulary relevant to the project.
	<i>Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</i>	<i>Develop the characteristics of a Musician – Dispositions</i>
Music	<ul style="list-style-type: none"> ✓ I have opportunities to become familiar with pieces of classical music ✓ I have the opportunity to learn to play a musical instrument for at least a term ✓ I have opportunities to listen to an orchestra e.g. Liverpool Philharmonic Schools' Concert, secondary school orchestra, visiting ensemble ✓ I have opportunities to take part in a music performance e.g. mass choral/instrumental event, school concert ✓ I can compare different musical genres and begin to develop my own musical taste ✓ I can improvise a simple melody using two or more notes ✓ I can play an ostinato accompaniment to a song or piece of music ✓ I have opportunities to memorise and sing a song with verse and chorus structure ✓ I can compose a piece of music selecting and using a variety of sounds ✓ I have been introduced to the principles of and can play a simple piece of music using a musical score e.g. music symbols or graphic notation 	<ul style="list-style-type: none"> ✓ I am developing a real love for music and I enjoy all aspects of practising and performing ✓ I never give up and strives for perfection when making music ✓ I keep an open mind to allow creativity and help me develop my own musical taste ✓ I am developing a talent to entertain and provide enjoyment for others ✓ I am prepared to work hard and practice in order to perform to the best of my ability
	The achievements of Early civilisations – Ancient Egypt	
History	<ul style="list-style-type: none"> ✓ I can find out about ancient Egyptian life by looking at artefacts. ✓ I can understand what was important to people during ancient Egyptian times. ✓ I can understand and explain the ancient Egyptian ritual of mummification. ✓ Through studying Tutankhamun, I can understand how evidence can give us different answers about the past. ✓ I can compare and contrast the Egyptian writing with my own. ✓ I can compare and contrast the powers of different Egyptian gods. 	
	Year 3 Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can locate and name the five continents on a world map; ✓ I can name and locate counties and cities in the United Kingdom; ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics including hills mountains cities rivers; ✓ I can name and locate some of the countries in Europe.
	Human and Physical Geography – Comparing Spain and the Northwest of England	
Geography	Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate counties and cities in the United Kingdom; ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics ✓ I can name and locate some of the countries in Europe.
	Place knowledge	✓ Develop knowledge of a region in the UK and another European country.
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ I can describe and understand physical geography, including: vegetation belts, rivers, mountains, ✓ I can describe and understand human geography, including: types of settlement and land use, economic activity including trade links
	Mapping	<ul style="list-style-type: none"> ✓ I can use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ✓ I can use the index and contents page of atlases. ✓ I can use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, guide books
	Enquiry and Investigation	<ul style="list-style-type: none"> ✓ I can make comparisons with my own life and my own situation. ✓ I can show increasing empathy and describe similarities as well as differences.
	Use of technology	✓ Use the zoom facility on digital maps to locate places at different scales.
	Unit 5 Agility – Reaction and Response – Static Balance (Floor Work)	Unit 4 Coordination – Sending and Receiving – Partner Counter Balance
PE Skills Led	<p>From 1, 2 and 3 metres and with controlled movement, I can:</p> <ul style="list-style-type: none"> ✓ React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with. ✓ Start quickly and accelerate by pushing off hard with feet and looking forwards. ✓ Take up a ready position with knees bent and feet apart (front to back). ✓ Bend the knee on 'catching leg' and take weight back to enable you to stop quickly (core muscles tight and back straight). <p>With balance, the correct position held and control when changing position, I can:</p> <ul style="list-style-type: none"> ✓ Hold full front support position. ✓ Lift 1 arm and point to the ceiling with either hand in front support. ✓ Transfer cone on and off back in front support. 	<p>With accuracy, good positioning, fluency and rhythm throughout, I can:</p> <ul style="list-style-type: none"> ✓ Strike a ball with alternate hands in a rally ✓ Kick a ball with the same foot. ✓ Kick a ball with alternate feet. ✓ Roll 2 balls alternately using both hands, sending 1 as the other is returning. <p>With co-ordinated movement and balance maintained throughout, I can:</p> <ul style="list-style-type: none"> ✓ Hold on and, with a short base, lean back, hold balance and then move back together ✓ Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together ✓ Perform above challenges with eyes closed with.

Swimming – Phase 2 of 3

PE Sport led	<ul style="list-style-type: none"> ✓ I know how to behave safely around and in the swimming pool. ✓ I can tread water for 1 minute. ✓ I can use front crawl to swim a length. ✓ I can use breaststroke to swim a length. ✓ I can use backstroke to swim a length. ✓ I can enter the water in a variety of ways. 	
RE	Believing	Believing
	<ul style="list-style-type: none"> ✓ KQL2.10 How do family life and festivals show what matters to Jewish People, e.g., Hanukah. (Half Unit) 	KQL2.1 What do different people believe about God? <i>Christian & Hindus</i>
PSHE	COMPUTER SAFETY	RELATIONSHIPS
	Making Friends Online	Body Language
	<ul style="list-style-type: none"> ✓ be able to identify possible dangers and consequences of talking to strangers online ✓ know how to keep safe in online chatrooms ✓ be able to name the positives and negatives of using technology ✓ understand the difference between safe and risky choices 	<ul style="list-style-type: none"> ✓ be able to recognise and name a range of feelings ✓ understand that feelings can be shown without words ✓ be able to see a situation from another person's point of view ✓ understand why it is important to care about other people's feelings
MFL –	A new start	
	<ul style="list-style-type: none"> ✓ To say greetings in Spanish. ✓ To ask and answer about feelings in Spanish. ✓ To say, recall, identify numbers between 1 and 10 in Spanish ✓ To write some colours in Spanish. 	Calendar and Celebrations <ul style="list-style-type: none"> ✓ To understand basic classroom commands ✓ To understand and say days of the week in Spanish. ✓ To understand, say and try to write some months of the year in Spanish. ✓ To recall some facts about Christmas traditions in Spanish

Year 3 - Spring Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Spring 1	Spring 2	
English	Link to Year 3 English Curriculum Continuum year-3-english-curriculum-continuum.303220439.docx (live.com)		
Maths	Link to Year 3 Maths Curriculum Overview https://www.nethertonmoss.co.uk/attachments/download.asp?file=255&type=pdf		
Science	Light		Plants
	Substantive Knowledge		Substantive Knowledge
	<ul style="list-style-type: none"> ✓ I can describe how we see objects in light and I can describe dark as the absence of light. ✓ I can state that it is dangerous to view the sun directly and state precautions used to view the sun, for example in eclipses. ✓ I can define transparent, translucent and opaque ✓ I can describe how shadows are formed by objects blocking light. 	<ul style="list-style-type: none"> ✓ I can describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination ✓ I can give different methods of pollination and seed dispersal, including examples 	
	Disciplinary Knowledge – Working Scientifically		Disciplinary Knowledge – Working Scientifically
<ul style="list-style-type: none"> ✓ I can describe patterns in visibility of different objects in different lighting conditions and predict which will be more or less visible as conditions change. ✓ I can clearly explain, giving examples, that objects are not visible in complete darkness. ✓ I can describe and demonstrate how shadows are formed by blocking light ✓ Can describe, demonstrate and make predictions about patterns in how shadows vary 	<ul style="list-style-type: none"> ✓ I can explain observations made during investigations ✓ I can look at the features of seeds to decide on my method of dispersal ✓ I can draw and label a diagram of my created flowering plant to show its parts, their role and the method of pollination and seed dispersal 		
Computing	Information Technology Unit 3.4 Touch Typing 4 lessons 2Type	Digital Literacy Unit 3.5 Email (including emails safety) 6 lessons 2Email	Information Technology Unit 3.6 Creating Pictures 5 lessons 2Paint A Picture
Art	Drawing & Sketchbooks		
	Gestural Drawing with Charcoal		
	Making loose, gestural drawings with charcoal, and exploring drama and performance.		
<ul style="list-style-type: none"> ✓ I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. ✓ I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. ✓ I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. ✓ I can understand what Chiaroscuro is and how I can use it in my work. ✓ I can use light and dark tonal values in my work, to create a sense of drama. ✓ I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. ✓ I have taken photographs of my work, thinking about focus, lighting, and composition. ✓ I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel. ✓ 			
DT	Food 2		
	Food from different cultures: Chinese food		
	<i>Look at the significance of food in the Chinese culture and at times of celebration. Know the principles of stir-frying and the importance of ingredients of matching size</i>		
<ul style="list-style-type: none"> ✓ Follow- follow recipe instructions, supported by images ✓ Measure- measure foods using cups and measuring spoons, e.g. 1 cup, 1 x 5ml spoon (a teaspoon) ✓ Clean- wash fruit and vegetables to remove dirt, e.g. carrots, beetroot and potatoes ✓ Deseed- use hands to remove the seeds from a red pepper ✓ Peel- use a vegetable peeler to peel vegetables, e.g. carrot for a stir fry ✓ Cut- slice and dice foods safely, e.g. strips of pepper, cubes of cheese ✓ Crush- crush garlic using a garlic press ✓ Stir- stir hot dishes on the hob, ensuring that food does not burn or catch (keep food moving, ensure that heat is not too high), e.g. risotto ✓ Stir-Fry- stir-fry raw meat, followed by vegetables, on the hob, ensuring that the meat is thoroughly cooked ✓ Tidy- clear area and wipe down work surfaces ✓ Wash- wash dirtier and different pieces of equipment ✓ 			

Music	<i>Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</i>		<i>Develop the characteristics of a Musician – Dispositions</i>	
	<ul style="list-style-type: none"> ✓ I have opportunities to become familiar with pieces of classical music ✓ I have the opportunity to learn to play a musical instrument for at least a term ✓ I have opportunities to listen to an orchestra e.g. Liverpool Philharmonic Schools' Concert, secondary school orchestra, visiting ensemble ✓ I have opportunities to take part in a music performance e.g. mass choral/instrumental event, school concert ✓ I can compare different musical genres and begin to develop my own musical taste ✓ I can improvise a simple melody using two or more notes ✓ I can play an ostinato accompaniment to a song or piece of music ✓ I have opportunities to memorise and sing a song with verse and chorus structure ✓ I can compose a piece of music selecting and using a variety of sounds ✓ I have been introduced to the principles of and can play a simple piece of music using a musical score e.g. music symbols or graphic notation 	<ul style="list-style-type: none"> ✓ I am developing a real love for music and I enjoy all aspects of practising and performing ✓ I never give up and strives for perfection when making music ✓ I keep an open mind to allow creativity and help me develop my own musical taste ✓ I am developing a talent to entertain and provide enjoyment for others ✓ I am prepared to work hard and practice in order to perform to the best of my ability 		
Geography	Year 3 Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can locate and name the five continents on a world map; ✓ I can name and locate counties and cities in the United Kingdom; ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics including hills mountains cities rivers; ✓ I can name and locate some of the countries in Europe. 		
	Physical Geography – Volcanoes and Earthquakes			
	Locational knowledge	✓ I can locate and name the five continents on a world map and make links to areas of the world that experience volcanos and earthquake		
	Human and Physical Geography	✓ I can describe and understand key aspects of physical geography, including the cause and effect of volcanoes and earthquakes.		
	Mapping	✓ I can use a specialist map to locate the tectonic plates beneath the Earth's crust as they relate to earthquakes and volcanos		
	Enquiry and Investigation	✓ I can ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?		
	Communication	✓ Use geographical language relating to the physical and human processes detailed in the NC		
Use of technology	✓ Make use of geography in the news – online reports & websites.			
PE 1 – Skills Led	Gymnastics – Unit 1 Travel and Rotation		Unit 1- Coordination Footwork Static Balance	
	<p>I can perform all 'Tricky' challenges- (floor, partner work and apparatus). Floor:</p> <ul style="list-style-type: none"> ✓ I can slide using opposite arm and leg alternately. ✓ I can perform dish and arch rolls with fluency. <p>With hand apparatus I can:</p> <ul style="list-style-type: none"> ✓ Slide holding the apparatus ✓ Roll apparatus and skip alongside ✓ Rotate apparatus in a gallop/cat leap. ✓ Pass apparatus from hand to hand whilst walking/marching. <p>Partner work:</p> <ul style="list-style-type: none"> ✓ I can perform an egg roll under an arch, ✓ I can complete a supported 'rock and roll' (with and without a hoop). 		<p>With, balance and control/fluent and smooth movements, I can:</p> <ul style="list-style-type: none"> ✓ Hopscotch forwards and backwards, alternating hopping leg each time ✓ Move in a 3-step zigzag pattern forwards. ✓ Move in a 3-step zigzag pattern backwards. <p>With minimum wobble, standing foot still, non-standing foot off the floor, I can:</p> <ul style="list-style-type: none"> ✓ Stand still for 30 seconds with eyes closed. ✓ Complete 5 squats. ✓ Complete 5 ankle extensions. (both legs) 	
PE 2 – Sport Led	Dance		Football	
	<ul style="list-style-type: none"> ✓ Explore and create narratives in response to a stimulus. ✓ Show control, accuracy and fluency of movement when performing actions with a partner. ✓ Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. ✓ Communicate what you want through your dances and perform with control. ✓ Combine actions and maintain the quality of performance when performing at the same time as a partner. ✓ Describe and evaluate the effectiveness and quality of a dance. ✓ Collaborate with others. 		<ul style="list-style-type: none"> ✓ Move with a ball keeping it under control. ✓ Perform basic skills needed for games with control and accuracy. ✓ Pass/send a ball with increasing accuracy and at different speeds. ✓ Shoot/ score with some success. ✓ Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). ✓ Employ simple tactics in game situations. ✓ Recognise good performance and be able to identify what you need to practice to improve your own performance. ✓ Describe how your body feels when exercising. 	
RE	Believing		Expressing	
	✓ KQ L2.2 Why is the bible so important for Christian's today? (link to Easter) (full unit)		KQ L2.5 Why are festivals important to religious communities? (<i>half unit per year group link to Christian, Muslim and/or Hindu and/or Jewish festivals and occasions throughout the year</i>).	
PSHE	KEEPING/STAYING HEALTHY		FEELINGS AND EMOTIONS	
	Medicine		Grief	
<ul style="list-style-type: none"> ✓ know, understand, and be able to practise simple safety rules about medicine ✓ understand when it is safe to take medicine ✓ know who we can accept medicine from understand the differences between healthy and unhealthy choices 		<ul style="list-style-type: none"> ✓ be able to recognise and name emotions and their physical effects ✓ know the difference between pleasant and unpleasant emotions ✓ learn a range of skills for coping with unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words 		
MFL – Spanish	Animals I like/I don't like		Carnival & Using Numbers	
	<ul style="list-style-type: none"> ✓ To say and read the name of some animals in Spanish. ✓ To begin to recognise some plural nouns for animals in Spanish. ✓ To begin to understand a simple story in Spanish. ✓ To begin to copy some names of animals in Spanish. ✓ To say a simple sentence to say their favourite animal. ✓ To begin to write simple sentences about animals. 		<ul style="list-style-type: none"> ✓ To know some facts about Carnival in Spanish. ✓ To say and begin to write numbers 1-15 ✓ To say simple sentences about themselves ✓ To begin to read and write dates in Spanish 	

Year 3 – Summer Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

		Summer 1	Summer 2
English	Link to Year 3 English Curriculum Continuum		
	year-3-english-curriculum-continuum.303220439.docx (live.com)		
Maths	Link to Year 3 Maths Curriculum Overview		
	https://www.nethertonmoss.co.uk/attachments/download.asp?file=255&type=pdf		
Science	Rocks & Fossils	Forces/Magnets	
	Substantive Knowledge	Substantive Knowledge	
	<ul style="list-style-type: none"> ✓ I can name some types of rock and give physical features of each. ✓ I can explain how a fossil is formed ✓ Can explain that soils are made from rocks and also contain living/dead matter 	<ul style="list-style-type: none"> ✓ I can give examples of forces in everyday life ✓ I can give examples of objects moving differently on different surfaces ✓ I can name a range of types of magnets and show how the poles attract and repel ✓ I can draw diagrams using arrows to show the attraction and repulsion between the poles of magnets 	
	Disciplinary Knowledge – Working Scientifically	Disciplinary Knowledge – Working Scientifically	
<ul style="list-style-type: none"> ✓ I can classify rocks in a range of different ways using appropriate vocabulary ✓ I can devise tests to explore the properties of rocks and use data to rank the rocks ✓ I can link rocks changing over time with their properties e.g. soft rocks get worn away more easily ✓ I can present in different ways their understanding of how fossils are formed e.g. in role play, comic strip, chronological report, stop-go animation etc. ✓ I can identify plant/animal matter and rocks in samples of soil ✓ I can carry out a test to explore the water retention of soils 	<ul style="list-style-type: none"> ✓ I can use my results to describe how objects move on different surfaces ✓ I can use my results to make predictions for further tests e.g. it will spin for longer on this surface than that, but not as long as it spun on that surface ✓ I can use classification evidence to identify that ✓ I know some metals but not all are magnetic ✓ Through my exploration I can show how like poles repel and unlike poles attract and name unmarked poles ✓ I can use test data to rank magnets 		
Computing	Information Technology	Information Technology	Information Technology
	Unit 3.7 Branching Databases 4 lessons 2 Questions	Unit 3.8 Graphing 2 lessons 2 Graph	Unit 3.9 Presenting 5/6 lessons PowerPoint/ Google Slides
Art	Working in Three Dimensions		
	Telling Stories Through Drawing & Making		
	Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.		
<ul style="list-style-type: none"> ✓ I have seen how artists are inspired by other artists often working in other artforms. ✓ I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work. ✓ I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. ✓ I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. ✓ I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. ✓ I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. ✓ I can share my feedback about my classmate's work. ✓ I can take photographs of my work thinking about focus, background and lighting. 			
DT	Textiles		
	2D shape to 3D product		
	Designing, making and evaluating a holder purse or wallet for a friend or relative		
	<p>Designing</p> <ul style="list-style-type: none"> ✓ Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. ✓ Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> ✓ Plan the main stages of making. ✓ Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. ✓ Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> ✓ Investigate a range of 3-D textile products relevant to the project. ✓ Test their product against the original design criteria and with the intended user. ✓ Take into account others' views. ✓ Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> ✓ Know how to strengthen, stiffen and reinforce existing fabrics. ✓ Understand how to securely join two pieces of fabric together. ✓ Understand the need for patterns and seam allowances. ✓ Know and use technical vocabulary relevant to the project. 		

Music	<i>Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</i>		<i>Develop the characteristics of a Musician – Dispositions</i>	
	<ul style="list-style-type: none"> ✓ I have opportunities to become familiar with pieces of classical music ✓ I have the opportunity to learn to play a musical instrument for at least a term ✓ I have opportunities to listen to an orchestra e.g. Liverpool Philharmonic Schools' Concert, secondary school orchestra, visiting ensemble ✓ I have opportunities to take part in a music performance e.g. mass choral/instrumental event, school concert ✓ I can compare different musical genres and begin to develop my own musical taste ✓ I can improvise a simple melody using two or more notes ✓ I can play an ostinato accompaniment to a song or piece of music ✓ I have opportunities to memorise and sing a song with verse and chorus structure ✓ I can compose a piece of music selecting and using a variety of sounds ✓ I have been introduced to the principles of and can play a simple piece of music using a musical score e.g. music symbols or graphic notation 		<ul style="list-style-type: none"> ✓ I am developing a real love for music and I enjoy all aspects of practising and performing ✓ I never give up and strives for perfection when making music ✓ I keep an open mind to allow creativity and help me develop my own musical taste ✓ I am developing a talent to entertain and provide enjoyment for others ✓ I am prepared to work hard and practice in order to perform to the best of my ability 	
History	<i>Changes in Britain from the Stone Age to the Iron Age</i>			
	<ul style="list-style-type: none"> ✓ I can understand what humans needed for survival in the Stone Age. ✓ I can understand what was found at Skara Brae and why it is important. ✓ I can understand what copper mining meant to the people of the Bronze Age. ✓ I can understand how evidence about the Stonehenge can give us different answers about the past ✓ I can understand how and why hillforts were developed in the Iron Age. 			
Geography	Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can locate and name the five continents on a world map; ✓ I can name and locate counties and cities in the United Kingdom; ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics including hills mountains cities rivers; ✓ I can name and locate some of the countries in Europe. 		
	<i>Local Study – Rimrose Valley Park – Conservation and Environmental protection</i>			
	Place knowledge	✓ Develop knowledge of an area of outstanding natural beauty.		
	Human and Physical Geography	✓ I can describe and understand human geography, including: types land use and understand how economic activity including trade links can threaten the environment,		
	Mapping	<ul style="list-style-type: none"> ✓ Create maps of small areas with features in the correct place. ✓ Use plan views. ✓ I can use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, guide books 		
	Fieldwork	<ul style="list-style-type: none"> ✓ I can observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ✓ I can make links between features observed in the environment to those on maps and aerial photos. ✓ I can use the eight points of a compass. 		
	Enquiry and Investigation	✓ Investigate the way in which a nature reserve operates and contributes to the environmental protection of an area.		
	Communication	✓ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed new road.		
PE 1	<i>Unit 2 Jumping and Landing – Seated Balance</i>		<i>Unit 3 Ball Coordination – Dynamic Balance on a line</i>	
	<p>With good take off, balance and control on landing, I can:</p> <ul style="list-style-type: none"> ✓ Jump from 2 feet to 2 feet with 180° turn in either direction. ✓ Complete a tucked jump. ✓ Complete a tucked jump with 180° turn in either direction. <p>In a seated position, with feet and hands off the floor throughout, minimum wobble and balance held, I can:</p> <ul style="list-style-type: none"> ✓ Pick up a cone from one side and place it on the other side with same hand. ✓ Return it to the opposite side using the other hand. ✓ Sit in a dish shape and hold it for 5 seconds. 		<p>With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can:</p> <ul style="list-style-type: none"> ✓ Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) ✓ Move a ball round waist 17 times. ✓ Stand with legs apart and move a ball around alternate legs 16 times. (In 20 seconds or less) <p>With smooth, controlled movements, minimum wobble and balance maintained on the line, I can:</p> <ul style="list-style-type: none"> ✓ March, lifting knees and elbows up to a 90° angle. ✓ Walk fluidly with heel to toe landing. ✓ Walk fluidly, lifting knees and using heel to toe landing. 	
PE 2	<i>Athletics</i>		<i>Rounders</i>	
	<ul style="list-style-type: none"> ✓ Apply and develop a broad range of athletic skills. ✓ Show control, coordination and consistency when running, throwing, and jumping. ✓ Choose the appropriate running speed to meet the demand of the task. ✓ Recognise what they do well and what they find difficult, identifying what they need to practice to improve. ✓ Understand the pace judgement when running over an increased distance. ✓ Understand the link between heart rate and breathing during exercise. 		<ul style="list-style-type: none"> ✓ Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. ✓ Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. ✓ Intercept and stop the ball consistently. ✓ Work well as part of a team, particularly when fielding to make it harder for the batter. ✓ Identify what you need to practice improving your performance. ✓ Employ simple tactics in games. ✓ Devise suitable warm up. 	
RE	<i>Expressing</i>		<i>Living</i>	
	<ul style="list-style-type: none"> ✓ KQ L2.4 Why do people pray? (Christian/Muslims and /or Hindus) (full unit) 		<ul style="list-style-type: none"> ✓ KQ L2.7 What does it mean to be a Christian in Britain today? (full unit) 	

	KEEPING/STAYING SAFE	BEING RESPONSIBLE	OUR WORLD
PSHE	<i>Staying Safe</i>	<i>Stealing</i>	<i>Looking After Our World</i>
	<ul style="list-style-type: none"> ✓ know ways to keep yourself and others safe ✓ be able to recognise risky situations ✓ be able to identify trusted adults around you ✓ understand the differences between safe and risky choices ✓ be able to recognise a range of warning signs ✓ be able to spot the dangers we may find at home ✓ know the importance of listening to our trusted adults ✓ be able to understand ways we can keep ourselves and others safe at home ✓ know the differences between safe and risky choices 	<ul style="list-style-type: none"> ✓ understand the differences between borrowing and stealing ✓ be able to describe how you might feel if something of yours is borrowed and not returned ✓ know why it is wrong to steal ✓ be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> ✓ be able to explain the meaning of reduce, reuse, and recycle ✓ recognise how we can help look after our planet ✓ be able to identify how to reduce the amount of water and electricity we use ✓ understand how we can reduce our carbon footprint
MFL – Spanish	<i>Fruits and Vegetables/Hungry Giant story</i>		<i>Going on a picnic/Aliens in Spain</i>
	<ul style="list-style-type: none"> ✓ To understand and participate in games involving fruit and vegetable nouns in Spanish. ✓ To ask politely for some fruit or vegetable item in Spanish. ✓ To listen, understand and enjoy a story in Spanish. ✓ To write, with support, a simple sentence or several sentences in 1st person singular. 		<ul style="list-style-type: none"> ✓ To recall nouns for picnic items in Spanish ✓ To write a simple phrase, using verb, noun and adjective. ✓ To complete some simple sentences to say where they live. ✓ To ask a simple question and understand the answer ✓ To apply their language skills to begin to learn other languages