

# Netherton Moss Primary School Curriculum - Autumn Term Year 3

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*

**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	
	<a href="https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/55d5864813ba40c49889e826647bad7f/year-3-english-curriculum-continuum.docx">https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/55d5864813ba40c49889e826647bad7f/year-3-english-curriculum-continuum.docx</a>	
Maths	Link to Year 3 Maths Curriculum Overview	
	<a href="https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/09e5731d5f7b489bbd7f93da3873d216/maths-curriculum-overview-year-3.docx">https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/09e5731d5f7b489bbd7f93da3873d216/maths-curriculum-overview-year-3.docx</a>	
Science	<b>Introduction to Plants.</b>	<b>Animals including humans (Skeletons &amp; Movement)</b>
	<b>Animals including humans (Nutrition)</b>	
	<ul style="list-style-type: none"> <li>I can explain the function of the parts of a flowering plant</li> <li>I can name the nutrients found in food.</li> <li>I can state that to be healthy we need to eat</li> <li>the right types of food to give us the correct amount of these nutrients</li> </ul>	<ul style="list-style-type: none"> <li>I can name some bones that make up their skeleton giving examples that support, help them move or provide protection.</li> <li>I can describe how muscles and joints help me to move</li> </ul>
	<b>Working Scientifically</b>	<b>Working Scientifically</b>
	<ul style="list-style-type: none"> <li>I can classify food into those that are high or low in particular nutrients.</li> <li>I can answer questions about nutrients in food based on my gathered evidence.</li> <li>I can talk about the nutrient content of my daily plan</li> </ul>	<ul style="list-style-type: none"> <li>I can my data to look for patterns (or lack of) when answering my enquiry questions</li> <li>I can give similarities e.g. they all have joints to help the animal move, and differences between skeletons</li> </ul>
Computing	<b>We are Programmers</b>	
	<ul style="list-style-type: none"> <li>I can use design and drawing techniques to create my own characters (Sprites) and backgrounds</li> <li>I can turn my drawings into graphics for use in my programme</li> <li>I can create an algorithm for an animated scene in the form of a storyboard.</li> <li>I can put blocks of Scratch script into order</li> <li>I can correct mistakes in my animation and identify ways to improve my animations</li> <li>I can write dialogue for your characters and create my own sounds to accompany my animation</li> </ul>	
Art	<b>Ancient Egyptian Art</b>	<b>Artwork for Christmas Performance</b>
	<ul style="list-style-type: none"> <li>I am able to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> </ul>	<ul style="list-style-type: none"> <li>I can experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</li> <li>I can create different effects and textures with paint according to what they need for the task.</li> </ul>
DT	<b>Cooking - Understanding and applying the principles of a healthy diet</b>	
	<ul style="list-style-type: none"> <li>I can develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li> <li>I can analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>I can follow instructions /recipes.</li> <li>I can make healthy eating choices – using the <i>Eatwell</i> plate</li> </ul>	
Music	<b>Singing and Music Appreciation</b>	
	<ul style="list-style-type: none"> <li>I can sing a range of songs from memory</li> <li>I can use my voice with confidence and have vocal accuracy.</li> <li>I can explore and explain my own ideas and feelings about music using expressive language and musical vocabulary.</li> <li>I can listen to a range of live and recorded music from different times and cultures and explain how this music makes me feel.</li> <li>I understand how time and place can influence the way music is created, performed and heard.</li> </ul>	
History	<b>Ancient Civilisations – Ancient Egypt</b>	
	<ul style="list-style-type: none"> <li>I can find out about ancient Egyptian life by looking at artefacts.</li> <li>I can understand what was important to people during ancient Egyptian times.</li> <li>I can understand and explain the ancient Egyptian ritual of mummification.</li> <li>Through studying Tutankhamun, I can understand how evidence can give us different answers about the past.</li> <li>I can compare and contrast the Egyptian writing with my own.</li> <li>I can compare and contrast the powers of different Egyptian gods</li> </ul>	

<b>Geography</b>	<b>Locating countries in Europe: atlases Locating Ancient Egypt and the River Nile</b>	<b>Geographical features of the UK</b>
	<ul style="list-style-type: none"> <li>I can use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>I can use the index and contents page of atlases.</li> <li>I can use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, history books.</li> <li>Identify and describe geographical features, processes (changes), and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I can name and locate counties and cities of the United Kingdom.</li> <li>physical geography, including: vegetation belts, rivers, mountains,</li> <li>human geography, including: types of settlement and land use, economic activity including trade links</li> </ul>
<b>PE 1</b>	<b>Real PE: Coordination/ Balance</b>	<b>Real Gym: Gymnastics – balance</b>
	<b>Physical focus</b> <ul style="list-style-type: none"> <li>I can hopscotch to alternate feet forwards and backwards</li> <li>I can skip with high elbows and high knees</li> <li>I can do 3 step zigzag patterns forwards and backwards</li> </ul> <b>Personal skills</b> <ul style="list-style-type: none"> <li>I can cope well and react positively when things become difficult</li> <li>I can try several times if at first I don't succeed.</li> </ul>	<b>Physical focus</b> <ul style="list-style-type: none"> <li>I can focus eyes on a fixed point to help with balance.</li> <li>I can keep my head still, my tummy tight and my back straight to help with balance.</li> <li>I can perform a sequence of movements with some changes in level, direction or speed.</li> </ul> <b>Social skills:</b> <ul style="list-style-type: none"> <li>I can share ideas and judge performances of others, giving constructive feedback.</li> </ul>
<b>PE 2</b>	<b>Competitive Games: Hockey</b>	<b>Dance: Egyptian dance</b>
	<ul style="list-style-type: none"> <li>To be able to dribble using a hockey stick</li> <li>To be able to accurately pass a ball with a hockey stick</li> <li>To be able to pass the ball whilst moving</li> <li>To be able to tackle correctly</li> <li>To understand how to attack and defend in hockey</li> </ul>	<ul style="list-style-type: none"> <li>I can complete movement patterns to music and create and perform short dance sequences</li> <li>I can communicate positively with others and improve social wellness</li> <li>I can appreciate and participate in different styles of dance, lead and help others</li> </ul>
<b>RE</b>	<b>Hinduism - Do you think there is one God or more than one God?</b>	<b>Christianity– Christian traditions/Advent, What Christmas means to me</b>
	<ul style="list-style-type: none"> <li>I understand that one God can appear in different forms.</li> <li>I understand Story of Rama and Sita and how this an important part of Hinduism</li> <li>I can describe the important festival of Diwali.</li> <li>I can ask important questions about life and compare my ideas with those of other people.</li> <li>I can make links between beliefs and sources, including religious stories and sacred texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some forms of religious expression.</li> <li>I can explain the meaning of Christmas and what does it means to me?</li> <li>I understand the importance of advent in the Christian calendar and can explain the significance of the advent calendar</li> <li>I can describe some Christian Christmas customs (carols, cards, presents)</li> </ul>
<b>PSHE</b>	<b>Transition: establishing class charter/ e-safety</b>	<b>Living in the wider world: British values</b>
	<ul style="list-style-type: none"> <li>I am aware of my immediate and wider environment and help look after it.</li> <li>I understand that the ways that rules keep us safe.</li> <li>I can respect the rules of groups to which I belong and contribute to making rules.</li> <li>I understand how to stay safe online.</li> <li>I can explain why it is important not to trust everything online</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the fundamental British values of democracy, individual liberty, the rule of law, and respect and tolerance.</li> <li>I can describe how life in England can be different to life in other countries.</li> <li>I can ask relevant questions extend my understanding and knowledge.</li> </ul>
<b>Spanish</b>	<b>Introduction to Spanish/ Basic Greetings</b>	
	<ul style="list-style-type: none"> <li>I understand that Spanish is the official language in more than 20 countries around the world.</li> <li>I can use spoken Spanish to meet and greet others.</li> <li>I can respond appropriately when the register is called.</li> <li>I understand and can use numbers 0 to 10 in Spanish.</li> <li>I can describe how Christmas is celebrated in Spain</li> <li>I can read and speak colours in Spanish.</li> </ul>	

# Netherton Moss Primary School Curriculum – Spring Term Year 3

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*

**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	<b>Link to Year 3 English Curriculum Continuum</b>	
	<a href="https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/55d5864813ba40c49889e826647bad7f/year-3-english-curriculum-continuum.docx">https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/55d5864813ba40c49889e826647bad7f/year-3-english-curriculum-continuum.docx</a>	
Maths	<b>Link to Year 3 Maths Curriculum Overview</b>	
	<a href="https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/09e5731d5f7b489bbd7f93da3873d216/maths-curriculum-overview-year-3.docx">https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/09e5731d5f7b489bbd7f93da3873d216/maths-curriculum-overview-year-3.docx</a>	
Science	<b>Light</b> <ul style="list-style-type: none"> <li>I can describe how we see objects in light, and I can describe dark as the absence of light.</li> <li>I can state that it is dangerous to view the sun directly and state precautions used to view the sun, for example in eclipses.</li> <li>I can define transparent, translucent and opaque</li> <li>I can describe how shadows are formed by objects blocking light.</li> </ul>	<b>Rocks and fossils</b> <ul style="list-style-type: none"> <li>I can name some types of rock and give physical features of each.</li> <li>I can explain how a fossil is formed</li> <li>I can explain that soils are made from rocks and also contain living/dead matter</li> </ul>
	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>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.</li> <li>I can clearly explain, giving examples, that objects are not visible in complete darkness.</li> <li>I can describe and demonstrate how shadows are formed by blocking light</li> <li>Can describe, demonstrate and make predictions about patterns in how shadows vary</li> </ul>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>I can an classify rocks in a range of different ways using appropriate vocabulary</li> <li>I can devise tests to explore the properties of rocks and use data to rank the rocks</li> <li>I can link rocks changing over time with their properties e.g. soft rocks get worn away more easily</li> <li>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.</li> <li>I can identify plant/animal matter and rocks in samples of soil</li> <li>I can carry out a test to explore the water retention of soils</li> </ul>
Computing	<b>We Are Bug Fixers</b> <ul style="list-style-type: none"> <li>I can develop a number of strategies for finding errors in programs</li> <li>I can build up resilience and strategies for problem solving</li> <li>I can increase their knowledge and understanding of Scratch</li> <li>I can recognise a number of common types of bug in software</li> </ul>	
Art	<b>Plant art</b> <ul style="list-style-type: none"> <li>I know about and I can describe the work of some artists</li> <li>I can produce a series of drawings to explore art ideas.</li> <li>I take the time to think carefully about what I like and dislike about my own work in order to improve it.</li> <li>I can develop my drawing and skills by experimenting with them, and looking at the qualities of many different materials and techniques.</li> </ul>	
DT	<b>Chinese food (Prepare and evaluate)</b> <ul style="list-style-type: none"> <li>I can prepare and combine a range of ingredients.</li> <li>I can explore seasonality of vegetables and fruit.</li> <li>I can find out which fruit and vegetables are grown in countries/continents studied in Geography.</li> <li>I can analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>I can follow instructions/recipes.</li> </ul>	

Music	<b>Singing and recorders</b>	<b>Royal Liverpool Philharmonic Orchestra Schools Concert</b>
	<ul style="list-style-type: none"> <li>I can understand basic rhythmic notation using crotchets and quavers</li> <li>I can hold the recorder correctly and have the correct posture</li> <li>I can play notes A and B on the recorder</li> <li>I can play simple songs using A or B or both.</li> <li>I can play in time with a group</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and explain my own ideas and feelings about music using expressive language and musical vocabulary.</li> <li>I can listen to a range of live and recorded music from different times and cultures and explain how this music makes me feel.</li> <li>I understand how time and place can influence the way music is created, performed and heard.</li> </ul>
Geography	<b>Describe and understand key aspects of volcanoes and earthquakes</b>	<b>Human and physical geography of Spain, compared to NW England</b>
	<ul style="list-style-type: none"> <li>I can describe and understand key aspects of physical geography, including volcanoes and earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>I can make comparisons with my own life and my own situation.</li> <li>I can show increasing empathy and describe similarities as well as differences.</li> <li>I can understand physical geography, including vegetation belts, rivers, mountains,</li> <li>I can understand human geography, including types of settlement and land use</li> </ul>
PE 1	<b>Real PE: Coordination/ Balance</b>	<b>Real Gym: Gymnastics – Balance</b>
	<b>Physical focus</b> <ul style="list-style-type: none"> <li>I can jump from 2 feet to 1 foot (either leg) on a line with freeze on landing.</li> <li>I can perform a tuck jump and land in balance</li> <li>I can jump from 2 feet to 2 feet with 180 degree turn in both directions and land in balance</li> </ul>	<b>Physical focus</b> <ul style="list-style-type: none"> <li>I can perform accurate shapes (e.g. tuck, star, dish, arch)</li> <li>I understand that good body tension helps maintain shape</li> <li>I can link specific movements to develop a sequence to perform</li> </ul>
PE 2	<b>Game: Tag rugby</b>	<b>Game: Football</b>
	<ul style="list-style-type: none"> <li>I understand that tag rugby is a non-contact sport.</li> <li>I can hold a rugby ball correctly and pass and receive the ball accurately, and with control.</li> <li>I can evade and tag opponents.</li> <li>I can run and change direction at speed.</li> <li>I can play as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep control of the ball while travelling</li> <li>I can pass and receive the ball accurately</li> <li>I can turn accurately whilst in possession of the ball/ I can tackle and keep possession of the ball</li> <li>I can shoot at a target/ I can defend a goal</li> <li>I can play as part of a team.</li> </ul>
RE	<b>Judaism- What do you think the Messiah is?</b>	<b>Christianity- Bible Stories</b>
	<ul style="list-style-type: none"> <li>I can answer the question: What do you think a Messiah is?</li> <li>I can recap Jewish symbols from KS1 (extend knowledge and understanding)</li> <li>I can describe The Torah (look at contents and discuss Genesis and Deuteronomy)</li> <li>I can outline the significance of Abraham as the Father of the Jewish nation. Read and discuss Abraham's Journey</li> <li>I have had the opportunity to read &amp; discuss Abraham and the promise.</li> <li>I have had the opportunity to read and discuss the Exodus and the giving of the Ten Commandments.</li> <li>I can write my own version of the Ten Commandments Or summarise if they think each commandment is important and why.</li> </ul>	<ul style="list-style-type: none"> <li>I can answer the question: Do you believe Bible stories are true?</li> <li>I can recap the Bible as a special book and how it is used. Why is it Holy? (Highlight organization in terms of OT, NT and Gospels)</li> <li>I have had the opportunity to read and discuss: The Feeding of the Five Thousand (with reference to text), Blind Bartimaeus (discuss miracles)</li> <li>I have had the opportunity to read and discuss the events of Good Friday and Easter Sunday.</li> <li>I can give an example of a Bible story that you think is true and explain why.</li> </ul>
	<ul style="list-style-type: none"> <li>I can compare some of the things that influence me with those that influence others.</li> </ul>	<ul style="list-style-type: none"> <li>I have begun to identify the impact religion has on believers' lives.</li> <li>I can describe some forms of religious expression.</li> </ul>
PSHE	<b>Living in the wider World</b>	<b>Relationships</b>
	<b>(Groups and communities/ respect for others)</b> <ul style="list-style-type: none"> <li>I can explain that people living in the UK come from different groups</li> <li>I can identify some of the different customs, foods, dress, language of people from different ethnic groups</li> <li>I can describe events in school where we have celebrated the different identities and cultures in the UK ( Diwali, Easter, Chinese New year, St Patricks Day etc)</li> </ul>	<b>(Managing emotions/ cultural differences)</b> <ul style="list-style-type: none"> <li>I can recognise and respond appropriately to a wider range of feelings in others.</li> <li>I can describe feelings when disputes/conflicts occur and identify what can help/not help when trying to solve disputes//conflict.</li> <li>I know that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability.</li> </ul>
Spanish	<b>Introduction to Spanish/ Basic Greetings</b>	
	<ul style="list-style-type: none"> <li>I can say and repeat single words and short simple phrases.</li> <li>I can answer simple questions and give basic information.</li> <li>I can say the days of the week in Spanish</li> <li>I can say the months of the year in Spanish</li> <li>I can count to 20 in Spanish and read and write number to 20 in Spanish</li> <li>I can listen attentively to spoken language and show understanding by joining in and responding</li> <li>I can speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	

# Netherton Moss Primary School Curriculum – Summer Term Year 3

Our School Curriculum is underpinned by these key drivers:

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

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

**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	
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Maths	Link to Year 3 Maths Curriculum Overview	
	<a href="https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/09e5731d5f7b489bbd7f93da3873d216/maths-curriculum-overview-year-3.docx">https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/09e5731d5f7b489bbd7f93da3873d216/maths-curriculum-overview-year-3.docx</a>	
Science	<b>Plants</b> <ul style="list-style-type: none"> <li>I can describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination</li> <li>I can give different methods of pollination and seed dispersal, including examples</li> </ul>	<b>Forces &amp; Magnets</b> <ul style="list-style-type: none"> <li>I can give examples of forces in everyday life</li> <li>I can give examples of objects moving differently on different surfaces</li> <li>I can name a range of types of magnets and show how the poles attract and repel</li> <li>I can draw diagrams using arrows to show the attraction and repulsion between the poles of magnets</li> </ul>
	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;</li> <li>Discovering how seeds are formed by</li> <li>Observing the different stages of plant cycles over a period of time;</li> <li>Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> <li>Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water.</li> <li>Observing how water travels up the stem to the flowers.</li> </ul>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Comparing how different things move and grouping them.</li> <li>Raising questions and carrying out tests to find out how far things move on different surfaces.</li> <li>Gathering and recording data to find answers to their questions.</li> <li>Exploring the strengths of different magnets and finding a fair way to compare them.</li> <li>Sorting materials into those that are magnetic and those that are not.</li> <li>Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.</li> <li>Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</li> </ul>
Computing	<b>We Are Presenters</b> <ul style="list-style-type: none"> <li>I can record footage to use in my video.</li> <li>I can upload and edit my footage on a computer.</li> <li>I can record an audio commentary for my video.</li> <li>I can look at my footage and decide what does and doesn't work.</li> </ul>	
Art	<b>Great Artists &amp; Architects</b> <ul style="list-style-type: none"> <li>I can explore the roles and purposes of artists, craftspeople and designers working in different times</li> <li>I can discuss the features of buildings of historic and modern architecture in my area .</li> </ul>	<b>Printing (linked to Stone Age Topic- replicating cave painting)</b> <ul style="list-style-type: none"> <li>I can use a sketchbook to make a record of things I see, to plan my work and to experiment and improve my ideas</li> <li>I can describe what I have done. I can explain how to use some of the tools and techniques I have chosen to work with.</li> </ul>

DT	<b>Stone Age jewellery – linked to topic (Design , make and evaluate)</b>	<b>Sewing</b>
	<ul style="list-style-type: none"> <li>I can plan a sequence of actions to make a product.</li> <li>I can record the plan by drawing using annotated sketches.</li> <li>I can consider aesthetic qualities of materials chosen.</li> <li>I can use tools with accuracy.</li> <li>I can select from techniques for different parts of the process.</li> <li>I can use appropriate finishing and decorating techniques.</li> <li>I can evaluate my design</li> </ul>	<ul style="list-style-type: none"> <li>I can join fabrics using running stitch, over sewing, blanket stitch with increasing independence.</li> <li>I can sew on buttons and make loops</li> </ul>
Music	<b>Singing and recorders</b>	<b>Music Appreciation</b>
	<ul style="list-style-type: none"> <li>I can understand basic rhythmic notation using crotchets and quavers</li> <li>I can hold the recorder correctly and have the correct posture</li> <li>I can play notes A and B, C and G on the recorder</li> <li>I can play simple songs using the notes above</li> <li>I can play in time with a group</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and explain my own ideas and feelings about music using expressive language and musical vocabulary.</li> <li>I can listen to a range of live and recorded music from different times and cultures and explain how this music makes me feel.</li> <li>I understand how time and place can influence the way music is created, performed and heard.</li> </ul>
History	<b>Changes in Britain from the Stone Age to the Iron Age</b>	
	<ul style="list-style-type: none"> <li>I can understand what humans needed for survival in the Stone Age.</li> <li>I can understand what was found at Skara Brae and why it is important.</li> <li>I can understand what copper mining meant to the people of the Bronze Age.</li> <li>I can understand how evidence about the Stonehenge can give us different answers about the past.</li> <li>I can understand how and why hillforts were developed in the Iron Age</li> </ul>	
Geography	<b>Fieldwork linked to science topic (plants)</b>	
	<ul style="list-style-type: none"> <li>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.</li> <li>I can make links between features observed in the environment to those on maps and aerial photos.</li> </ul>	
PE 1	<b>Swimming</b>	
	<ul style="list-style-type: none"> <li>I can enter and exit the water safely</li> <li>I can push and glide from the poolside</li> <li>I can float using different body positions with or without an aid</li> <li>I can swim a recognised stroke</li> <li>I can perform basic survival skills</li> </ul>	
PE 2	<b>Real PE Unit 6 Agility – ball chasing</b>	<b>Game: Rounders /Athletics</b>
	<ul style="list-style-type: none"> <li>I can bend my knees to accelerate or decelerate</li> <li>I can turn quickly over either shoulder.</li> <li>I can move my feet quickly to get into position.</li> </ul> <p><b>Health &amp; Fitness Focus</b></p> <ul style="list-style-type: none"> <li>I can describe how and why my body changes during and after exercise</li> <li>I can use equipment appropriately and move and land safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop fielding and batting skills</li> <li>I can hit a ball with control, using appropriate equipment</li> <li>I can play as part of a team</li> </ul> <ul style="list-style-type: none"> <li>I can use running, jumping, throwing and catching in isolation and in combination</li> </ul>
RE	<b>Christianity (ceremonies that take place)</b>	<b>Islam ( introduction/ rules)</b>
	<ul style="list-style-type: none"> <li>I can describe key ceremonies that take place in the Christian faith</li> <li>I can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.</li> <li>I have begun to identify the impact religion has on believers lives.</li> </ul>	<ul style="list-style-type: none"> <li>I can name the 5 pillars of Islam and discuss their importance in the life of the followers of the Islamic faith.</li> <li>I can make links between beliefs and sources, including religious stories and sacred texts.</li> <li>I can link things that are important to me and other people with the way I think and behave.</li> </ul>
PSHE	<b>Relationships</b>	<b>Health and Wellbeing</b>
	<b>What makes me happy – how I can make others happy</b>	<b>Keeping Safe</b>
	<ul style="list-style-type: none"> <li>I can recognise what constitutes a positive, healthy relationship.</li> <li>I understand that my actions affect me and others.</li> <li>I can work collaboratively towards shared goals.</li> </ul>	<ul style="list-style-type: none"> <li>I can differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.</li> <li>I understand about taking care of my body and that I have autonomy and the right to protect my body from inappropriate and unwanted contact.</li> </ul>
Spanish	<b>Introduction to Spanish/ Basic Greetings</b>	
	<ul style="list-style-type: none"> <li>I can respond appropriately when asked when my birthday is.</li> <li>I can ask someone when their birthday is.</li> <li>I can say the alphabet in Spanish.</li> <li>I can listen attentively to spoken language and show understanding by joining in and responding</li> <li>I can speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	