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| **Yearly Overview Year 3/4 Cycle A** | | | | | | | | | | |
|  | **Autumn** | | | **Spring** | | | **Summer** | | | |
| **Topic name** | **Rivers** | **The Romans** | | **Anglo Saxon Settlers** | | **Electricity** | **Ancient Egypt** | **South America** | | |
| Enrichment  School  Experiences | **Local walk- observe river from aqueduct bridge** | **Lancaster City Museum** | |  | |  |  |  | | |
| **English** | **The Rhythm of the Rain**  **Grahame Baker-Smith**  *Stories with an environmental message.*  **The Water Cycle**  *Explanation*  **Cool School**  **Michael Rosen**  *Question and Answer Poems* | **How the Stars Came to Be**  **Poonam Mistry**  *Stories by authors of a BAME background*  **The Romans**  *Non-chronological Report*  **Christmas poems**  *Poetry to learn by heart* | | **Arthur and the Golden Rope**  **Joe Todd-Stanton**  *Historical Narrative / Stories by the same author*  **Alfred the Great**  *Discussion*  **The Sound Collector**  **Roger McGough**  *Narrative Poetry with Rhyme* | | **The Iron Man**  **Ted Hughes**  *Classic Fiction/ Issues and dilemmas*  *Instructions* **link to DT topic** | **Marcy and the Riddle of the Sphinx Joe Todd-Stanton**  *Stories set in another country/ Stories by the same author*  **Ancient Egypt Haikus and Tankas**  *Poetry* | **Aesop’s fables**  *Fables*  **Visit South America**  *Persuasion*  **Autobiographies**  *Recounts* | | |
| **Maths**  **Year 3** | **Number: Place Value**   * To be able to represent numbers to 100 * To be able to partition and recombine tens and ones to make a total * To recognise hundreds and count objects and numbers in multiples of 100 * To become familiar with numbers up to 1000 * To understand the place value of numbers to 1000 * To understand that a 3-digit number is made up of 100s, 10s and 1s * To be able to estimate, work out and write numbers on a numberline up to 1000 * To be able to find 1, 10 or 100 more or less * To be able to compare objects up to 1000 * To be able to compare numbers up to 1000 * To be able to order numbers up to 1000 * To be able to count in 50s   **Number: Addition and Subtraction**   * To be able to add and subtract multiples of 100 * To add and subtract 1s * To add and subtract 3-digit and 1-digit numbers (not crossing 10) * To be able to add a 2-digit and a 1-digit number (crossing 10) * To be able to add a 3-digit number and a 1-digit number (crossing 10) | * To be able to subtract a 2-digit number from a 3-digit number (crossing 10 or 100) * To be able to add two 3-digit numbers (not crossing 10 or 100) * To be able to add two 3-digit numbers (crossing 10 or 100) * To be able to subtract a 3-digit number from a 3-digit number (no exchange) * To be able to subtract a 3-digit number from a 3-digit number (with exchange) * To estimate answer to calculations * To be able to check answers   **Number: Multiplication and Division**   * To recognise, make and add equal groups * To understand the relationship between repeated addition and multiplication * To use arrays to see the commutativity of multiplication facts * To solve problems involving the 2 times-table * To solve problems involving the 5 times-table * To divide by sharing objects into equal groups * To divide by making equal groups * To use grouping and sharing to divide by 2 * To use grouping or sharing to divide by 5 * To use grouping or sharing to divide by 10 * To be able to solve problems involving multiplying by 3 * To be able to divide by 3 using grouping or sharing * To apply knowledge of the 3 times table to different contexts * To use knowledge of the 2 times table to multiply by 4 * To be able to divide by 4 using grouping or sharing * To use knowledge of known multiplication tables to develop knowledge of the 4 times-table * To use knowledge of the 4 times table to multiply by 8 * To be able to divide by 8 using grouping or sharing   To use knowledge of known multiplication facts to calculate unknown multiplication facts | | **Number: Multiplication and Division**   * To be able to solve problems involving the 2 times-table * To be able to solve problems involving the 4 times-table * To be able to solve problems involving the 8 times-table * To use knowledge of multiplication and division to compare statements using inequality symbols * To use known multiplication facts to solve other multiplication problems * To multiply a 2-digit number by a 1-digit number using manipulatives * To multiply a 2-digit number by a 1-digit number with exchange * To divide a 2-digit number by a 1-digit number * To divide a 2-digit number by a 1-digit number with a remainder * To be able to use scaling * To be able to work systematically to find all possibilities   **Measurement: Length, Perimeter and Area**   * To be able to use rulers, tape measures, meter sticks and trundle wheels to measure * To be able to measure in centimetres and millimetres * To be able to measure in meters * To know that 100 centimetres is equivalent to 1 meter * To know that 10 millimetres is equivalent to 1 centimetre * To compare the lengths of objects using comparison language and symbols * To compare and order lengths based on measurements in mm, cm and m * To be able to convert measurements to the same unit of length to add more efficiently * To be able to subtract lengths * To be able to measure the perimeter of simple 2-D shapes * To calculate the perimeter of simple 2-D shapes   **Number: Fractions**   * To be able to make equal parts * To be able to recognise a half * To be able to recognise a quarter * To be able to find a quarter * To be able to recognise a third | | **Number: Fractions continued**   * To know that the denominator represents the number of parts that a shape or quantity is split into * To identify unit fractions that have been shaded * To explore the equivalence of two quarters and one half of the same whole * To be able to count in fractions from any number up to 10   **Number: Fractions**   * To be able to make a whole * To know that a tenth is when one whole is split into 10 equal parts * To count up and down in tenths * To represent tenths as a decimal * To use a numberline to represent fractions beyond one whole * To find a unit fraction of an amount * To solve problems involving fractions * To use manipulatives to explore equivalent fractions * To use numberlines to explore equivalent fractions * To look for patterns with equivalent fractions * To compare unit fractions or fractions with the same denominator * To order unit fractions and fractions with the same denominator * To add two or more fractions with the same denominator * To subtract fractions with the same denominator   **Measurement: Mass and Capacity**   * To be able to compare the mass of different objects * To be able to read a range of scales including scales with missing intervals * To measure the mass of objects and record them as a mixed measurement in kilograms and grams * To use ‘heavier’ and ‘lighter’ to compare mass * To be able to add and subtract mass using a range of mental and written methods * To compare volume using <, > and = * To use litres, millilitres and standard scales to explore capacity * To use ‘full’ and ‘empty’ to compare capacity * To be able to add and subtract volumes and capacities * To learn that temperature is higher when it is warmer   **Consolidation** | **Measurement: Money**   * To count in 1p, 2p, 5p and 10p coins * To be able to count in £1, £2, £5, £10 and £20 * To know the value of each coin and note * To be able to convert between pounds and pence * To be able to add two amounts of money * To be able to use different methods to subtract money * To be able to find change   **Measurement: Time**   * To be able to tell the time to the nearest hour and half hour * To read and draw the times ‘quarter to’ and ‘quarter past’ * To explore years using calendars and investigate the number of days in each month * To know that there are 24 hours in a day * To be able to tell the time to the nearest 5 minutes on an analogue clock * To tell the time to the nearest minute using an analogue clock * To use ‘morning’, ‘afternoon’, ‘a.m.’ and ‘p.m.’ to describe the time of day * To compare analogue and digital clocks * To find the duration of events using both analogue and digital clocks * To compare the durations of time using analogue and digital clocks * To find start and end times to the nearest minute using both analogue and digital times   To measure and compare durations of time in seconds | **Statistics**   * To know that tally charts can be used as a systematic method of recording data * To draw pictograms where symbols represent 2, 5 or 10 items * To be able to interpret pictograms represented both horizontally and vertically * To be able to read and interpret pictograms including those with half a symbol * To interpret information in pictograms and tally charts in order to construct bar charts * To interpret information from tables to answer one and two-step problems   **Geometry: Properties of Shape**   * To recognise angles as a measurement of a turn * To recognise that a right angle is a quarter turn * To identify whether an angle is greater than or less than a right angle in shapes and turns * To measure and draw straight lines accurately in centimetres and millimetres * To identify and find horizontal and vertical lines in a range of contexts * To identify and find parallel and perpendicular lines in a range of practical contexts * To recognise, describe and draw 2-D shapes accurately * To recognise and describe 3-D shapes in different orientations * To be able to make 3-D shapes using construction materials   **Consolidation** | | |
| **Maths**  **Year 4** | **Number: Place Value**   * To be familiar with numbers up to 1000 * To know that a 3-digit number is made up of 100s, 10s and 1s * To estimate, work out and write numbers on a numberline to 1000 * To be able to round numbers to the nearest 10 * To be able to round numbers to the nearest 100 * To be able to count in 1000s * To represent numbers to 1000 in different ways * To understand that 4-digit numbers are made up of 1000s, 100s, 10s and 1s * To explore how numbers to 1000 can be partitioned * To be able to estimate, label and draw numbers on a numberline to 10,000 * To find 1, 10 or 100 more or less than a given number * To find 1000 more or less than a given number * To be able to compare 4-digit numbers using <, > or = * To be able to order numbers in ascending and descending order * To be able to round numbers to the nearest 1000 * To be able to count in 25s * To develop an understanding of negative numbers on a numberline * To explore Roman Numerals to 100   **Number: Addition and Subtraction**   * To be able to add and subtract 1s, 10s and 100s and 1000s * To be able to add two 3-digit numbers (not crossing 10 or 100) * To be able to add two 4-digit numbers (no exchange) * To be able to add two 3-digit numbers (crossing 10 or 100) * To be able to add two 4-digit numbers (one exchange) * To be able to add two 4-digit numbers (more than one exchange) | **Number: Addition and Subtraction continued**   * To be able to subtract a 3-digit number from a 3-digit number (no exchange) * To be able to subtract two 4-digit numbers (no exchange) * To be able to subtract a 3-digit number from a 3-digit number (with exchange) * To be able to subtract two 4-digit numbers (one exchange) * To be able to subtract two 4-digit numbers (more than one exchange) * To be able to choose an efficient method of subtraction * To be able to estimate answers to calculations * To be able to check strategies   **Number: Multiplication and Division**   * To be able to multiply by 10 * To be able to multiply by 100 * To be able to divide by 10 * To be able to divide by 100 * To be able to multiply by 1 and 0 * To be able to divide by 1 * To be able to solve problems involving multiplying by 3 * To be able to divide by 3 by sharing or grouping * To be able to solve problems by multiplying and dividing by 6 * To be able to solve problems by multiplying and dividing by 9 * To be able to solve problems by multiplying and dividing by 7 | | **Number: Multiplication and Division**   * To be able to multiply by 11 and 12 * To be able to multiply three one-digit numbers * To be able to multiply numbers mentally * To use informal methods to multiply a two-digit number and a one-digit number * To multiply a two-digit number by a one-digit number using manipulatives * To multiply a two-digit number by a one-digit number using short multiplication * To multiply a three-digit number by a one-digit number * To be able to divide a two-digit number by a one-digit number * To be able to solve division problems with a remainder * To be able to solve problems involving division * To be able to divide a three-digit number by a one-digit number * To work systematically to find all combinations   **Measurement: Length, Perimeter and Area**   * To recognise that 100cm is equivalent to 1 metre * To recognise that 10mm is equivalent to 1cm * To be able to multiply and divide by 1000 to covert between kilometres and metres * To be able to add lengths given in different units of measurement * To use take-away and finding the difference to subtract lengths * To measure the perimeter of simple 2-D shapes * To calculate the perimeter of a rectilinear shape by counting squares on a grid * To calculate the perimeter of rectangles that are not on a square grid * To calculate the perimeter of rectilinear shapes * To understand that area is the amount of space taken up by a 2-D shape or surface * To understand that area is measured in squares * To be able to make rectilinear shapes using a given number of squares * To compare the area of rectilinear shapes   **Number: Fractions**   * To explain the difference between unit and non-unit fractions * To explore fractions of shapes, quantities and fractions on a numberline * To know that a tenth is when one whole is divided into 10 equal parts * To be able to count up and down in tenths * To investigate and record equivalent fractions * To solve problems involving equivalent fractions | | **Number: Fractions**  **Continued**   * To learn about fractions greater than 1 * To be able to count in fractions greater than one * To add two or more fractions with the same denominator * To subtract fractions with the same denominator * To subtract fractions from a whole amount * To find a unit fraction of an amount by dividing an amount into equal groups * To find non-unit fractions of amounts * To solve problems for fractions of a quantity   **Number: Decimals**   * To recognise tenths and hundredths * To recognise tenths as decimals * To represent tenths on a place value grid * To read and represent tenths on a numberline * To divide a 1-digit number by 10 * To divide a 2-digit number by 10 * To understand that hundredths arise from dividing one whole into 100 equal parts * To recognise hundredths as decimals * To represent hundredths on a place value grid * To be able to divide 1 or 2-digits by 100 | **Number (decimals including money)**   * To recognise tens bonds to 100 * To find number bonds to 100 with tens and ones * To make a whole from any number of tenths and hundredths * To make numbers with up to two decimal places * To compare numbers with decimals with up to two decimal places * To be able to order numbers with decimals with up to two decimal places * To be able to round numbers with one decimal place to the nearest whole number * To be able to write halves and quarters as decimals   **Measurement (Money)**   * To develop an understanding of pounds and pence * To compare and order amounts * To be able to round amounts of money written in decimal notation to the nearest pound * To be able to convert between pounds and pence * To be able to add two amounts of money * To be able to subtract amounts of money using different methods * To use a numberline and a part-whole model to subtract to find change * To solve simple problems with money involving all four operations   **Measurement (Time)**   * To be able to tell the time to the nearest 5 minutes on an analogue clock * To be able to tell the time to the nearest minute using an analogue clock * To use ‘morning’, ‘afternoon’, ‘a.m.’ and ‘p.m.’ to describe the time of day * To compare analogue and digital clocks * To be able to convert between hours, minutes and seconds * To know the duration of years, months, weeks and days * To be able to convert between analogue and digital times using a format up to 12 hours   To convert between analogue and digital times using a 24 hour clock | **Statistics**   * To know how to use bar charts, pictograms and tables to interpret and present discrete data * To solve comparison, sum and difference problems using discrete data with a range of scales * To read and draw graphs showing continuous data * To solve comparison, sum and difference problems using continuous data with a range of scales   **Geometry Properties of shape**   * To recognise angles as a measure of a turn * To recognise that a right angle is a quarter turn * To identify whether an angle is greater than or less than a right angle in shapes and turns * To develop an understanding of obtuse and acute angles by comparing with right angles * To compare and order angles in ascending and descending order * To recognise, describe and draw 2-D shapes accurately * To classify triangles using the names ‘isosceles’, ‘scalene’ and ‘equilateral’ * To name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium * To identify horizontal and vertical lines in a range of contexts * To find and identify lines of symmetry within 2-D shapes * To use knowledge of symmetry to complete 2-D shapes and patterns   **Geometry:**  **Position and direction**   * To read, write and use pairs of coordinates in the first quadrant * To develop an understanding of coordinates by plotting given points on a 2-D grid * To be able to move shapes and points on a coordinate grid   To describe the movement of shapes and points on a coordinate grid | | |
| **Science** | **States of matter**  Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.  Water cycle  Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).  Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. | | | **Sound**  Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. | | **Electricity**  Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.  Draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage. Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity. | **Animals incl Humans**  Children will find out what happens in our bodies after we have eaten food. Where does it go? What happens to it?  They will find out about different types of teeth and what each type is used for. The children will talk about food chains. | | **Living things and their habitats**  Pupils begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.  Children will learn how to use keys. | |
| **Living things and their habitats**  Use the local environment throughout the year to raise and answer questions that help them to identify and study animals in their habitat. Identify how the habitat changes throughout the year. | | | | | | | | | |
| **Computing** | **Multimedia – Animations- Water Cycle**  To discuss what makes a good, animated film or cartoon.  To learn how animations are created by hand.  To find out how animations can be created in a similar way using the computer.  To learn about onion skinning in animation.  To add backgrounds and sounds to animations.  To be introduced to ‘stop motion’ animation.  To share animation on the class display board and by blogging. | **Coding – 2Code A**  To review coding vocabulary that relates to Object, Action, Output, Control and Event.  To use the design to write the code for the program.  To design and write a program that simulates a physical system.  To know what debugging means.  To understand the need to test and debug a program repeatedly.  To debug simple programs.  To understand the importance of saving periodically as part of the code development process.  To explore how code can be used to investigate control by creating a simulation.  To know what decomposition and abstraction are in computer science.  To design a decomposed feature of a real-life situation. | | **Data – Spreadsheets**  To use the symbols more than, less than and equal to, to compare values.  To collect data and produce a variety of graphs.  To learn about cell references.  **Online Safety 3.2** | | **Hardware Investigators**  To identify the different parts that make up a computer.  To recall the different parts that make up a computer.  To understand the functions of the different parts of a computer.  **Graphing**  To enter data into a graph and answer questions.  To solve an investigation and present the results in graphic form  *Link to science* | **Using Search Technologies & Word Processing**  To locate information on the search results page.  To use search effectively to find out information.  To assess whether an information source is true and reliable.  To be able to:  \*locate an image  \*copy and paste  \*resize an image  \*position an image  \*change font size  \*change font colour  \*save their work | **Emails**  To think about different methods of communication.  To open and respond to an email using an address book.  To learn how to use email safely.  To add an attachment to an email.  To explore a simulated email scenario. | | |
| **History / Geography** | **Rivers**  What is a river? Where does river water come from? How do people use rivers? What journeys do rivers make? How do people change rivers? How does flooding affect people? What can I find out about the world’s longest rivers? Why is this river special? | **Romans**  The children become fully immersed in learning all about the Romans! With everything from gladiators and aqueducts to emperors and goddesses. The investigate the impact Romans had on life today. | | **Anglo Saxons**  The children investigate what happened in Britain after the Romans left in the 5th century. They use the mysterious burial ship at Sutton Hoo as a basis to explore where the Anglo-Saxons came from, how they came to settle in Britain. | | **Rainforests**  Where are the world’s rainforests? What makes up a rainforest?  What are the main features of a rainforest?  Why are rainforests being cut down? What can be done about deforestation?  Why does the Amazon Rainforest matter so much? | **Ancient Egypt**  The children explore the life and times of ancient Egypt. They locate the ancient Egyptians in time and place, and learn all about their fascinating lives and culture by looking at sources and evidence | South America – The Amazon | | |
| **Art / DT** | **DT – Food: Vegan Apple Crumble using home grown apples (from school grounds)**   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion * select from and use a wider range of tools and equipment to perform practical tasks accurately * select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand and apply the principles of a healthy and varied diet * know where and how a variety of ingredients are grown, reared, caught and processed. | **Art - Drawing**   * To investigate the properties of a range of pencils and record in their sketch books * To observe light hitting an object eg a ball and note where the light/shadows fall. Use sketch book notes to decide which pencils to use to draw & shade this object. * To investigate blending pastels and chalks by rubbing with fingers / sponges etc and record in sketch books * To make observational drawings and apply shading using colour and tone to create a 3D effect * To experiment with Sgraffito – colour a sheet of paper with dense wax crayon / pastel then cover with thick paint (mixed with fairy liquid) to investigate pattern and texture. When dried, scratch through paint with a sharp tool to reveal the colour below * To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements | | **Art - Painting**   * Create colours beyond the primary and secondary ones * Mix warm and cool colours * Make colours lighter or darker without adding black / white * Record their findings in their sketch books * Experimenting with adding black or white to a colour to create different tones by making a colour lighter / darker * Create wax resist paintings using candles and watercolour paint * Studying pattern in art eg Gustav Klimt and Hundertwasser. Naming shapes, colours, patterns and creating own pictures using that style * To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements | | **DT – Mechanical & Electrical: The Iron Man light up pictures**   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes * select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately * select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities | **Art - Textiles**   * To select resources from a range of different fabrics and yarns for a purpose * To thread a needle (large eye!) & tie a knot * To investigate dying fabrics with natural materials eg beetroot or onion skins. * To apply colour through printing, painting etc to fabrics * Record findings in sketch books * To perform running stitch and cross stitch using a loosely woven fabric such as binca or hessian to create decorative objects eg bookmarks * To experiment with weaving using a selection of threads, yarns and fabrics eg circular weaving on card looms * To evaluate their own work and that of others making comparisons and noting differences. To be able to express preferences explaining their thinking and suggesting improvements | **DT – Structures: Kites**   * To understand how key events and individuals in design and technology have helped shape the world. * To generate, develop and communicate their ideas through discussion. * To investigate and analyse a range of existing products. * To select from and use a wide range of materials and components, including construction materials according to their functional properties and aesthetic qualities. * To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * To generate, develop, model and communicate their ideas through annotated sketches. * To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. * To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. * To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | | |
| **RE**  **How should we live our lives?** | **Hindu dharma**  Vishnu  Rama and Sita  Diwali | **Christianity** (God)  The Bible  Christian life – guided by wisdom, teachings and authority | | **Sikhism**  The 5 Ks  Equality  The Gurdwara | | **Christianity** (Jesus)  Jesus in the wilderness  Lent  Sacrifice | **Islam**  The Five Pillars of Islam  Ramadan | **Christianity** (Church)  Parables  Love for all | | |
| **PSHE** | What makes a family; features of family life.  Personal boundaries; safely responding to others; the impact of hurtful behaviour.  Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | | | The value of rules and laws; rights, freedoms and responsibilities.  How the internet is used; assessing information online.  Different jobs and skills; job stereotypes; setting personal goals. | | | Health choices and habits; what affects feelings; expressing feelings. Toothcare.  Personal strengths and achievements; managing and reframing setbacks.  Risks and hazards; safety in the local environment and unfamiliar places. | | | |
| **PE** | **Invasion Games- Handball**  To demonstrate passing a ball using a handball pass.  To move into space after using a handball pass in a game.  To demonstrate passing a ball using a bounce pass.  To move into space after passing in a game.  To apply a feint when passing to outwit a defender.  To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass.  To apply a simple tactic to outwit a defender. | | **Dance- Super Heroes**  To explore movement, communicating character.  To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.  To describe interpret and evaluate their own and others dance.  To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner  To create a sequence conveying more than one character.  To combine sequences to create a final performance | **Gymnastics 1**  To show balances with stillness on 1,2,3 and 4 points of the body.  To combine actions of travelling and balance.  To demonstrate basic rolls with accuracy and control.  To move from one action to another smoothly.  To create and demonstrate a sequence to a partner.  To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.  To show different travelling and balancing actions using the apparatus | **Invasion Games- Basketball**  To pass a ball accurately to a teammate using a chest and bounce pass.  To demonstrate dribbling a basketball with some control.  To find space to receive a chest or bounce pass.  To demonstrate dribbling a basketball with some control.  To use tactics to outwit an opponent.  To evaluate what worked well in a team. | | **OAA- Trust and Trails**  To demonstrate with a partner how to solve trust challenges.  To work with others to complete a journey within the school grounds.  To know how to use a control card.  To navigate safely to each control site.  To show how to keep a map “set" or “orientated”.  To know some of the symbols on a orienteering map. | | | **Athletics**  To explore different running techniques.  To develop jumping actions (two feet to two feet for distance).  To throw for distance using a pull, push and sling throw.  To pass a quoit/baton to a teammate in a relay.  To perform a hop, step and jump.  To perform pull, push and sling throw.  To perform a combination of 5 jumps. |
| **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | **Swimming**  To swim competently, confidently and proficiently over a distance of at least 25 metres  To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  To perform safe self-rescue in different water-based situations | | |
| **Music** | Let your Spirit Fly | Glock 1 | | Three little Birds | | The Dragon Song | Bringing Us Together | Reflect Rewind Replay | | |
| **MFL** | I am learning French | Animals | | Fruit | | I Am Able | In the Classroom | Do you have a pet? | | |