

Autumn 1 (Cycle A): Time Travel - Vikings

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should be taught about the Viking struggle for the Kingdom of England.	<u>Vikings – The invasion of Vikings to England</u> <ul style="list-style-type: none"> • I know some key events from the Viking era. • I know the origins of Vikings and the countries they invaded. • I know how Vikings lived – jobs, houses. 	<u>Vikings – The invasion of Vikings to England</u> <ul style="list-style-type: none"> • I can create my own timeline of key periods of the Viking era. • I can use artefacts and sources of evidence to find out about how Vikings lived.
Art or D&T (A) Phase: 3/4	Pupils should be taught to create sketchbooks to record their observations. To improve their mastery of art and design techniques.	<u>Vikings – Making Viking jewellery</u> <ul style="list-style-type: none"> • I know about Viking designs of jewellery and weaponry. • I know how to use repeated patterns to design a Viking shield. 	<u>Vikings – Making Viking jewellery</u> <ul style="list-style-type: none"> • I can investigate different textures of materials. • I can combine skills to design, create and evaluate artefacts.
Science (A) Phase: 3/4	Pupils should be taught how things move on different surfaces and that some forces need contact between two objects. They should be taught to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet	<u>Year 3 – Forces and Magnets</u> <ul style="list-style-type: none"> • I know that magnets can attract and repel. • I know the difference between magnetic and non-magnetic materials. • I know the effect different materials have on an object. 	<u>Year 3 – Forces and Magnets</u> <ul style="list-style-type: none"> • I can compare and group materials. • I can set up a simple fair test. • I can record my findings in different ways. • I can use scientific vocabulary to ask and answer questions.
Computing (A) Phase: 3/4	Pupils should be taught to use technology safely, respectfully and responsibly.	<u>Year 3 - E-safety and basic skills</u> <ul style="list-style-type: none"> • I know how to use technology safely and responsibly. • I know how to recognise unacceptable behaviour and how to report it. • I know how to log in and out correctly. • I know how to save a file and retrieve it. 	<u>Year 3 - E-Safety and basic skills</u> <ul style="list-style-type: none"> • I can talk about what makes a secure password and why they are important. • I can protect my personal information when I do different things online. • I can use the safety features of websites as well as reporting concerns to an adult. • I can recognise websites and games appropriate for my age.
Music (A) Phase: 3/4	Pupils should be taught to perform, listen to, review and evaluate music. Pupils should have the opportunity to learn a musical instrument. Pupils should understand and explore how music is created, produced and communicated.	<u>Year 3 – Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> • I know how to find the pulse and know how the pulse, rhythm and pitch fit together. • I know the importance of warming up. • I know how to treat my instrument with care. • I know how to work together as part of a group to develop the confidence to sing alone. • I know that a performance can influence how music is presented. • I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> • I can identify basic musical styles. • I can begin to use accurate musical language. • I can clap/play a simple rhythm and create my own. • I can follow a leader/conductor. • I can play a classroom instrument as part of a group and perform to other people. • I can discuss other people’s performances. • I can compose with two notes (and my voice) and record the composition. • I can create and perform simple rhythmic patterns.
Physical Ed. (A) Phase: 3/4	Pupils should be taught to develop competence to excel in a broad range of physical activities. All pupils are physically active for sustained periods of time and lead healthy, active lives.	<u>Fitness</u> <ul style="list-style-type: none"> • I know how to perform sequences. • I know how to assemble apparatus safely <u>Ball Skills</u> <ul style="list-style-type: none"> • I know how to control a ball and pass accurately. • I know how to play as a team. 	<u>Fitness</u> <ul style="list-style-type: none"> • I can use different parts of the body to support weight e.g. hands. • I can move into and from a range of movements and skills with control. • I can take responsibility for the safe moving, construction and use of apparatus. <u>Ball Skills</u> <ul style="list-style-type: none"> • I can demonstrate control when dribbling with the feet. • I can pass confidently with the inside of the foot. • I can work cooperatively passing and receiving in sequence signalling for the ball. • I understand and demonstrate how to warm up and cool down safely. • I can play modified versions of a range of competitive games.

<p>Religious Ed. (A) Phase: 3/4</p>	<p>Explore issues of justice and freedom. Explore religious rituals that show identity and belonging in different religious traditions.</p>	<p><u>Belief in the community</u></p> <ul style="list-style-type: none"> • I know how to explore religious stories that identify how believers are expected to behave. • I know how to explain the significance and use of symbols and artefacts in rites of passage. 	<p><u>Belief in the community</u></p> <ul style="list-style-type: none"> • I can consider how they are expected to behave and where these rules come from. • I can compare the symbolism associated with rites of passage in two faiths.
<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 - Being Me in My World</u></p> <ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements. • I know how to use my Jigsaw journal. • I understand that my actions affect myself and others and I care about other people's feelings. • I understand my action affect others and try to see things from their point of view. • I value myself and know how to make someone else feel welcome and valued. • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. 	<p><u>Year 3 - Being Me in My World</u></p> <ul style="list-style-type: none"> • I can make others fell valued. • I understand that my behaviour brings rewards/consequences. • I can work cooperatively in a group. • I am choosing to follow the Learning Charter. • I can set personal goals. • I can face new challenges positively, make responsible and ask for help when I need it. • I understand why rules are needed and how they relate to rights and responsibilities. • I can make responsible choices and take action.
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know about Spanish greetings and culture. • I know Spanish is spoken in Spain and elsewhere. • I know some simple classroom instructions. • I know numbers from 1-10. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can listen attentively and understand everyday words. • I can recognise conventions of politeness. • I can locate country/countries where the language is spoken. • I can identify social conventions in other cultures. • I can practise new language with a friend. • I can recognise conventions of politeness. • I can identify social conventions in other cultures. • I can understand everyday instructions and everyday classroom language. • I can experiment with the writing of simple words.

Autumn 2 (Cycle A): Planet Earth - Up In Smoke

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should be taught to locate the worlds countries using maps and to describe and understand physical geography	<u>Volcanoes – How and where are volcanoes formed?</u> <ul style="list-style-type: none"> I know the names and locations of some volcanoes. I know the different types of volcanoes. I know how volcanoes are made. 	<u>Volcanoes – How and where are volcanoes formed?</u> <ul style="list-style-type: none"> I can ask and answer geographical questions. I can use maps and atlases to find the location of volcanoes. I can use geographical vocabulary linked to volcanoes.
Art or D&T (A) Phase: 3/4	To build and apply knowledge, understanding and skills to design and make high quality products. To critique, evaluate and test ideas and products and the work of others.	<u>Volcanoes – Making a volcano</u> <ul style="list-style-type: none"> I know how to make a working model of a volcano. 	<u>Volcanoes – Making a volcano</u> Design & Make <ul style="list-style-type: none"> I can design with purpose. I can select and use appropriate materials and tools. I can refine and evaluate my design and product.
Science (A) Phase: 3/4	<u>Y3-Rocks</u> Pupils should be taught to compare and group together different kinds of rocks and describe in simple terms how fossils are formed	<u>Year 3 Rocks</u> <ul style="list-style-type: none"> I know the three different types of rocks. I know how fossils are formed. I know how soil is formed. 	<u>Year 3 Rocks</u> <ul style="list-style-type: none"> I can set up simple comparative tests. I can make careful observations. I can use a classification key to present information.
Computing (A) Phase: 3/4	Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<u>Programming</u> <ul style="list-style-type: none"> I know what an algorithm is. I know how to debug an algorithm. I know how to create my own algorithm. 	<u>Programming</u> <ul style="list-style-type: none"> I can break an open ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control and to develop an understanding of musical composition, organising.	<u>Year 3 – Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. 	<u>Year 3 – Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people’s performances.

Physical Ed. (A) Phase: 3/4	<p>Develop flexibility, strength, technique, control and balance. They should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I know how to create sequences. • I know how to use apparatus safely. <p><u>Games – Dodgeball</u></p> <ul style="list-style-type: none"> • I know how to play as part of a team. • I know how to use equipment accurately. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can compare their performance with previous ones and know what to do to improve. • I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike. • I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast. • I can use space and more complex apparatus safely – in pairs and small groups. <p><u>Games – Dodgeball</u></p> <ul style="list-style-type: none"> • I can take part in modified games to help me improve my skills. • I can pass a ball and receive a ball to/from another individual with control.
Religious Ed. (A) Phase: 3/4	Pupils should be taught to explore issues of justice and freedom. Explore religious rituals that show identity and belonging in different religious traditions.	<p><u>Belief in the community</u></p> <ul style="list-style-type: none"> • I know how to explore religious stories that identify how believers are expected to behave. • I know how to explain the significance and use of symbols and artefacts in rites of passage. 	<p><u>Belief in the community</u></p> <ul style="list-style-type: none"> • I can consider how they are expected to behave and where these rules come from. • I can compare the symbolism associated with rites of passage in two faiths.
PSHE (A) Phase: 3/4		<p><u>Year 3 - Celebrating difference</u></p> <ul style="list-style-type: none"> • I understand that everybody's family is different and important to them. • I understand that differences and conflicts sometimes happen among family members. • I know what it means to be a witness to bullying. • I recognise that some words are used in hurtful ways. • I know when my words affected someone's feelings and what the consequences were. • I know how to calm myself down and can use the 'Solve it' technique. • I know some ways of helping to make someone who is bullied feel better. 	<p><u>Year 3 - Celebrating difference</u></p> <ul style="list-style-type: none"> • I appreciate my family/the people who care for me. • I can problem-solve a bullying situation with others. • I try hard not to use hurtful words. • I can give and receive compliments and know how this feels.
Spanish (MFL) (A) Phase: 3/4	Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know the names of some animals. • I know a Spanish song. • I know some vocabulary relating to Christmas. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can perform simple communicative tasks using single words (recall and retain new vocabulary). • I can listen attentively and understand everyday instructions and everyday classroom language. • I can listen and respond to simple rhymes, stories and songs. • I can imitate pronunciation of sounds.

Spring 1 (Cycle A): Heroes & Villains - The Second World War

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog.(A) Phase: 3/4	Pupils should be taught about the experiences of World War 2.	<u>WWII – Womens’ roles in WWII</u> <ul style="list-style-type: none"> I know some key events from World War 2. I know the roles that women had during World War 2 on the homefront. I know some of the key figures involved in World War 2. 	<u>WWII – Womens’ roles in WWII</u> <ul style="list-style-type: none"> I can create my own timeline of key periods during World War 2. I can use artefacts and sources of evidence to find out about the roles of women in World War 2 on the homefront.
Art or D&T (A) Phase: 3/4	Pupils should use sketch books to record their observations and use them to review and revisit Ideas.	<u>WWII – Blitz painting</u> <ul style="list-style-type: none"> I know how to create different shades and textures using paint. I know how to create silhouette overlay for a background. 	<u>WWII – Blitz painting</u> <ul style="list-style-type: none"> I can use my brush in different ways to create different effects. I can use cutting skills to produce a skyline for a landscape.
Science (A) Phase: 3/4	<u>Year 3</u> Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition	<u>Year 3 – Animals including Humans</u> <ul style="list-style-type: none"> I know what animals need to survive. I know that animals and humans have skeletons and muscles. 	<u>Year 3 – Animals including Humans</u> <ul style="list-style-type: none"> I can use scientific vocabulary to report my findings. I can set up a comparative test. I can record data.
Computing (A) Phase: 3/4	Pupils should be taught to understand computer networks including the internet and how to use search technologies effectively They should be taught to use technology safely, respectfully and responsibly.	<u>Year 3 - Technology in our lives</u> <ul style="list-style-type: none"> I know how to save work in different places. I know how the internet works . I know how to search the Internet safely. I know how to communicate safely online. 	<u>Year 3 - Technology in our lives</u> <ul style="list-style-type: none"> I can save and retrieve work on the Internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the Internet that contains websites.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control. Pupils should be taught to perform, listen to, review and evaluate music. Pupils should have the opportunity to learn musical instruments.	<u>Year 3 – The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people’s performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.
Physical Ed. (A) Phase: 3/4	Pupils should be taught to develop flexibility, strength, technique, control and balance to perform dances using a range of movement patterns They should play competitive games.	<u>Dance</u> <ul style="list-style-type: none"> I know how to move with rhythm. I know how to create a pattern with movements and direction. <u>Games – Hockey</u> <ul style="list-style-type: none"> I know how to play as part of a team. I know how to use equipment accurately. 	<u>Dance</u> <ul style="list-style-type: none"> I can compare performances and know what to do to improve. I can repeat, remember and perform movement phrases/patterns. I can understand and demonstrate different ‘fronts ‘and directions. I can show dynamic, rhythmic and expressive movement. I can bounce and jump to receive and transfer body weight safely. <u>Games – Hockey</u> <ul style="list-style-type: none"> I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders’ bat.

<p>Religious Ed. (A) Phase: 3/4</p>	<p>Pupils should be taught to explore commitment as demonstrated in the lives and work of significant people of faith</p>	<p><u>Saints and Heroes – Mother Teresa</u></p> <ul style="list-style-type: none"> • I know life-changing events effected the commitment of significant people of faith. • I know some of the teachings of significant religious people, identifying some similarities and differences. 	<p><u>Saints and Heroes – Mother Teresa</u></p> <ul style="list-style-type: none"> • I can share ideas as to how the lives of significant people of faith have affected the lives of others. • I can reflect on the teachings of significant religious people and how these teachings impact on society.
<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 - Dreams and Goals</u></p> <ul style="list-style-type: none"> • I enjoy facing new learning challenges and working out the best ways for me to achieve them. • I am motivated and enthusiastic about achieving our new challenge. • I respect and admire people who overcome obstacles and achieve their dreams and goals. • I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. 	<p><u>Year 3 – Dreams and Goals</u></p> <ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success. • I can identify a dream/ambition that is important to me. • I can evaluate my own learning process and identify how I can be better next time. • I can imagine how I feel when I achieve my dream/ambition. • I can break down a goal into a number of steps and know how others could help me to achieve it. • I can manage the feelings of frustration that may arise when obstacles occur. • I am confident in sharing my success with others and can store my feelings in my internal treasure chest.
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know how to form plurals. • I know and understand <i>aquí hay</i>. • I know how <i>un</i> and <i>una</i> point to different genders. • I know how to pronounce <i>un</i> and <i>una</i> correctly. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can recognise and respond to sound patterns and words. • I can perform simple communicative tasks using phrases and short sentences. • I can imitate pronunciation of sounds. • I can recognise some familiar words in written form. • I can identify specific sounds, phonemes and words.

Spring 2 (Cycle A): What's in the News - What a load of rubbish!

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods They should be taught to use maps and atlases	<u>What a load of rubbish! – The local area</u> <ul style="list-style-type: none"> I know what human and physical features are in our local area. I know what needs to be improved in my local area. I know how to read a map of our local area. 	<u>What a load of rubbish! – The local area</u> <ul style="list-style-type: none"> I can use fieldwork to observe and record the human and physical features. I can label features of the local area on a map. I can draw a simple map showing the area using a key. I can suggest improvements for our local area and give reasons for recent changes.
Art or D&T (A) Phase: 3/4	Pupils should select from and use a wider range of materials and components. They should apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<u>What a load of rubbish! – Make a den</u> <ul style="list-style-type: none"> I know how to design a model using recycled materials. I know what recyclable materials make a good model. I know how to evaluate my work. 	<u>What a load of rubbish! – Make a den</u> <ul style="list-style-type: none"> I can design with purpose. I can select and use appropriate materials and tools. I can refine and evaluate my design and product. I can measure and cut materials accurately.
Science (A) Phase: 3/4	Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.	<u>Year 3 – Animals including Humans</u> <ul style="list-style-type: none"> I know what animals need to survive. I know that animals and humans have skeletons and muscles. 	<u>Year 3 – Animals including Humans</u> <ul style="list-style-type: none"> I can use scientific vocabulary to report my findings. I can set up a comparative test. I can record data.
Computing (A) Phase: 3/4	Pupils should be taught to understand computer networks including the interne and to use search technologies effectively. Pupils should be taught to select, use and combine a variety of software on a range of digital devices.	<u>Year 3 - Technology in our lives</u> <ul style="list-style-type: none"> I know how to save work in different places. I know how the internet works. I know how to search the Internet safely. I know how to communicate safely online. 	<u>Year 3 - Technology in our lives</u> <ul style="list-style-type: none"> I can save and retrieve work on the Internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the Internet that contains websites. I can use search tools to find and use an appropriate website. I think about whether I can use images that I find online in my own work.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition.	<u>Year 3 – Songs that link to the Easter performance</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Songs that link to the Easter performance</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people's performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.

Physical Ed. (A) Phase: 3/4	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance</p> <p>Pupils should play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I know how to create sequences. • I know how to use apparatus safely. <p><u>Games – Ball Skills</u></p> <ul style="list-style-type: none"> • I know how to pass and receive balls. • I know how to work as part of a team. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike. • I can work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast. • I can use space and more complex apparatus safely – in pairs and small groups. <p><u>Games – Ball Skills</u></p> <ul style="list-style-type: none"> • I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass. • I can work cooperatively in a variety of game formations.
Religious Ed. (A) Phase: 3/4	Pupils should be taught to explore commitment as demonstrated in the lives and work of significant people of faith	<p><u>Saints and Heroes – Mother Teresa</u></p> <ul style="list-style-type: none"> • I know life-changing events effected the commitment of significant people of faith. • I know some of the teachings of significant religious people, identifying some similarities and differences. <p>Easter Play</p>	<p><u>Saints and Heroes – Mother Teresa</u></p> <ul style="list-style-type: none"> • I can share ideas as to how the lives of significant people of faith have affected the lives of others. • I can reflect on the teachings of significant religious people and how these teachings impact on society. <p>Easter Play</p>
PSHE (A) Phase: 3/4		<p><u>Year 3 - Healthy Me</u></p> <ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs. • I understand that, like medicines, some household substances can be harmful if not used correctly. • I respect my body and appreciate what it does for me. 	<p><u>Year 3 – Healthy Me</u></p> <ul style="list-style-type: none"> • I can set myself a fitness challenge. • I can tell you my knowledge and attitude towards drugs. • I can identify how I feel towards drugs. • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. • I can express how being anxious or scared feels. • I can take responsibility for keeping myself and others safe at home.
Spanish (MFL) (A) Phase: 3/4	Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know some memorisation strategies for a foreign language. • I know how to retell a story. • I know an Easter-themed story. • I know a Spanish song. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can identify specific sounds, phonemes and words. • I can recognise some familiar words in written form. • I can listen and respond to simple rhymes, stories and songs. • I can recognise some familiar words in written form. • I can recognise question forms and negatives.

Summer 1 (Cycle A): Food for thought - Chocolate – Is it worth it?

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should extend their knowledge and understanding beyond the local area to include South America.	<u>Chocolate – Is it worth it? – Where does chocolate come from?</u> <ul style="list-style-type: none"> I know the locations of the world’s rainforests. I know the structure of the rainforest. I know the process of making chocolate. 	<u>Chocolate – Is it worth it? – Where does chocolate come from?</u> <ul style="list-style-type: none"> I can use maps and atlases to locate places. I can use geographical vocabulary to describe the rainforest. I can use geographical vocabulary to locate the Equator, Tropic of Cancer and Tropic of Capricorn.
Art or D&T (A) Phase: 3/4	Pupils should use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	<u>Chocolate – Is it worth it? – Make a chocolate bar</u> <ul style="list-style-type: none"> I know how to design and make my own chocolate bar. I know how to design and make packaging. 	<u>Chocolate – Is it worth it? – Make a chocolate bar</u> <ul style="list-style-type: none"> I can use scales to weigh and measure accurately. I can use equipment to prepare and assemble a product. I can select and use appropriate materials and tools. I can refine and evaluate my design and product.
Science (A) Phase: 3/4	Pupils should be taught to identify and describe the functions of different parts of flowering plants	<u>Year 3 – Plants</u> <ul style="list-style-type: none"> I know the parts of plants and their functions. I know what plants need to grow. I know how to recognise changes in different plants. 	<u>Year 3 – Plants</u> <ul style="list-style-type: none"> I can set up a simple practical enquiry. I can make systematic and careful observations. I can use results to draw conclusions. I can use scientific evidence to answer questions.
Computing (A) Phase: 3/4	Pupils should be taught to select, use and combine a variety of software on a range of digital devices	<u>Year 3 - Handling data</u> <ul style="list-style-type: none"> I know how to organise data in different ways. I know how to search a ready-made database to collect data. 	<u>Year 3 - Handling data</u> <ul style="list-style-type: none"> I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data help me answer a question. I can make a branching database.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control.	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people’s performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.
Physical Ed. (A) Phase: 3/4	Pupils should be taught to use running, jumping, throwing and catching Pupils should play competitive games and apply basic principles suitable for attacking and defending	<u>Athletics</u> <ul style="list-style-type: none"> I know how to throw accurately. I know the techniques that help me to run with speed or for distance. I know how to jump with the correct techniques. <u>Games - Bat and ball</u> <ul style="list-style-type: none"> I know how PE affects my health. I know how to strike a ball with control. 	<u>Athletics</u> <ul style="list-style-type: none"> I can sustain concentration and practice to improve. I can use running, jumping, throwing and catching in isolation and in combination. <u>Games - Bat and ball</u> <ul style="list-style-type: none"> I can strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders’ bat. I can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle.
Religious Ed. (A) Phase: 3/4	Pupils should be taught to explore beliefs about how the universe began recognise that the Earth is unique and consider the concept of stewardship	<u>Our World</u> <ul style="list-style-type: none"> I know and can compare different faith beliefs about how the universe began. I know some reasons why people of faith have a sense of awe and wonder about the Earth. I know how to explore religious teachings to see how faith members should care for the Earth. I know how faith members show care for the environment. 	<u>Our World</u> <ul style="list-style-type: none"> I can express thoughts and beliefs about how the universe began. I can share feelings about the sense of awe and wonder in the natural world. I can share thoughts on how and why religions treat the world with respect. I can show understanding of stewardship and suggest actions everyone can take.

<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 - Relationships</u></p> <ul style="list-style-type: none"> • I know how to negotiate in conflict situations to try to find a win-win solution. • I know and can use some strategies for keeping myself safe. • I know who to ask for help if I am worried or concerned. • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • I know how to express my appreciation to my friends and family. 	<p><u>Year 3 - Relationships</u></p> <ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • I can describe how taking some responsibility in my family makes me feel. • I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener. • I can explain how some of the actions and work of people around the world help and influence my life. • I can show an awareness of how this affect my choices. • I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know how to introduce myself and ask someone their name. • I know some phonemes that are pronounced differently in Spanish. • I know how to form a sentence using <i>soy</i>. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can ask someone their name and tell them mine. • I can say the Spanish alphabet and can pronounce all letters correctly. • I can use <i>soy</i> to say a sentence about myself.

Summer 2 (Cycle A): Incredible Humans – Ancient to Invictus

Subject	NC link	Declarative knowledge	Procedural knowledge
History or Geog. (A) Phase: 3/4	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<u>Invictus Games – What are the Invictus Games?</u> <ul style="list-style-type: none"> I know how the Olympic games have changed over time I know key figures relating to different sports I know why the Invictus Games started and who founded them. 	<u>Invictus Games – What are the Invictus Games?</u> <ul style="list-style-type: none"> I can order events chronologically. I can suggest causes and consequences of change over time. I can identify how sports have been adapted.
Art or D&T (A) Phase: 3/4	Pupils should be taught to improve their mastery of art and design techniques and about great artists, architects and designers in history.	<u>Invictus Games - Portraits</u> <ul style="list-style-type: none"> I know how Leonardo da Vinci composed his drawings. I know how Leonardo da Vinci combined different sketching techniques. I know how to sketch. 	<u>Invictus Games - Portraits</u> <ul style="list-style-type: none"> I can use different media to create a sketch. I can analyse artwork. I can create my own sketch using different techniques. I can create my own sketch using different media.
Science (A) Phase: 3/4	Pupils should be taught to recognise that they need light in order to see things and that dark is the absence of light.	<u>Year 3 – Light</u> I know where light comes from. I know how shadows are formed and how they change.	<u>Year 3 – Light</u> <ul style="list-style-type: none"> I can set up a simple fair test. I can make systematic and careful observations. I can use bar charts to record my findings.
Computing (A) Phase: 3/4	Pupils should be taught to select, use and combine a variety of software on a range of digital devices	<u>Year 3 - Multimedia</u> <ul style="list-style-type: none"> I know how to use tools to create different effects. I know how to combine text, graphics and sounds. I know how to make changes to my work. I know how to share my work online. 	<u>Year 3 - Multimedia</u> <ul style="list-style-type: none"> I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online.
Music (A) Phase: 3/4	Pupils should be taught to sing and play musically with increasing confidence and control.	<u>Year 3 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. 	<u>Year 3 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can discuss other people’s performances. I can compose and record the composition. I can create and perform simple rhythmic patterns.
Physical Ed. (A) Phase: 3/4	Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres and perform safe self-rescue in different water-based situations. Pupils should be taught to use running, jumping, throwing and catching. Pupils should be taught to play competitive games and apply basic principles suitable for attacking and defending	<u>Year 4 – Swimming</u> <ul style="list-style-type: none"> I know how to stay safe in the water. I know how to swim using a range of strokes. <u>Athletics</u> <ul style="list-style-type: none"> I know how to throw accurately. I know the techniques that help me to run with speed or for distance. I know how to jump with the correct techniques. <u>Games - Rounders</u> <ul style="list-style-type: none"> I know how to strike a ball with control. 	<u>Year 4 – Swimming</u> <ul style="list-style-type: none"> I can enter and leave the water safely. I can swim competently, confidently and proficiently over distance of at least 25m. I can use a range of strokes effectively (for. Example front crawl, back stroke, breast stroke). I can perform safe self-rescue in different water based situations. <u>Athletics</u> <ul style="list-style-type: none"> I can use running, jumping, throwing and catching in isolation and in combination. I can develop flexibility, strength, technique, control and balance. I can enjoy competing. <u>Games - Rounders</u> <ul style="list-style-type: none"> I can strike a ball with reasonable control using a large headed bat/racquet or rounders’ bat.

<p>Religious Ed. (A) Phase: 3/4</p>	<p>Pupils should be taught to explore beliefs about how the universe began and recognise that the Earth is unique.</p>	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I know and can compare different faith beliefs about how the universe began. • I know some reasons why people of faith have a sense of awe and wonder about the Earth. • I know how to explore religious teachings to see how faith members should care for the Earth. • I know how faith members show care for the environment. 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I can express thoughts and beliefs about how the universe began. • I can share feelings about the sense of awe and wonder in the natural world. • I can share thoughts on how and why religions treat the world with respect. • I can show understanding of stewardship and suggest actions everyone can take.
<p>PSHE (A) Phase: 3/4</p>		<p><u>Year 3 – Changing Me</u></p> <ul style="list-style-type: none"> • I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. • I understand how babies grow and develop in the mother’s uterus. • I understand what a baby needs to live and grow. • I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies. • I recognise how I feel about these changes happening to me and know how to cope with those feelings. 	<p><u>Year 3 – Changing Me</u></p> <ul style="list-style-type: none"> • I can express how I feel when I see babies or baby animals. • I can express how I might feel if I had a new baby in my family. • I can identify how boys’ and girls’ bodies change on the outside during this growing up process. • I can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I can start to recognise stereotypical ideas I might have about parenting and family roles. • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
<p>Spanish (MFL) (A) Phase: 3/4</p>	<p>Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I know eight colours: azul, rojo, amarillo, verde, de color rosa, marrón, gris, de color naranja • I know how to use soy with a colour. • I know how to give a simple opinion me gusta or detesto about a colour. • I know when to add an -n onto the end of gusta. • I know to use los/las with an animal when giving an opinion about it. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • I can understand, write and say a sentence describing the colour of an animal using the correct word order. • I can use two different colours and a connective to describe an animal.