

### Year 3 long term plans 2020-21

	<b>MEET THE FLINTSTONES</b>		<b>Destination Europe</b>	<b>Hola Espana</b>	<b>ROMAN RULE</b>	
	<b>Stone Age to Bronze Age</b>		<b>Europe</b>	<b>Spain/ Catalonia</b>	<b>Romans</b>	
					<b>10 weeks</b>	
<b>Curriculum Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>Sparkly Start: Ug – Visitation to class</li> </ul>	<ul style="list-style-type: none"> <li>Panto trip</li> <li>Visitor Bronze/ Iron Age Day</li> <li>Fantastic Finale – Presentations back to Ug</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Sparkly Start – European Orienteering/ treasure hunt</li> </ul>	Fantastic Finale-Travel Agency	<ul style="list-style-type: none"> <li>Sparkly Start: Roman Soldier intro</li> <li>Alcester Roman Museum Trip</li> </ul>	<ul style="list-style-type: none"> <li>Buddhist Vihara / Birmingham Fantastic Finale: Museum/ art gallery/ Roman Feast</li> </ul>
<b>Class texts</b>	<ul style="list-style-type: none"> <li>Stone Age Boy</li> <li>Ug</li> </ul>	<ul style="list-style-type: none"> <li>Secrets of Stonehenge (non-fiction)</li> <li>The Boy with the Bronze Axe</li> </ul>	<ul style="list-style-type: none"> <li>Firebird (trad tale)</li> <li>Valerie Bloom Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Spain Travel Guide</li> <li>Owl &amp; the Pussy Cat</li> </ul>	<ul style="list-style-type: none"> <li>Romulus and Remus (Myth/ Legend)</li> <li>Roman Soldier's Handbook</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>What the Romans did for us.</li> <li>The Thieves of Ostia</li> <li>.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Setting description</li> <li>Book Review</li> <li>Instructions- How to make trousers</li> </ul>	<ul style="list-style-type: none"> <li>NCR – Stonehenge</li> <li>Narrative 3<sup>rd</sup> person</li> </ul>	<ul style="list-style-type: none"> <li>Narrative from character perspective</li> <li>Poet Study - Valerie Bloom (inc 'In an Aeroplane')</li> </ul>	<ul style="list-style-type: none"> <li>Travel Guide</li> <li>Poem in style of The Owl &amp; The Pussycat</li> </ul>	<ul style="list-style-type: none"> <li>Narrative – Dialogue - retell</li> <li>Diary as soldier - recount</li> </ul>	<ul style="list-style-type: none"> <li>NCR</li> <li>Chapter summaries</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>Revision of Year 2 key vocab and meaning</li> <li>noun, noun-phrase statement,</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so,</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech</li> <li>Formation of nouns using a range of prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for</li> </ul>	<ul style="list-style-type: none"> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play</li> </ul>	<ul style="list-style-type: none"> <li>Revision of key areas needing revisiting.</li> </ul>

	<p>question, exclamation, command, compound, adjective, verb, suffix adverb tense (past&amp;present) apostrophe, comma.</p>	<p>because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> </ul>	<p>[for example super-, anti-, auto-]</p> <ul style="list-style-type: none"> <li>• Subordinate Clauses</li> </ul>	<p>example, a rock, an open box]</p> <ul style="list-style-type: none"> <li>• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<p>contrasted with He went out to play]</p>	
<b>Spellings</b>	<ul style="list-style-type: none"> <li>• el / sound spelt with ei</li> <li>• Words with the long /e/ sound spelt with ey</li> <li>• Words with the long /e/ sound spelt with ai</li> <li>• Words with / / sound spelt with ear</li> <li>• Homophones &amp; near homophones</li> </ul>	<ul style="list-style-type: none"> <li>• using the suffix -ly (no change to root word)</li> <li>• Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</li> <li>• Creating adverbs using the suffix -ly (root word ends in 'le')</li> <li>• Creating adverbs using the suffix -</li> </ul>	<ul style="list-style-type: none"> <li>• Words with short /i/ sound spelt with 'y'</li> <li>• Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</li> <li>• Adding suffixes beginning with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones &amp; Near homophones</li> <li>• Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')</li> <li>• Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending in -ary</li> <li>• Words with a short /u/ sound spelt with 'o'</li> <li>• Words with a short /u/ sound spelt with 'ou'</li> <li>• Word families based on common words, showing how words are related in form and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Words ending in the suffix -al</li> <li>• Words ending with an /zher/ sound spelt with 'sure'</li> <li>• Words ending with a /cher/ sound spelt with 'ture'</li> <li>• Words ending with a /cher/ sound spelt as 'ture'</li> <li>• Silent Letters</li> </ul>

		<p>ly (root word ends in 'ic' or 'al')</p> <ul style="list-style-type: none"> <li>• Creating adverbs using the suffix -ly (exceptions to the rules)</li> <li>• Statutory Spelling Challenge Words</li> </ul>	<p>(er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <ul style="list-style-type: none"> <li>• Creating negative meanings using prefix mis-</li> <li>• Creating negative meanings using prefix dis-</li> <li>• Words with a /k/ sound spelt with 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>• Words with a /sh/ sound spelt with 'ch'</li> <li>• Statutory Spellings Challenge Words</li> </ul>		Revision
<b>Maths</b>	<p><b>Number - Place Value</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>• compare and order numbers up to 1,000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• read and write numbers up to 1,000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas.</li> </ul> <p><b>Number - Addition &amp; Subtraction</b></p>	<p><b>Number - Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• Continued from Autumn</li> </ul> <p><b>Measurement – Money</b></p> <ul style="list-style-type: none"> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• solve one-step and two-step questions using information presented in</li> </ul>	<p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>• Continued from Spring</li> </ul> <p><b>Measurement – Time</b></p> <ul style="list-style-type: none"> <li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</li> </ul>			

	<ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>➤ a three-digit number and 1s</li> <li>➤ a three-digit number and 10s</li> <li>➤ a three-digit number and 100s</li> </ul> </li> <li>• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Number - Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>	<p>scaled bar charts and pictograms and tables.</p> <p><b>Measurement - length and perimeter</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>• measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>• compare durations of events</li> </ul> <p><b>Geometry - Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>Measurement - Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>
<b>Science</b>	<b>Rocks &amp; Fossils</b>	<b>Animals &amp; Humans</b>	<b>Light &amp; Shadows</b>

	<ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	
<b>History</b>	<p><b>Stone Age</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to Iron Age <ul style="list-style-type: none"> <li>➤ Chronology/ timelines</li> </ul> </li> </ul>	<p><b>Local History Week</b></p> <ul style="list-style-type: none"> <li>A local history study</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>➤ Chronology/ timelines of EU</li> </ul>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain <ul style="list-style-type: none"> <li>➤ Chronology/ timelines</li> <li>➤ Explore range of sources</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Explore range of sources</li> <li>➤ Explore changes in daily life, housing, weapons, trade, survival and food</li> <li>➤ Give reasons for Stonehenge</li> <li>➤ Describe life in Skara Brae and Maiden Castle</li> <li>➤ Describe similarities and differences</li> </ul>				<ul style="list-style-type: none"> <li>➤ Use terminology – empire, civilisation</li> <li>➤ Describe similarities and differences between Romans times and now</li> <li>➤ Identify significant people and developments – e.g. Boudicca and Roman Roads</li> </ul> <p>How was Rome formed?</p> <ul style="list-style-type: none"> <li>· Roman Society and structure in ancient Rome</li> <li>· The Roman Empire its expansion and the power of the army</li> <li>· What is an Empire? The growth of the Roman Empire.</li> <li>· Why the Romans wanted to invade Britain and the successful invasion by Emperor Claudius</li> <li>· Life in Britain under Roman rule and Beliefs</li> <li>· British Resistance ·</li> </ul> <p>What did the Romans leave behind?</p> <p>Romanisation – Trade, Economy, Government, Settlements &amp; Religion</p> <p>The impact on how we live our lives today.</p>
<b>Geography</b>	<p><b>Stone Age</b></p> <ul style="list-style-type: none"> <li>• Changes to Britain's geography during the Stone Age</li> <li>• Types of settlements and land use. · Iron</li> </ul>	<p><b>Local History Week</b></p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>• Locate key geographical regions and human and physical characteristics of the U.K ·</li> </ul>	<p><b>SPAIN/ CATALONIA</b></p> <ul style="list-style-type: none"> <li>• human characteristic, countries and major cities</li> <li>·</li> <li>• Use maps,</li> </ul>	<p><b>Romans</b></p> <ul style="list-style-type: none"> <li>➤ Name and locate cities of the United Kingdom <ul style="list-style-type: none"> <li>➤ Roman cities and Roads</li> <li>➤ 8 point compass</li> </ul> </li> <li>➤ Human geography, including types of settlement and land use, economic trade links, and the distribution of</li> </ul>

	Age Hill Forts Maiden Castle	using a range of methods, including sketch maps, plans and graphs and digital technologies. Use the eight point compass, four fig grid references, symbols and key to build knowledge of the UK and the wider world.	<ul style="list-style-type: none"> <li>• Locate geographical regions and key topographical features (hills, mountains, coasts and rivers).</li> <li>• Countries and capitals of Europe</li> <li>• Economic trade of the U.K. What do we trade and import to/from other countries?</li> <li>• Why does an island nation need to trade?</li> <li>• What is immigration? Why people migrate to the U.K and where do they come from?</li> </ul>	<p>atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a European country</p> <ul style="list-style-type: none"> <li>▪ Location of Spain</li> <li>▪ Study of human and physical features</li> <li>▪ Weather &amp; climate including climate zones.</li> <li>▪ Economic activity tourists, tourism and impact.</li> <li>▪ Catalonia as a distinct region of Spain, similarities and differences.</li> </ul>	<p>natural resources including energy, food, minerals and water</p> <p>Roman transport links and ports and position of forts</p>	
<b>Art</b>	<b>Stone Age Cave Paintings using chalk and pastels</b>	<b>Stonehenge Silhouette– Collage and painting</b>	<b>Sketch different landmarks in 'CityLiveSketch' style</b>	<b>Abstract Paintings of Catalonia landscapes in style of Picasso</b>	<b>Roman Mosaic collage</b>	<b>Roman wall decoration Printing</b>

	<b>Artists: stone age people- Born about 20,000 years ago!</b> - Sketching - Blending	<b>Artist: inspired by paintings by English female - Michele Elizabeth Field (Born 1953)</b> -Colour mixing -Lighten and darken -Intensity of colour -Collage	<b>Artist: Pietro Cataudella (Male Italian – Born 1991)</b> - Develop shadow - Increase detail -Use of shape	<b>Artist: Picasso (Male Spaniard- Born 1881)</b> - abstract paintings - Complimentary and opposing colours	<b>Artist: Various Roman artists from Italy about 2,000 years ago</b> -Create animals in mosaics - Collage	<b>Artist: Various Artists from Italy about 2,000 years ago</b> Repeated patterns
<b>DT</b>	<b>Textiles – 2D shape to 3D product – Pencil case in textile</b> <ul style="list-style-type: none"> <li>➤ Use research to develop design criteria</li> <li>➤ Model ideas</li> <li>➤ Select tools and materials</li> <li>➤ Safety and measuring</li> </ul> Evaluation		<b>Shell Structures – European landmarks</b> <ul style="list-style-type: none"> <li>➤ Use research to develop design criteria</li> <li>➤ Model ideas</li> <li>➤ Investigate how to strengthen, stiffen and secure structures</li> <li>➤ Select tools and materials</li> <li>➤ Safety and measuring</li> </ul> Evaluation		<b>Food – Healthy &amp; Varied Diet – Roman Banquet</b> <ul style="list-style-type: none"> <li>➤ Savoury dishes</li> <li>➤ Explore where food comes from and seasonality</li> <li>➤ Hygiene</li> <li>➤ Preparation techniques</li> </ul> Healthy diet and measuring ➤	
<b>Music</b>	<b>Environment (Composition)</b> <ul style="list-style-type: none"> <li>• Play and perform</li> <li>• Improvise &amp; compose</li> <li>• Appreciate and understand music</li> </ul>	<b>Time (Beat)</b> <ul style="list-style-type: none"> <li>• Play and perform</li> <li>• Improvise &amp; compose</li> <li>• Listen and recall sounds</li> <li>• Use &amp; understand notation</li> <li>• Develop understanding of music history</li> </ul>	<b>Human Body (structure)</b> <ul style="list-style-type: none"> <li>• Play and perform</li> <li>• Appreciate and understand music</li> </ul>	<b>Poetry (Performance)</b> <ul style="list-style-type: none"> <li>• Improvise &amp; compose</li> <li>• Listen and recall sounds</li> </ul>	<b>In the past (Pitch)</b> <ul style="list-style-type: none"> <li>• Use &amp; understand notation</li> <li>• Develop understanding of music history</li> </ul>	<b>Ancient (Structure)</b> <ul style="list-style-type: none"> <li>• Play and perform</li> <li>• Improvise &amp; compose</li> <li>• Listen and recall sounds</li> </ul>

<p><b>RE</b></p>	<p><b>What do Christians learn from the creation story?</b></p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>Describe what Christians do because they believe God is Creator.</li> <li>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</li> </ul>	<p><b>Why does Christmas matter to Christians?</b></p> <ul style="list-style-type: none"> <li>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</li> <li>Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians.</li> <li>Describe how Christians show their beliefs about God the Trinity in the way they live.</li> <li>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some</li> </ul>	<p><b>What is it like to follow God?</b></p> <ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant.</li> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>Make links between the story of Noah and how we live in school and the wider world.</li> </ul>	<p><b>Why do people pray?</b></p> <ul style="list-style-type: none"> <li>Describe and outline some ways some Christians, Muslims and Hindus pray and worship.</li> <li>Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray</li> <li>Describe ways in which prayer can comfort and challenge believers</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</li> </ul>	<p><b>What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly</li> </ul>	<p><b>What does it mean to be a Buddhist in Britain today?</b></p> <ul style="list-style-type: none"> <li>Name and reflect on the 3 main divisions of the Noble Eightfold Path.</li> <li>Suggest at least 2 reasons why being a Buddhist is a good thing in Britain today and 2 reasons why it might be hard.</li> <li>Recognise the difference between monks and lay Buddhists.</li> <li>Explain what the key elements of a Buddhist shrine mean.</li> <li>Consider why the Buddha is important to Buddhists.</li> </ul>
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		ideas of their own clearly.			some ideas of their own about what the God of Christianity is like	
<b>Spanish</b>	<ul style="list-style-type: none"> <li>- Why Spanish and about Spain</li> <li>- Vowel sounds and key phonic sounds</li> <li>- Greetings (different ways to say hello and goodbye)</li> <li>- Greetings (how are you and different responses)</li> <li>- Saying your name</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers 1 – 20</li> <li>- Saying how old you are</li> <li>- Days of the week</li> <li>- asking what day of the week it is and answering with today is/tomorrow is/yesterday was</li> <li>- Christmas vocabulary nonreligious</li> </ul>	<ul style="list-style-type: none"> <li>- immediate family members</li> <li>- extended family</li> <li>- saying who lives in your house</li> <li>- introduce tener (to have) and negative verb forms (I don't have, she doesn't have)</li> </ul>	<ul style="list-style-type: none"> <li>- pets</li> <li>- saying which pet(s) you have and what pets you would like (practise using tener and negative verb forms)</li> <li>- Easter vocabulary – non-religious</li> </ul>	<ul style="list-style-type: none"> <li>- countries</li> <li>- introduce verb ser (to be)</li> <li>- nationalities using verb to be (I am from, she is from, they are from)</li> <li>- school – pencil case</li> <li>- key classroom language</li> <li>– sit, listen, write etc.</li> </ul>	<ul style="list-style-type: none"> <li>- colours</li> <li>- learn colours song (colores y numeros Rockalingua)</li> <li>- Study of book “Brown Bear – Oso Pardo” (recap colours and pets)</li> <li>- poetry competition – “Los colores” The colours</li> </ul>
<b>PSHE</b>	<b>Being Me in the World</b> <ul style="list-style-type: none"> <li>-Setting personal goals</li> <li>- Self –identity and worth</li> <li>- Positivity in challenges</li> <li>- Rules, rights and responsibilities</li> <li>- Rewards and consequences</li> <li>- Responsible choices</li> <li>- Seeing things from others perspectives</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>-Families and their differences</li> <li>- Family conflict and how to manage it</li> <li>- Witnessing bullying and how to solve it</li> <li>- Recognising how words can be hurtful</li> <li>- Giving and receiving compliments</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>-Difficult challenges and achieving success</li> <li>- Dreams and ambitions</li> <li>- New challenges</li> <li>- Motivation and enthusiasm</li> <li>- Recognising and trying to overcome obstacles</li> <li>- Evaluating learning processes</li> <li>- Managing feelings</li> <li>- Simple budgeting</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>-Exercise</li> <li>-Fitness Challenges</li> <li>-Food labelling and healthy swaps</li> <li>- Attitudes towards drugs</li> <li>- Keeping safe and why its important online and offline</li> <li>-Respect for myself and others</li> <li>-Healthy and safe choices</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>-Family roles and responsibilities</li> <li>- Friendship and negotiation</li> <li>- Keeping safe online and who to go to for help</li> <li>- Being a global citizen</li> <li>- Being aware of how choices affect others</li> <li>- Awareness of how other children have different lives</li> <li>- Expressing appreciation for family and friends.</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>-How babies grow</li> <li>- Understanding a baby's needs</li> <li>- Outside body changes</li> <li>- Inside body changes</li> <li>- Family stereotypes</li> <li>- Challenging my ideas</li> <li>- Preparing for transition.</li> </ul>
<b>PE</b>	<b>Football</b>	<b>Netball</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Rounders</b>	<b>Cricket</b>

	<ul style="list-style-type: none"> <li>Experienced different types of small sided invasion games</li> <li>Able to send and receive balls</li> <li>Use a variety of techniques and tactics to play competitively both attacking and defending</li> </ul> <p><b>Swimming - Beginner</b></p> <ul style="list-style-type: none"> <li>Swim short distances, between 5 &amp; 10 metres and propelling themselves forward using swimming aids</li> <li>Move around the pool with feet touching the ground</li> <li>Play games including putting face in the water, splashing and attempting to float</li> </ul>	<ul style="list-style-type: none"> <li>Experienced different types of small sided invasion games</li> <li>Able to throw and catch in a variety of ways</li> <li>Able to work with others in small teams</li> </ul> <p><b>Swimming - Beginner</b></p> <ul style="list-style-type: none"> <li>Swim short distances, between 5 &amp; 10 metres and propelling themselves forward using swimming aids</li> <li>Move around the pool with feet touching the ground</li> <li>Play games including putting face in the water, splashing and attempting to float</li> </ul>	<ul style="list-style-type: none"> <li>Modified actions independently using different pathways, directions and shapes</li> <li>Consolidated and improved quality of movements and gymnastics actions</li> <li>Related strength and flexibility to the actions and movements they are performing</li> <li>Used basic compositional ideas to improve sequence work—unison</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Taken part in a range of PE games and activities</li> <li>Followed simple instructions and apply rules</li> <li>Worked collaboratively as a pair and in a small group</li> <li>Used and applied simple diagrams with</li> </ul>	<ul style="list-style-type: none"> <li>Link running and jumping movements</li> <li>Can move safely and appropriately around, between and over apparatus</li> <li>Have worked with a variety of equipment including balls, hoops, bean bags, quoits</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Practise different sections of a dance aiming to put together a performance</li> <li>Perform using facial expressions</li> <li>Perform with a prop</li> </ul>	<ul style="list-style-type: none"> <li>Experienced different games and activities where throwing and catching skills were used</li> <li>Had the opportunity to hit and strike a ball with racquets and bats</li> <li>Played in simple, striking and fielding games</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Experienced different types of hitting with their hand and racquets</li> <li>Able to recognise boundaries on courts/playing areas</li> <li>Recognise how to score points in a game</li> </ul>	<ul style="list-style-type: none"> <li>Experienced different games and activities where throwing and catching skills were used</li> <li>Had the opportunity to hit and strike a ball with racquets and bats</li> <li>Played in simple, striking and fielding games</li> </ul> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>Experience different types of small sided games</li> <li>Able to send and receive balls</li> <li>Use a variety of skills and techniques to defend and attack</li> </ul>
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	<p><b>Swimming - More advanced</b></p> <ul style="list-style-type: none"> <li>• Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water</li> <li>• Have begun to use basic swimming techniques including correct arm and leg action</li> <li>• Explored and used basic breathing patterns</li> <li>• Can enter and exit the water in a variety of ways</li> <li>• Have taken part in problem-solving activities such as group floats and team challenges</li> </ul>	<p><b>Swimming - More advanced</b></p> <ul style="list-style-type: none"> <li>• Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water</li> <li>• Have begun to use basic swimming techniques including correct arm and leg action</li> <li>• Explored and used basic breathing patterns</li> <li>• Can enter and exit the water in a variety of ways</li> <li>• Have taken part in problem-solving activities such as group floats and team challenges</li> </ul>	<p>pictures and symbols</p>			
<p><b>Computing</b></p>	<p><b>Touch Typing &amp; Online Safety</b></p>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Review Previous Coding</li> </ul>	<p><b>Graphing &amp; Spreadsheets</b></p>	<p><b>Branching Databases</b></p>	<p><b>Simulations</b></p> <ul style="list-style-type: none"> <li>• To consider what simulations are</li> </ul>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• To think about different methods of communication.</li> </ul>

	<ul style="list-style-type: none"> <li>• To introduce typing terminology.</li> <li>• Understand the correct way to sit at the keyboard.</li> <li>• To learn how to use the home, top and bottom row keys.</li> <li>• To practice and improve typing for home, bottom and top rows.</li> <li>• To practice the keys typed with the left and right hand.</li> <li>• To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away</li> <li>• To consider if what they read on websites is true?</li> </ul>	<ul style="list-style-type: none"> <li>• To design and write a program that simulates a physical system</li> <li>• To introduce selection in their programming by using the if command.</li> <li>• To understand what a variable is in programming.</li> <li>• To create a program with an object that repeats actions indefinitely.</li> <li>• To debug simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>• To create pie charts and bar graphs.</li> <li>• To introduce the 'more than', 'less than' and 'equals' tools.</li> <li>• To learn about describing cells using their coordinates.</li> <li>• To enter data into a graph and answer questions.</li> <li>• To solve an investigation and present the results in graphic form.</li> </ul>	<ul style="list-style-type: none"> <li>• To sort objects using just 'yes' or 'no' questions.</li> <li>• To complete a branching database using 2Question.</li> <li>• To create a branching database of the children's choice.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore a simulation</li> <li>• To analyse and evaluate a simulation.</li> </ul>	<ul style="list-style-type: none"> <li>• To open and respond to an email. To write an email to someone using an address book.</li> <li>• To learn how to use email safely</li> <li>• To add an attachment to an email.</li> <li>• To explore a simulated email scenario.</li> </ul>
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	<ul style="list-style-type: none"><li>• To learn about the meaning of age restrictions symbols on digital media and devices.</li></ul>					
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