



The Holy Spirit
Catholic Primary School

National Curriculum 2014
Planning Document

Year Three

READING Word Reading

As above and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-*, *dis-*, *mis-*, *re-*, *pre-*, *im-*, *in-*.
- Use suffixes to understand meanings e.g. *-ly*, *-ous*.
- Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.

Comprehension

As above and:

Developing pleasure in reading and motivation to read

- Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations*.
- Regularly listen to whole novels read aloud by the teacher.
- Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion*.
- Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems*.
- Sequence and discuss the main events in stories.
- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales*.
- Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*.
- Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

Understanding the text

- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Use dictionaries to check meanings of words they have read.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Discuss their understanding of the text.
- Raise questions during the reading process to deepen understanding e.g. *I wonder why the character*.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Make predictions based on details stated.
- Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc.

Retrieving and recording information from non-fiction

- Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams*.
- Quickly appraise a text to evaluate usefulness.
- Navigate texts in print and on screen.
- Record information from a range of non-fiction texts.

Participating in discussion

- Participate in discussion about what is read to them and books they have read independently.
- Develop and agree on rules for effective discussion.
- Take turns and listen to what others say.
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*.

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Explore and collect nouns with prefixes <i>super, anti, auto</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>. <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly.

MATHS YEAR 2

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ▪ Count from 0 in multiples of 4, 8, 50 and 100. ▪ Count up and down in tenths. ▪ Read and write numbers up to 1000 in numerals and in words. ▪ <i>Read and write numbers with one decimal place.</i> ▪ Identify, represent and estimate numbers using different representations (<i>including the number line</i>). ▪ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ▪ <i>Identify the value of each digit to one decimal place.</i> ▪ <i>Partition numbers in different ways (e.g. $146 = 100 + 40 + 6$ and $146 = 130 + 16$).</i> ▪ Compare and order numbers up to 1000. ▪ <i>Compare and order numbers with one decimal place.</i> ▪ Find 1, 10 or 100 more or less than a given number. ▪ <i>Round numbers to at least 1000 to the nearest 10 or 100.</i> ▪ <i>Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.</i> ▪ <i>Describe and extend number sequences involving counting on or back in different steps.</i> ▪ <i>Read Roman numerals from I to XII.</i> ▪ Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> ▪ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i> ▪ <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> ▪ <i>Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.</i> ▪ <i>Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).</i> ▪ <i>Derive and use addition and subtraction facts for 100.</i> ▪ <i>Derive and use addition and subtraction facts for multiples of 100 totalling 1000.</i> ▪ Add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and ones. - a three-digit number and tens. - a three-digit number and hundreds. ▪ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ▪ Estimate the answer to a calculation and use inverse operations to check answers. ▪ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> ▪ <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</i> ▪ <i>Understand that division is the inverse of multiplication and vice versa.</i> ▪ <i>Understand how multiplication and division statements can be represented using arrays.</i> ▪ <i>Understand division as sharing and grouping and use each appropriately.</i> ▪ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ▪ <i>Derive and use doubles of all numbers to 100 and corresponding halves.</i> ▪ <i>Derive and use doubles of all multiples of 50 to 500.</i> ▪ 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. ▪ <i>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</i> ▪ Solve problems, including missing number problems, involving multiplication and division (<i>and interpreting remainders</i>), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number – fractions	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> ▪ Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$). ▪ Understand that finding a fraction of an amount relates to division. ▪ Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10. ▪ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ▪ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ▪ Recognise and show, using diagrams, equivalent fractions with small denominators. ▪ Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. ▪ Compare and order unit fractions, and fractions with the same denominators (including on a number line). ▪ Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$. ▪ Solve problems that involve all of the above. 	<ul style="list-style-type: none"> ▪ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. ▪ Recognise angles as a property of shape or a description of a turn. ▪ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. ▪ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Geometry – position and direction</p> <ul style="list-style-type: none"> ▪ Describe positions on a square grid labelled with letters and numbers. 	<ul style="list-style-type: none"> ▪ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). ▪ Continue to estimate and measure temperature to the nearest degree ($^{\circ}\text{C}$) using thermometers. ▪ Understand perimeter is a measure of distance around the boundary of a shape. ▪ Measure the perimeter of simple 2-D shapes. ▪ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ▪ Estimate/read time with increasing accuracy to the nearest minute. ▪ Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight. ▪ Know the number of seconds in a minute and the number of days in each month, year and leap year. ▪ Compare durations of events [for example to calculate the time taken by particular events or tasks]. ▪ Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence. ▪ Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1. ▪ Add and subtract amounts of money to give change, using both £ and p in practical contexts. ▪ Solve problems involving money and measures and simple problems involving passage of time.
		<p>Statistics</p> <ul style="list-style-type: none"> ▪ Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects. ▪ Interpret and present data using bar charts, pictograms and tables. ▪ Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Please Note: There should be plenty of opportunities throughout the year for children to use the school/local environment to observe plant lifecycles with a particular focus on the different parts of a plant (e.g. comparing fruits and seeds and looking for examples of pollination). This could be done through an ongoing/monthly nature journal to observe, record and review over a period of time.

Plants – Functions of Parts of a Plant)	Health - Health/Nutrition)	Animals - Skeletons and Movement)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ▪ 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. ▪ Investigate the way in which water is transported within plants. ▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ▪ Roots grow downwards and anchor the plant. ▪ Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. ▪ Nutrients (not food) are taken in through the roots. ▪ Stems provide support and enable the plant to grow towards the light. ▪ Plants make their own food in the leaves using energy from the sun. ▪ Flowers attract insects to aid pollination. ▪ Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. ▪ Fertilisation occurs in the ovary of the flower. ▪ Seeds are formed as a result of fertilisation. ▪ Many flowers produce fruits which protect the seed and/or aid seed dispersal. ▪ Seed dispersal, by a variety of methods, helps ensure that new plants survive. ▪ Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil). <p>Notes and Guidance (non-statutory): Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser; ▪ Discovering how seeds are formed by ▪ Observing the different stages of plant cycles over a period of time; ▪ Looking for patterns in the structure of fruits that relate to how the seeds are dispersed. ▪ Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water. ▪ Observing how water travels up the stem to the flowers. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. ▪ An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). ▪ Regular and varied exercise <i>from a variety of different activities</i> is beneficial to health (focus on <i>energy in versus energy out</i>. Include information on making informed choices). <p>Notes and Guidance (non-statutory): Pupils should continue to learn about the importance of nutrition</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Comparing and contrasting the diets of different animals (including their pets). ▪ Decide ways of grouping them according to what they eat. ▪ Researching different food groups and how they keep us healthy. ▪ Designing meals based on what they find out. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. ▪ Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (be able to name some of the vital organs). ▪ Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs. ▪ Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons. ▪ Know that muscles, which are attached to the skeleton, help animals move parts of their body. ▪ Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans? ▪ Recognise that animals are alive; they move, feed, grow, use their senses and reproduce. <p>Notes and Guidance (non-statutory): Pupils should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Identifying and grouping animals with and without skeletons. ▪ Observing and comparing their movement. ▪ Exploring ideas about what would happen if humans did not have skeletons.

Material Properties - Rocks)	Light and Astronomy - Light, reflections and shadows)	Forces – Non contact forces)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ▪ Describe in simple terms how fossils are formed when things that have lived are trapped within rock. ▪ Recognise that soils are made from rocks and organic matter. ▪ Rocks and soils can feel and look different. ▪ Rocks and soils can be different in different places/environments. <p>Notes and Guidance (non-statutory): Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Observing rocks, including those used in buildings and gravestones. ▪ Exploring how and why they might have changed over time. ▪ Using a hand lens or microscope to help them. ▪ Identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. ▪ Research and discuss the different kinds of living things whose fossils are found in sedimentary rock. ▪ Explore how fossils are formed. ▪ Explore different soils. ▪ Identify similarities and differences between them. ▪ Investigate what happens when rocks are rubbed together or what changes occur when they are in water. ▪ Raise and answer questions about the way soils are formed. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Recognise that they need light in order to see things and that dark is the absence of light. ▪ Notice that light is reflected from surfaces. ▪ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. ▪ Recognise that shadows are formed when the light from a light source is blocked by a solid object. ▪ Find patterns in the way that the size of shadows change. <p>Notes and Guidance (non-statutory): Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure shadows and find out how they are formed and what might cause shadows to change.</p> <p>Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Compare how some things move on different surfaces. ▪ Notice that some forces need contact between two objects but magnetic forces can act at a distance. ▪ Observe how magnets attract or repel each other and attract some materials and not others. ▪ 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. ▪ Describe magnets as having two poles. ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Notes and Guidance (non-statutory): Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button, horseshoe).</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Comparing how different things move and grouping them. ▪ Raising questions and carrying out tests to find out how far things move on different surfaces. ▪ Gathering and recording data to find answers to their questions. ▪ Exploring the strengths of different magnets and finding a fair way to compare them. ▪ Sorting materials into those that are magnetic and those that are not. ▪ Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. ▪ Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Sort / group / compare / classify / identify	Research <i>finding things out using a wide range of secondary sources of information and recognising that scientific ideas change and develop over time</i>	Modelling	Recording of 'Explore / Observe' <i>developing a deeper understanding of a wide range of scientific ideas encountering more abstract ideas</i>	Questioning <i>asking their own questions about scientific phenomena</i>	Planning <i>using different types of scientific enquiry making decisions about and explaining choices for testing</i>
<ul style="list-style-type: none"> Compare and contrast functions, diets, teeth, changes over time. Record similarities and differences. Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, living things, processes or events based on specific characteristics. 	<ul style="list-style-type: none"> Create/invent design something based on what they have found out applying both research and/or practical experiences (Y3/4). Find out about the work of famous scientists historical and modern day (Y3/4). Finding things out using secondary sources of information (Y3/4). 	<ul style="list-style-type: none"> Act out something to represent something else about the world around us. 	<ul style="list-style-type: none"> Observe and record relationships between structure and function (Y3/4). Observe and record changes /stages over time (Y3/4). Explore / observe things in the local environment / real contexts and record observations (Y3/4). Record observations/explorations/ processes using simple scientific language. 	<ul style="list-style-type: none"> Explore their own ideas about 'what if...?' scenarios e.g. humans did not have skeletons. Begin to understand that some questions are testable/ can be tested in the classroom and some cannot. Within a group suggest relevant questions about what they observe and about the world around them. 	<ul style="list-style-type: none"> Help to decide about how to set up a simple fair test and begin to recognise when a test is not fair. As a group, begin to make some decisions about the best way of answering their questions. With support/as a group, set up simple practical enquiries incl. comparative and fair tests e.g. make a choice from a list of at least one variable that needs to be kept the same when conducting a fair test. Find/suggest a way to compare things e.g. materials, magnets.
Equipment and measurement <i>increasing complexity with increasing accuracy and precision make their own decisions about the data to collect</i>	Communicating Recording <i>recording data, reporting findings, presenting findings</i>	Considering the results of an investigation / writing a conclusion			Collaborating
<ul style="list-style-type: none"> Collect data from their own observations and measurements, using notes/ simple tables/standard units. Help to make some decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Make simple accurate measurements using whole number standard units, using a range of equipment. 	<ul style="list-style-type: none"> Record and present findings using simple scientific language and vocabulary, including discussions, oral and written explanations, notes, drawings annotated, pictorial representations, labelled diagrams, simple tables, bar charts [using ranges and intervals (scales) chosen for them] displays or presentations. Record, classify and present 	Describe results <i>Looking for patterns analysing functions, relationships and interactions more systematically</i>	Explain results <i>Draw conclusions based on evidence</i>	Trusting my results	<ul style="list-style-type: none"> Act out something to represent something else about the world around us.
		<ul style="list-style-type: none"> Describe and compare the effect of different factors on something. With help, look for changes and patterns in their observations and data. Use their results to consider whether they meet predictions. 	<ul style="list-style-type: none"> Read and spell scientific vocabulary correctly and with confidence (Y3/4). Use their own experience and some evidence or results to draw simple conclusions and answer questions. Talk about and record their findings using simple scientific language. Explain why things have happened. 	<ul style="list-style-type: none"> Say whether what happened was what they expected and notice any odd results that seem odd. Begin to recognise when a test is not fair and suggest improvements. 	

<ul style="list-style-type: none">▪ Gathering data in a variety of ways to help in answering questions.▪ Learn how to use new equipment, e.g. data loggers.▪ Explore observe with increased accuracy using a hand lens or microscope.	<p>data in a variety of ways to help in answering questions.</p> <ul style="list-style-type: none">▪ Communicate their findings in ways that are appropriate for different audiences. (Y3/4).				
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Information Technology

Programme of Study

- Use search technologies effectively.
- Use and combine a variety of software to accomplish given goals.
- Collect and present information.
- Design and create content.
- Collect and present data.
- Use search technologies effectively.
- Use and combine internet services.
- Analyse and evaluate information.

Skills

Design, create, manage and manipulate digital content

Text and images

- Use different font sizes, colours and effects to communicate meaning for a given audience.
- Use various layouts, formatting, graphics and illustrations for different purposes or audiences.
- Use various software tools to complete a project, problem or task.
- Use page setup to select different page sizes and orientations.
- Use cut, copy and paste to refine and re-order content.
- Combine and use various software tools to complete a project, problem or task.
- Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace.
- Select and import sounds from other sources, e.g. own recordings, sound effects and music.
- Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing.
- Use and combine internet services such as those that provide images, sounds, 3D representations and graphic software.
- Recognise and use key layout and design features, e.g., text boxes, columns and borders.
- Insert and edit simple tables.
- Create a range of hyperlinks and produce a non-linear, interactive presentation.
- Recognise intended audience and suggest improvements to make their work more relevant to that audience.
- Through self and peer assessment, analyse and evaluate presentations and projects so that suitable improvements can be added to work.

Knowledge and Understanding

Design, create, manage and manipulate digital content

Text and images

- Recognise the features of good page design and multimedia presentations.
- Consider how design features meet the needs of the audience e.g. poster, news paper, menu, instructions.
- Understand that some tasks and problems require a variety of software tools to accomplish them.
- Understands what is meant by Internet services.
- Understand that evaluation and improvement are vital parts of the design process and that ICT allows changes to be made quickly and efficiently.
- Demonstrate this through editing their work.
- Has an awareness of Internet services.
- Recognise that IT can automate manual processes e.g. find and replace and understand the advantages and disadvantages of this.
- Compare and contrast the impact of using different sounds, words and images from a variety of electronic sources.
- Develop an increasing sense of audience and talk.
- Understand that images, 3D representations, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation.
- Understand that presentations and projects need to be analysed and evaluated and suitable changes suggested to improve it.
- Understand that internet services such as those that provide images, sounds, 3D representations and graphic software can be used to achieve specific goals and tasks.

<p>Images, video and animation – graphics (drawing and painting)</p> <ul style="list-style-type: none"> ▪ Acquire, store and retrieve images from cameras, scanners and the internet for a purpose. ▪ Select specific areas of an image, copy and paste to make repeating patterns. ▪ Be able to resize various elements in a graphics or paint package. ▪ Use various tools in paint packages or photomanipulation software to edit/change an image, e.g. applying different special effects. ▪ Use the 'print screen' function to capture images. ▪ Explore the use of graphics and paint packages to design and plan an idea. 	
<p>Images, video and animation – digital photographs, video and animation</p> <ul style="list-style-type: none"> ▪ Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams. ▪ Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them. ▪ Independently download and save images and video onto a computer. ▪ Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location. ▪ Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions). ▪ Be able to use basic tools in a software package to change images according to purpose. ▪ Import music, stills or video into video editing software for a specific project. ▪ Arrange, trim and cut clips to create a short film that conveys meaning. ▪ Add simple titles, credits and special effects, e.g .transitions. ▪ Storyboard, then use captured images to create a short animated sequence which communicates a specific idea. 	<p>Images, video and animation – digital photographs, video and animation</p> <ul style="list-style-type: none"> ▪ Understand that a digital image can be captured from different devices and it can be stored and developed. ▪ Begin to understand how images from different sources (stills, video, graphics, animation) are used to enhance a presentation or communicate an idea. ▪ Begin to understand the meaning of 'resizing' i.e. the differences between pixel size, resolution and image dimensions and the need to maintain aspect ratios. ▪ Understand that planning is a vital part of the design process. ▪ Understand that evaluation and improvement are vital parts of the design process and ICT allows changes to be made quickly and efficiently. ▪ Understand the need for caution when using the Internet to search for images and what to do if they find unsuitable images (See school's Acceptable Use Policy/AUP). ▪ Know how to take images appropriately and responsibly (See school's Acceptable Use Policy/AUP). ▪ Understand that copyright exists on most digital images and video about the impact of choices and decisions in their work. ▪ Understand that images, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation.
<p>Sound</p> <ul style="list-style-type: none"> ▪ Use a variety of devices and software to select, playback and record voice and other sounds. ▪ Locate and use sound files from online sources, e.g. Audio Networks, and other multimedia resources. ▪ Select, import and edit existing sound files in sound editing software, e.g., Audacity. ▪ Use editing tools to refine and improve outcomes and performances. ▪ Use recorded sound files in other software applications. ▪ Be able to share sound recordings with a wider audience. ▪ Use music software to experiment with capturing, repeating and sequencing sound patterns. 	<p>Sound</p> <ul style="list-style-type: none"> ▪ Talk about software which allows the creation and manipulation of sound and music. Understand that many types of sounds can be combined in editing software. ▪ Understand how sound can be used in multimodal texts to create meaning and provide effects. ▪ Understand that copyright exists on most recorded music.

<ul style="list-style-type: none"> Use ICT to create and perform sounds or music that would otherwise not be possible in a live situation, e.g., editing a multi-part piece. 	
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<p>Data handling</p> <ul style="list-style-type: none"> Create frequency diagrams and graphs to answer questions. Create and use a branching database to organise and analyse information to answer questions. Begin to identify what data should be collected to answer a specific question. Collect data and enter it into a database under appropriate field headings. Use a database to answer straightforward questions by searching, matching and ordering the contents of a single field. Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions. Compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes. Select and use the most appropriate method to organise and present data. Use dataloggers to capture, record and analyse data continuously over time, including sound, temperature and light. (Science) Use a data logger to 'snap shot' a series of related but separate readings in the course of an appropriate investigation. (Science) 	<p>Data handling</p> <ul style="list-style-type: none"> Understand that there are different types of data. Understand the need to structure information properly in a database. Know, understand and use the vocabulary: file, record, field, sort and search. Recognise similarities and differences between ICT and paper-based systems. Talk about the advantages of using IT to sort, interrogate and classify information quickly. Understand that effective yes / no questions are key to organising data efficiently in a branching database. Understand that there are different types of data, e.g. numeric, alphabetic, date, alphanumeric. Know that ICT can enable the creation of a variety of tables and graphs for different purposes. Understand some graphs and charts are more appropriate and easier to read than others. Begin to make choices about how to present data to solve a specific problem. Understand that dataloggers can be used to sense external and physical changes and subsequently collect data in a range of simple investigations. (Science) Understand that data can be collected more efficiently by a datalogging device compared with manual methods. (Science) Know that datalogging devices can be pre-programmed to collect data for a given time and on different triggers and remotely for a long period of time. (Science).
<p>Digital research - searching</p> <ul style="list-style-type: none"> Use a range of child friendly search engines to locate different media, e.g. text, images or sound. Evaluate different search engines and explain their choices in using these for different purposes. Develop specific key questions and key words to search for information e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'. Consider the effectiveness of key questions on search results and refine where necessary. Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books. Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as. Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner. Know how to temporarily allow useful pop-ups from a website. 	<p>Digital research - searching</p> <ul style="list-style-type: none"> Talk about and describe the process of finding specific information, noting any difficulties during the process and how these were overcome Understand that information found as a result of a search can vary in relevance. Begin to recognise that anyone can author on the internet and sometimes web content is inaccurate or even offensive. Understand that provision is made in schools to filter Begin to understand the concept of copyright, e.g. what images, videos or sounds are legal and safe to use in their own work. Begin to understand the need to acknowledge sources of information. Understand when and where the internet can be used as a research tool. Know that Boolean search 'operators' can effect web searches

<ul style="list-style-type: none"> ▪ Develop use of more advanced searching techniques, e.g., searching for a phrase using quotation marks to locate precise information. ▪ Choose the most appropriate search engine for a task, e.g., image search, search within a specific site or searching the wider internet. 	
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Digital Literacy

Programme of Study

- Use technology responsibly.
- Identify a range of ways to report concerns about contact.
- Identify a range of ways to report concerns about content.
- Recognise acceptable/unacceptable behaviour.
- Understand the opportunities computer networks offer for communication.

Skills	Knowledge and Understanding
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Online safety	Online safety
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| <ul style="list-style-type: none"> ▪ Use technology responsibly. ▪ To create appropriate passwords. ▪ Keep passwords and personal data safe. ▪ Recognise acceptable behaviour. ▪ Recognise unacceptable behaviour. ▪ Be able to create a 'secure' password, e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /AUP. ▪ Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. | <ul style="list-style-type: none"> ▪ Know how to use technology responsibly. ▪ Understand that online actions can impact on other people. ▪ Understand the need to keep personal information and passwords private in order to protect themselves when communicating online. ▪ Know how to respond if asked for personal details or in the event of receiving unpleasant communications, e.g. saving the message and showing to a trusted adult –according to the school's eSafety policies and procedures /AUP. ▪ Understand the risks posed by the internet relating to contact e.g. bullying, grooming. ▪ Know a range of ways to report concerns about contact. ▪ Understand the risks posed by the internet relating to content e.g. violent and biased websites. ▪ Know a range of ways to report concerns about content. ▪ Understand the school's acceptable use policy. ▪ Understand what acceptable online behaviour is. ▪ Understand what unacceptable online behaviour is. ▪ Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures /AUP. ▪ Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures /AUP. ▪ Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world. ▪ Know what images are suitable to include in an online profile and ensure that appropriate |
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	<p>permissions have been obtained, e.g. copyright or asking friends before uploading their images.</p> <ul style="list-style-type: none"> ▪ Understand the need for certain rules of conduct particularly when using live forms of communication, e.g. chats and forums in the school's VLE, taking turns to speak when video conferencing. ▪ Know the school's rules for keeping safe online and be able to apply these beyond school.
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Electronic communication	Electronic communication
<ul style="list-style-type: none"> ▪ Use a range of digital tools to communicate, e.g. contributing to chats and/or discussion forums, in school's VLE, blog or text messages, making purposeful contributions to respond to another pupil's question or comment. ▪ Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience. ▪ Continue to use webcams and /or video conferencing as a class, if appropriate and available, e.g. with external providers, another class or school, or abroad as part of a wider topic. ▪ Begin to publish their work to a wider audience, e.g. using VLE or podcasting tools. <p>Example - email</p> <ul style="list-style-type: none"> ▪ Log on to an email account, open emails, create and send appropriate replies. ▪ Forward an e-mail. ▪ Save an e-mail in draft format and then return and edit prior to sending. ▪ Attach different files to emails, e.g. text document, sound file or image. ▪ Open and save attachments to an appropriate place. ▪ Select an email recipient from a class address book. 	<ul style="list-style-type: none"> ▪ Understand that computer networks can be used for communication. ▪ Understand the opportunities computer networks offer for communication. ▪ Know a range of ways that computer networks can be used for communication. ▪ Understand that some emails and other forms of electronic communications may be malicious or inappropriate and recognise when an attachment may be unsafe to open. ▪ Recognise the effect that content in their communications may have on others. ▪ Respect the ideas and communications of others they encounter online. ▪ Discuss the differences between online communication tools used in school and those used internet content, recognising this is possibly not the case on computers used at home at home, e.g., those 'blocked' through the school's filtering.

Computer Science

Programme of Study

- Work with various forms of input and output.
- Design and create programs that accomplish specific goals.
- Control or simulate physical systems.
- Use logical reasoning to detect and correct errors in programs.

Use sequence, repetition* and selection* in programs (*next to a phrase or word e.g. **repetition** denotes a progression within that concept.)

Skills

Programming

- Write programs that accomplish specific goals.
- Read what a sequence in a program does.
- Work with various forms of input.
- Work with various forms of output.
- Use logical reasoning to predict outputs.
- Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals.
- Design programs showing appropriate planning and implementing skills.
- Create programs that implement algorithms to achieve specific goals.
- Debug programs that accomplish specific goals through self and peer assessment.
- Use sequence, repetition and selection in programs.
- Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.
- Use sequences of commands to control physical devices using outputs.
- Demonstrate and develop a sense of audience when appropriate.
- Use and debug programs to control physical devices Note real or screen simulations could be used.
- Use logical reasoning to detect and correct errors in programs.

Simulations and modelling

- Explore the effects of changing variables in models and simulations, asking 'What if?' questions.
- Make and test predictions.
- Use a pre-prepared spreadsheet to record data to answer questions and produce graphs.
- Use a pre-prepared spreadsheet to explore simple number patterns, e.g. multiples.
- Change the contents of cells in a pre-prepared spreadsheet and explore the consequences.

Knowledge and Understanding

Programming

- Understand how to plan and write programs that accomplish specific goals.
- Know a range of input devices and how they can be used.
- Know a range of output devices and how they can be used.
- Know the difference between an input and an output.
- Understand that computers can collect data from various inputs.
- Know what debugging is and how it can be used to achieve specific goals.
- Understand that planning is a vital part of designing programs.
- Understand that evaluation is a vital part of the design process.
- Understand what the terms sequence, repetition and selection mean and know how to use them in programs.
- Understand how to control physical devices.
- Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms.
- Understand how to use logical reasoning to detect errors in programs.
- Understand how to use logical reasoning to correct errors in programs.
- Understand that computers can collect data from various inputs.

Simulations and modelling

- Understand how computer simulations can represent real or imaginary situations and how these can help in the wider world.
- Understand how computer simulations and spread-sheet models allow changes to be made quickly and easily in comparison with real life situations.
- Understand that changes made to one element of a spreadsheet can impact on other calculations

Exploring and Developing Ideas	Evaluating and Developing Work
<ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in journal.

Drawing

<ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. 	<p>Lines and Marks</p> <ul style="list-style-type: none"> ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. 	<p>Form and Shape</p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. 	<p>Tone</p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way. 	<p>Texture</p> <ul style="list-style-type: none"> ▪ Create textures with a wide range of drawing implements. ▪ Apply a simple use of pattern and texture in a drawing.
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Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> ▪ Record and collect visual information using digital cameras and video recorders. ▪ Present recorded visual images using software. ▪ Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. ▪ Change the type of brush to an appropriate style. ▪ Create shapes by making selections to cut, duplicate and repeat. ▪ Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. 	<ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p>Colour</p> <ul style="list-style-type: none"> ▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. ▪ Mix and use tints and shades. 	<ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays. 	<ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with paste resist. 	<ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material. ▪ Use papier mache to create a simple 3D object. 	<ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.

Advised curriculum coverage maximum three media per year

Design and Technology		Make	Evaluate
<ul style="list-style-type: none"> ▪ Develop more than one design or adaptation of an initial design. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Begin to use cross-sectional and exploded diagrams. ▪ Use prototypes to develop and share ideas. ▪ Think ahead about the order of their work and decide upon tools and materials. ▪ Propose realistic suggestions as to how they can achieve their design ideas. ▪ Consider aesthetic qualities of materials chosen. ▪ Use CAD where appropriate. 		<ul style="list-style-type: none"> ▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. 	<ul style="list-style-type: none"> ▪ Investigate similar products to the one to be made to give starting points for a design. ▪ Draw/sketch products to help analyse and understand how products are made. ▪ Research needs of user. ▪ Identify the strengths and weaknesses of their design ideas in relation to purpose/user. ▪ Decide which design idea to develop. ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user. ▪ Investigate key events and individuals in Design and Technology.
Food	Textiles	Structures	Mechanical and Electrical Systems and ICT
<ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ▪ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ▪ Follow instructions/recipes. ▪ Make healthy eating choices – use the <i>Eatwell plate</i>. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography. ▪ Develop understanding of how meat/fish are reared/caught. 	<ul style="list-style-type: none"> ▪ Develop vocabulary for tools materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques. 	<ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Create shell or frame structures. ▪ Strengthen frames with diagonal struts. ▪ Make structures more stable by giving them a wide base. ▪ Measure and mark square section, strip and dowel accurately to 1cm. 	<ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such as gears, pulleys, levers and linkages. ▪ Incorporate a circuit into a model. ▪ Use electrical systems such as switches bulbs and buzzers. ▪ Use ICT to control products. ▪ Use lolly sticks/card to make levers and linkages. ▪ Use linkages to make movement larger or more varied.

Geography Locational knowledge		Place knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 		<ul style="list-style-type: none"> A region of the United Kingdom. A region in a European country. A region within North or South America. 		<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Label maps with titles to show their purpose Recognise that contours show height and slope. Use 4 figure coordinates to locate features on maps. Create maps of small areas with features in the correct place. Use plan views. Recognise some standard OS symbols. Link features on maps to photos and aerial views. Make a simple scaled drawing e.g. of the classroom. Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside. 	<ul style="list-style-type: none"> Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Draw and follow routes on digital maps. Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites. 	

History Chronology	Events, People and Changes	Communication
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the wider world. ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<ul style="list-style-type: none"> ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	

MFL

Listening	Speaking	Reading	Writing	Grammar
<ul style="list-style-type: none"> ▪ Listen attentively and understand instructions. ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for specific words and phrases. ▪ Listen for sounds rhyme and rhythm. ▪ Follow a short familiar text listening and reading at the same time. 	<ul style="list-style-type: none"> ▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases and short sentences. ▪ Make links between some phonemes, rhymes and spellings, and read aloud familiar words. ▪ Recognise questions and negatives and politeness conventions. ▪ Ask and answer questions on several topics. ▪ Imitate pronunciation and intonation so that others can understand. ▪ Memorise language and present ideas and information e.g. a short presentation about self / role play. 	<ul style="list-style-type: none"> ▪ Respond to written language from a range of sources. ▪ Appreciate stories, songs and poems in the language. ▪ Recognise some familiar words in written form. ▪ Read and understand a range of familiar written phrases. ▪ Follow a short familiar text listening and reading at the same time. ▪ Make links between some phonemes, rhymes and spellings. ▪ Apply phonic knowledge of the foreign language in order to decode text. ▪ Read some familiar words and phrases aloud and pronounce them accurately. ▪ Begin to use a dictionary to look words up and find meaning. ▪ Use cognates and familiar language to help deduce meaning. 	<ul style="list-style-type: none"> ▪ Experiment with the writing of simple words. ▪ Write simple words and phrases using a model. ▪ Write some phrases from memory. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. 	<ul style="list-style-type: none"> ▪ Nouns. ▪ Gender. ▪ Singular and plural forms. ▪ Definite and indefinite article. ▪ Develop an awareness of sound spelling link to be able to write with increasing accuracy. ▪ Recognise different word classes e.g. nouns, verbs, adjectives. ▪ Personal pronouns I, you, it, they. ▪ Recognise and use high frequency verbs. ▪ Question words. ▪ Develop an awareness of the place of the adjective in the sentence. ▪ Develop an awareness of adjectival agreements. ▪ Simple adverbs of time (time phrases including O'clock) ▪ Develop an awareness of word order. ▪ Apply knowledge of language rules and conventions when building short sentences.

MUSIC Performing	Listening	Creating	Knowledge and Understanding
<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. 	<ul style="list-style-type: none"> ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). 	<ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. 	<ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music.

Musical Elements

Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> ▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Recognise and imitate melody patterns in echoes. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. ▪ Perform simple melody patterns. 	<ul style="list-style-type: none"> ▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Respond to the strong beats whilst singing. ▪ Use instruments to keep a steady beat. ▪ Hold a beat against another part. 	<ul style="list-style-type: none"> ▪ Recognise differences in dynamic levels. 	<ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<ul style="list-style-type: none"> ▪ Describe and aurally identify the tone colours of instruments. ▪ Compare instrumental tone colour. 	<ul style="list-style-type: none"> ▪ Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. ▪ Recognise changes in texture. ▪ Identify the melodic line in a texture. ▪ Recognise rhythm on rhythm in music. ▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). 	<ul style="list-style-type: none"> ▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise the difference between the verse and refrain of a song. ▪ Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form.

Using Technology Appropriately

PHYSICAL EDUCATION

During KS2 pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball with/without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> Shoot and score accurately in a range of ways. Shot from a distance and from close range. <p>Net Wall Games</p> <ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. Keep a rally going that is not cooperative. <p>Striking Fielding Games</p> <ul style="list-style-type: none"> Hit a ball off a tee. Different ways of striking a ball using different equipment (e.g. rounders, cricket). Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Bowl underarm and overarm with increasing accuracy and speed. Retrieve, intercept and stop a ball when fielding. 	<ul style="list-style-type: none"> Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. Choose when to pass or dribble, so they keep possession and make progress towards the goal. Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> Know how to mark and defend their goal(s). Ways of keeping the ball away from defenders. How to mark a player and space. Intercept and tackle to get the ball back. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. 	<ul style="list-style-type: none"> Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. Explain why a performance is good. Recognise and describe the best points in an individuals and a team's performance. Identify aspects of their own and others performances that needs improving.

Key Learning in Gymnastic Activities

Developing Skills	Linking Actions and Sequences of Movement	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Focus on developing quality of travelling actions both on feet and hands and feet. <p>Shape</p> <ul style="list-style-type: none"> As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched. <p>Balance</p> <ul style="list-style-type: none"> Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner. <p>Rolling</p> <ul style="list-style-type: none"> Focus on developing quality in all the different rolling actions from KS1. <p>Jumping</p> <ul style="list-style-type: none"> Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. Jump with shapes in the air. ½ turn jump. <p>Handle apparatus</p> <ul style="list-style-type: none"> Use all actions above on the floor and over, through, across and along apparatus. Perform different combinations of actions and perform these with a change of speed, level or direction. Develop tension, extension and transfer of weight in their actions 	<ul style="list-style-type: none"> Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Gradually increase their length of sequence. Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner. Make up longer sequences and perform them with fluency and clarity of movement. Vary direction, levels and pathways to improve the look of a sequence. Use planned variations and contrasts in actions and speed in their sequences. Perform actions on the floor then from floor to apparatus, 	<ul style="list-style-type: none"> Explain the difference between two performances. Make simple assessments of performance based on simple criteria given by the teacher. Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. Suggest improvements to speed, direction and level in the composition. Watch performance and use criteria to make judgements and suggest improvements. Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.

Key Learning in Dance Type Activities		
Composing	Performing	Appreciating
<ul style="list-style-type: none"> ▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively. 	<ul style="list-style-type: none"> ▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. ▪ To perform more complex dance phrases that communicate character and narrative. ▪ Perform in a whole class performance. 	<ul style="list-style-type: none"> ▪ To talk about how they might improve their dances. ▪ To describe and evaluate some of the compositional features of dances performed with a partner and in a group. ▪ To understand how a dance is formed and performed. ▪ To evaluate, refine and develop their own and others' work.

Key Learning in OAA		
Trails	Problem Solving	Orienteering
<ul style="list-style-type: none"> ▪ To improve communication skills. ▪ To improve ability to work with and trust others. ▪ To undertake an adventure trail to develop communication skills. ▪ To work safely with a partner in an adventurous environment. ▪ To complete a Trail within the school grounds. ▪ To increase confidence in decision making. ▪ To know how to use a control card. 	<ul style="list-style-type: none"> ▪ Take part in outdoor and adventurous activity challenges ▪ Develop communication and collaboration skills ▪ Evaluate their own success ▪ To take responsibility for self and others ▪ Take part in activities that involve working with and trusting others ▪ To work effectively as part of a team 	<ul style="list-style-type: none"> ▪ Know some of the symbols on a orienteering map. ▪ Know how set a map. ▪ Know how to keep the map "set or "orientated" when they move around a simple course. ▪ Know the eight points of a compass. ▪ Record information accurately at the control marker. ▪ Plan effectively to visit as many control markers in the time allowed. ▪ To run safely with a map around a simple orienteering course. ▪ Navigate to a control marker on a score event course.

PHSCE

Understanding Self and Others	Working With Others	Speaking and Listening	Negotiation	Compassion and Empathy	Body Language - Verbal and Non-Verbal
<ul style="list-style-type: none"> Recognise their own likes / dislikes, traits and individual preferences. Recognise other people's likes / dislikes, traits and preferences. 	<ul style="list-style-type: none"> Demonstrate that they can work in a pair and a small group. 	<ul style="list-style-type: none"> Demonstrate active listening skills. Speak in front of others. 	<ul style="list-style-type: none"> Negotiate in small groups. Coming to a 'consensus'. 	<ul style="list-style-type: none"> Demonstrate compassion, empathy and tolerance. 	<ul style="list-style-type: none"> Recognise simple body language. Understand verbal and non-verbal communication. Demonstrate speaking and listening skills.
Assertiveness	Making Choices	Risk Taking	Influences	Making Decisions	
<ul style="list-style-type: none"> Understand the skill and can put it into practice. Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean it. Ask for time to think things over. 	<ul style="list-style-type: none"> Understand that they have choices. Identify points of choice. Explore factors which influence choosing. Make more informed choices. 	<ul style="list-style-type: none"> Understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. Risk taking can be good when it means trying something new that we might like. 	<ul style="list-style-type: none"> Recognise the influences over choice and decisions, both internal and external. Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> Demonstrate that they know the process for decision making. 	