

**Horn Park Primary School**  
**Year Group 3**  
**Curriculum Overview 2018/ 2019**

**English Skills Overview**

<p><b>Reading- word reading</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Reading- comprehension</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p><b>Handwriting</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
<p><b>Writing-transcription</b>  <b>Spelling (see English Appendix 1)</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, 'girls', 'boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>Composition</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ plan their writing by: <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> </li> <li>▪ draft and write by: <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>▪ evaluate and edit by:</li> </ul>	<p><b>Writing – vocabulary, grammar and punctuation</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> </ul> </li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> </ul>

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proof-read for spelling and punctuation errors
  - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### Maths Skills Overview

<p><b>Number-number and place value</b> Pupils should be taught to:</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 three-digit number (hundreds, tens, ones)</li> <li>▪ compare and order numbers up to 1000</li> <li>▪ identify, represent and estimate numbers using different representations</li> <li>▪ read and write numbers up to 1000 in numerals and in words</li> <li>▪ solve number problems and practical problems involving these ideas.</li> </ul>	<p><b>Number- addition and subtraction</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds</li> <li>▪ add and subtract numbers with up to three 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 and division</b> Pupils should be taught to:</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><b>Number- fractions</b> Pupils should be taught to:</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 [for example, <math>57 + 71 = 76</math>]</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>
<p><b>Geometry- position and direction</b></p>	<p><b>Geometry- properties of shapes</b> Pupils should be taught to:</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 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</li> <li>▪ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p><b>Statistics</b> Pupils should be taught to:</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 [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<p><b>Measurement</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>▪ measure the perimeter of simple 2-D shapes</li> <li>▪ add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <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, a.m./p.m., morning, afternoon, noon and midnight</li> <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 [for example to calculate the time taken by particular events or tasks].</li> </ul>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PHSE</b>	<b>PHSCE Core Values</b>  Responsibility, Freedom/Tolerance	<b>PHSCE Core Values</b>  Respect, Forgiveness	<b>PHSCE Core Values</b>  Perseverance and Co- operation	<b>PHSCE Core Values</b>  Kindness and Unity	<b>PHSCE Core Values</b>  Trust	<b>PHSCE Core Values</b>  Resilience and Honesty
<b>Science</b>	<b>Plants</b> <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>	<b>Animals including humans</b> <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> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<b>Rocks</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>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract and 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 two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<b>Light</b> <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 source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change</li> </ul>
<b>Computing</b>	<b>Garageband</b> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<b>Purple Mash –Coding</b> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<b>TV Presenters – Internet Safety</b> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<b>Emails – Purple Mash</b> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>understand computer networks including the internet; how they can provide multiple services,</li> </ul>	<b>Lego WeDo</b> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<b>Scratch</b> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

				such as the world wide web; and the opportunities they offer for communication and collaboration		
<b>Design and technology</b>		<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and</p>		<p><b>Cooking and Nutrition</b></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>When designing and making, pupils should be taught to:</b></p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to</p>	<p>When designing and making, pupils should be taught to:</p> <p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and</p>	

		<p>technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>		<p>their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products</p>	<p>technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p>	
<p><b>History</b></p>		<p><b>Changes in Britain from the Stone Age to the Iron Age -</b></p> <p><i>This could include:</i> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>-What was the most significant change during the stone age/ iron age/ bronze age?</p>		<p><b>The Roman Empire and its impact on Britain</b></p> <p><i>This could include:</i> -Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and</p>	<p><b>Ancient Egypt</b></p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</i></p> <p>-What did the ancient Egyptians believe in? (Gods/Afterlife)** -How does Egypt compare to Britain at this time?*** -Howard Carter – thief or historian?*** -Analytical Writing (Howard Carter – thief or historian?)</p>	

		<p>-What was life like in the Stone age/ Iron Age / Bronze age?***</p> <p>-What changes occur from the Stone age to Iron Age?***</p> <p>-What was the reason for building Stonehenge?***</p> <p>-How can we know what life was like in Skara Brae?*</p> <p>-Debate- What was the most significant change during the stone age/ iron age/ bronze age?</p>		<p>beliefs, including early Christianity</p> <p>-What is the Romans greatest legacy? – impact on Britain (technology and religion)***</p> <p>-What was the impact of the Romans on Celtic life?***</p> <p>-Why did Claudius Invade after Julius's Failures?***</p> <p>-What kind of Woman was Boudicca?***</p> <p>-How do we know about the Romans?*</p> <p>-Discussion text on the most significant way the Roman impact Britain</p>		
<b>Geography</b>	<p><b>Wild Water</b></p> <p>Children to develop their understanding of the importance of water and the impact of it on physical geography.</p> <p>Physical geography: Rivers and the water cycle –</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>Where in the World?- Europe</b> (France, Germany, Spain)</p> <p>Children to use maps to investigate the countries within Europe and their similarities and differences with London.</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia)concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>			<p><b>UK and Greenwich</b></p> <p>Children to use maps to investigate the countries within the UK and their similarities and differences with Greenwich and other regions of the UK.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<b>Religious Education</b>	<p><b>Where did the world begin?</b></p> <p>Jewish and Christian beliefs about God as a Creator, responsibility for living things on the planet as a response to this belief, harvest thanksgivings and St Francis as</p>	<p><b>Christianity</b> Unit 5: The Bible</p> <p>Key Questions</p> <ul style="list-style-type: none"> <li>• how do Christians use the Bible?</li> <li>• what is the relationship between the life of Jesus and</li> </ul>	<p><b>Sikhism</b> Unit 1 – Guru Nanak and his teachings</p> <p>Key Questions</p> <ul style="list-style-type: none"> <li>• what do Sikhs believe about God?</li> <li>• what does Guru mean? •</li> </ul>	<p><b>Sikhism</b> Unit 2 – Sikh teaching and life</p> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• how do the lives of Sikhs show they follow rules in their lives?</li> <li>• what does worship mean to</li> </ul>	<p><b>Buddhism</b> Unit 1: the Buddha Key Questions</p> <ul style="list-style-type: none"> <li>• what is a Buddha?</li> <li>• how did the Buddha teach that people should live?</li> </ul> <p>Concepts:</p>	<p><b>Buddhism</b> Unit 2: Living as a Buddhist</p> <p>Key Questions:</p> <ul style="list-style-type: none"> <li>• what is the importance of a temple or a Buddhist centre?</li> <li>• why do Buddhists have</li> </ul>

	<p>an example of living a life in response to these beliefs. Islamic beliefs about Allah, the Creator of all things and people as the custodians of the earth.</p>	<p>the Old and New Testaments?</p> <ul style="list-style-type: none"> <li>• what does the Bible contain?</li> <li>• how does using the Bible help Christians to grow in their faith?</li> </ul> <p>Concepts: AT1: Beliefs, teachings and sources. Ways of life; Forms of expression. AT2: Meaning, purpose and truth. Values and commitments</p>	<p>what does it mean to be equal?</p> <p>Concepts: AT1: Beliefs, teachings, sources; Practices and ways of life. AT2: Identity and belonging. Meaning, purpose and truth.</p>	<p>Sikhs?</p> <p>Concepts: AT1: Beliefs, teachings, sources. Practices and ways of life. AT2: Identity and belonging. Meaning, purpose and truth</p>	<p>AT1: Beliefs, teachings and sources Practices and ways of life AT2: Meaning, purpose and truth Values and commitments</p>	<p>images of the Buddha?</p> <p>Concepts: AT1: Beliefs, teachings and sources Practices and ways of life AT2: Identity and belonging. Meaning, purpose and truth</p>
<p><b>Art and Design</b></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>		<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>			<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history.</li> </ul>
<p><b>Music</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	

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<b>MFL</b>	<ul style="list-style-type: none"> <li>- Letter strings – ua, ie, ei</li> <li>- Links between some sounds and spellings</li> <li>- Recognise the number of syllables in words</li> <li>- Watch mouth of speaker</li> <li>- Listen and respond to rhymes.</li> <li>- Imitate pronunciation</li> <li>- Notice accents</li> <li>- Notice how punctuation may vary between English and Spanish – e.g. upside down question marks.</li> <li>- Participate in a short exchange.</li> </ul>	<ul style="list-style-type: none"> <li>- Auditory discrimination between un/una</li> <li>- Enjoy making Spanish sounds and practising ne letters – rr, j</li> <li>- Listen to and follow simple commands.</li> <li>- Join in singing Spanish carols</li> <li>- experiment with writing</li> <li>- Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise a question form.</li> <li>- Practise the pronunciation of the letter string – ll</li> <li>- Perform a simple communicative task</li> <li>- Participate in chorusing a finger rhyme.</li> <li>- Understand and respond to a question.</li> <li>- Make links between some sounds and spellings and recognise familiar words in written form.</li> <li>- Recognise how accents alter pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform actions to a Spanish song.</li> <li>- Know how to pronounce the letter j in Spanish.</li> <li>- Read familiar words with accurate pronunciation.</li> <li>- Develop an understanding of Spanish traditions across the various regions of Spain.</li> <li>- Perform a short finger rhyme using new vocabulary.</li> <li>- Understand that the letter h is not pronounced at the start of Spanish words.</li> <li>- Experiment with writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to a question; able children may give an extended answer</li> <li>- Experiment with writing by producing short sentences using verb, adjective and connective.</li> <li>- Recognise singular and plural items and how they affect the verb – gusta/gustan</li> <li>- Match phonemes to graphemes</li> <li>- Listen for specific words as they occur in a song.</li> <li>- Reflect on healthy eating habits.</li> </ul>	<ul style="list-style-type: none"> <li>- Letter sounds c, z and letter string ie</li> <li>- Use knowledge of sound patterns to devise a short 'rap'</li> <li>- Listen and repond to an extended text by chorusing repeated phrases and vocabulary.</li> <li>- Join in reading a story</li> <li>- Match sound to the written word</li> <li>- Re-arrange familiar sentences into the correct word order.</li> <li>- Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings.</li> <li>- Listen to a sequence of words and provide the next word in the sequence.</li> </ul>
<b>Physical Education</b>	<p><b>Health and Fitness</b></p> <p>Embed fundamental movement skills- ensuring all children are becoming confident movers and are becoming physically literate.</p> <p>Children use fundamental movements to develop different fitness components.</p>	<p><b>Invasion Games</b></p> <p>Children can identify basic skills used in football and are starting to demonstrate these with increasing confidence and consistency.</p> <p>Children can compare and comment on skills and techniques and use this understanding to explore their own performance.</p>	<p><b>Gymnastics</b></p> <p>Children are moving with confidence and exploring contrasting pieces of apparatus to perform sequences and routines.</p> <p>Showing control, balance and tension whilst performing key gymnastic shapes and movements.</p>	<p><b>Multiskills</b></p> <p>Children are developing and embedding the ability to link movements together in competitive and passive environments.</p>	<p><b>Striking Games</b></p> <p>Children are demonstrating how to hold the racquet with the correct technique. They can adopt the "ready position" and can identify a backhand, forehand and volley.</p> <p>Gaining confidence in striking the ball consistently with control.</p>	<p><b>Athletics</b></p> <p>Children use fundamental movements to explore a range of skills. Children are able to copy, repeat and demonstrate basic actions with confidence, control and co-ordination.</p> <p>Children are demonstrating the correct techniques whilst performing FMS.</p>