




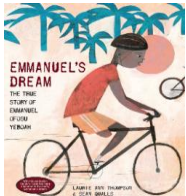
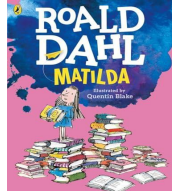


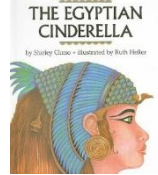
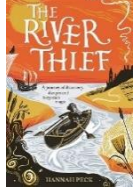


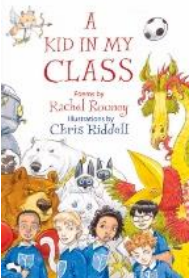

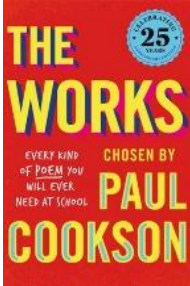
# Year 3 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>William Morris Museum</li> <li>Local walk for science (plants)</li> </ul>	<ul style="list-style-type: none"> <li>Lesnes Abbey</li> </ul>		<ul style="list-style-type: none"> <li>Greenwich Market</li> </ul>	<ul style="list-style-type: none"> <li>British Museum</li> </ul>	<ul style="list-style-type: none"> <li>Footscray Meadows</li> <li>Thames Clipper</li> </ul>
<b>Foundation Enquiry:</b>	<p><b>THIS IS ME</b></p>  <p>Question: How can we create a self-portrait inspired by Frida Kahlo with a William Morris background?</p> <p>Outcome: Create a self-portrait using pencil and apply this to a block printed background.</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Art: Drawing</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including drawing,</li> </ul>	<p><b>THROUGH THE AGES</b></p>  <p>Question: How did people live during the Stone Age?</p> <p>Outcome: Create a model of a stone age settlement including people, housing, clothes, weapons and a farm.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> </ul> <p><b>History: Golden Threads: Invasion &amp; Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>Describe changes in Britain from the Stone Age to the Iron Age</li> <li><b>GD</b> Describe changes in Britain from the</li> </ul>	<p>Question: How did Britain change after the Stone Age to the end of the Iron Age?</p> <p>Outcome: Create a time travel museum exhibition that shows the changes that occurred between the Stone age and the Iron age.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> </ul> <p><b>History: Golden Threads: Invasion &amp; Settlement and Society &amp; Legacy</b></p>	<p><b>CULINARY PASSPORT</b></p>  <p>Scenario: Abbey Wood community group want you to host their first international street food festival!</p> <p>Outcome: Work together to prepare a variety of street food dishes from around the world.</p> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Use knowledge of existing products to design their own functional product</li> <li>Create designs using annotated sketches</li> </ul> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse existing products and those they have made</li> <li><b>GD</b> Investigate and analyse existing</li> </ul>	<p><b>CAIRO COMFORTS</b></p>  <p>Scenario: The British Museum are expanding their exhibit to create a well-being section. They need you to help them make the area that is both comfortable and informative.</p> <p>Outcome: Create a cushion retelling a key event/aspect of Ancient Egyptian life.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> </ul> <p><b>History: Golden Threads: Invasion &amp; Settlement and Society &amp; Legacy</b></p>	<p><b>ROLLIN' ON A RIVER!</b></p>  <p>Question: What is the journey of the river?</p> <p>Outcome: Create a video that describes the journey of a rain drop from source to sea (floor mat and guided tour).</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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 and rivers).</li> </ul> <p><b>Geography: Place Knowledge</b></p>

	<p>with a range of materials</p> <ul style="list-style-type: none"> <li>Experiment with showing line, tone and texture with different hardness of pencils</li> <li><b>GD</b> Experiment with showing line, tone and texture with different hardness of pencils and explain their choices</li> </ul> <p><b>Art: Painting</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>Mix colours effectively</li> <li><b>GD</b> Mix colours effectively using the correct language (e.g. tint, shade, primary, secondary)</li> </ul> <p><b>Art: Work of other artists</b></p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history</li> <li>Express an opinion on the work of famous, notable artists</li> <li><b>GD</b> Express an opinion on the work of famous, notable artists and refer to techniques</li> </ul>	<p>Stone Age to the Iron Age and relate this to what else was happening in the world at the time</p> <p><b>Art: Sculpture</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including sculpting with a range of materials</li> <li>Cut, make and combine shapes to create recognizable forms</li> <li><b>GD</b> Cut, make and combine shapes to deliberately create recognizable forms</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes in Britain from the Stone Age to the Iron Age</li> <li><b>GD</b> Describe changes in Britain from the Stone Age to the Iron Age and relate this to what else was happening in the world at the time</li> </ul>	<p>products and those they have made, considering a wide range of factors</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Talk about the different food groups and name food from each group</li> <li>Understand that food has to be grown, farmed or caught and that this is not always local or in this country</li> <li>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely</li> </ul>	<ul style="list-style-type: none"> <li>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</li> <li><b>GD</b> Make comparisons between the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</li> </ul> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Use knowledge of existing products to design their own functional product</li> <li>Create designs using annotated sketches and pattern pieces</li> </ul> <p><b>DT: Make</b></p> <ul style="list-style-type: none"> <li>Safely measure, mark out, cut, assemble and join textiles with some accuracy</li> <li>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</li> <li><b>GD</b> Safely measure, mark out, cut, assemble and join with increasing accuracy</li> <li><b>GD</b> Make suitable choices from a wider range of tools and unfamiliar materials and plan out the</li> </ul>	<ul style="list-style-type: none"> <li>Study human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including rivers.</li> <li><b>GD</b> Describe how regions have changed over time and understand that people hold different views about that change.</li> <li><b>GD</b> Describe hazards relating to rivers and how these impact on people.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four 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.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using</li> </ul>
--	--	--	--	--	--	--

					<p>main stages of using them, giving reasons for their choices</p> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse existing products and those they have made</li> <li><b>GD</b> Investigate and analyse existing products and those they have made, considering a wide range of factors</li> </ul>	<p>a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li><b>GD</b> Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding.</li> </ul>
<p><b>English – writing</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Spell homophones brake/break, fair/fare, grate/great</li> <li>Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li>Spell some of the Y3/4 common exception words (see NC appendix) correctly</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Use the diagonal and horizontal strokes needed to join letters and know when to join</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Letter of complaint to the Fairy Tale Board First person narrative</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Create settings, characters and plot in narratives</li> <li>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</li> <li>Begin to organise writing into paragraphs as a way</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Split diary (first day of school from two perspectives) School behaviour policy in role as Miss Trunchbull</p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>Use the prefixes un-, dis-, mis-, re-, pre-</li> <li>Use the suffix -ly</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</li> <li>Proof-read for spelling errors and for punctuation - including</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Character description Persuasive brochure</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Create settings, characters and plot in narratives</li> <li>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Instructions Persuasive letter</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and preposition</li> <li><b>GD</b> Evaluate and edit by assessing the effectiveness of his/her own writing</li> <li><b>GD</b> Write effectively and coherently for different purposes,</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Poem Non-chronological report on the Ancient Egyptians</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Create settings, characters and plot in narratives</li> <li>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and preposition</li> <li><b>GD</b> Evaluate and edit by assessing the</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Own fairy tales Villain origin story (prequel)</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Create settings, characters and plot in narratives</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Begin to use inverted commas to punctuate direct speech</li> <li><b>GD</b> Use inverted commas to punctuate direct speech</li> <li>Express time, place and cause using co-ordinating and subordinating</li> </ul>

<p>and when not to</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li>• <b>GD</b> Spell most of the Y3/4 common exception words (see NC appendix) correctly</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</li> </ul>	<p>of grouping related material</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Organise writing into paragraphs as a way of grouping related material</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Begin to use inverted commas to punctuate direct speech</li> <li>• <b>GD</b> Use inverted commas to punctuate direct speech</li> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</li> </ul>	<p>capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<p>with a growing awareness of the reader</p>	<p>effectiveness of his/her own writing</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Begin to use inverted commas to punctuate direct speech</li> <li>• <b>GD</b> Use inverted commas to punctuate direct speech</li> <li>• Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<p>conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>• Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</li> </ul>
<p><b>English – whole class reading</b></p> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Identify themes in books</li> <li>• Discuss words that capture the reader's</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Discuss words that capture the reader's interest and imagination</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Discuss words that capture the reader's interest and imagination</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Identify themes in books</li> <li>• Discuss words that capture the reader's</li> </ul>	<p><b><u>Main text:</u></b></p>  <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Identify themes in books</li> <li>• Discuss words that capture the reader's</li> </ul>

<ul style="list-style-type: none"> <li>Read most Y3 common exception words (see NC appendix)</li> <li>GD Read all Y3 common exception words (see NC appendix)</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>GD Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction</li> <li>Read books that are structured in different ways</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell at least 1 of these orally</li> <li>GD Begin to use dictionaries to check the meaning of words that they have read</li> </ul>	<p>interest and imagination</p> <ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding of words</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Ask questions to improve their understanding of a text</li> <li>Predict what might happen from details stated</li> <li>GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes in books</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Predict what might happen from details stated</li> <li>GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Identify how language, structure and presentation contribute to meaning, including paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>Identify main ideas drawn from within one paragraph and begin to summarise these</li> <li>GD Identify main ideas drawn from within one paragraph and summarise these</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>Identify main ideas drawn from within one paragraph and begin to summarise these</li> <li>GD Identify main ideas drawn from within one paragraph and summarise these</li> </ul>	<p>interest and imagination</p> <ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding of words</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Predict what might happen from details stated</li> <li>GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>GD Begin to use dictionaries to check the meaning of words that they have read</li> </ul>	<p>interest and imagination</p> <ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>Identify main ideas drawn from within one paragraph and begin to summarise these</li> <li>GD Identify main ideas drawn from within one paragraph and summarise these</li> <li>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly</li> </ul>
	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Read poems aloud and perform play scripts</li> </ul>		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Read poems aloud and perform play scripts</li> </ul>		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Read poems aloud and perform play scripts</li> </ul>	
<p><b>Maths</b></p>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50</li> </ul>	<p><b>Number - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally,</li> </ul>	<p><b>Number – Multiplication and Division</b></p>	<p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>Count up and down in tenths; recognise that tenths arise</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm);</li> </ul>	<p><b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D</li> </ul>

	<p>and 100; find 10 or 100 more or less than a given number</p> <ul style="list-style-type: none"> <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>Read and write numbers up to 1000 in numerals</li> <li>Read and write numbers up to 1000 in words</li> <li>Solve number problems and practical problems involving these ideas</li> <li><b>GD</b> Identify, represent and estimate numbers using different representations</li> </ul>	<p>including a three-digit number and ones</p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including a three-digit number and tens</li> <li>Add and subtract numbers mentally, including a three-digit number and hundreds</li> <li>Add numbers with up to three digits using the formal method of column addition</li> <li>Subtract numbers with up to three digits using the formal method of column subtraction</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li><b>GD</b> Estimate the answer to a calculation and use inverse operations to check answers</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>	<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 he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li><b>GD</b> 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>from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <ul style="list-style-type: none"> <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 show, using diagrams, equivalent fractions with small denominators</li> <li>Add fractions with the same denominator within one whole e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math></li> <li>Subtract fractions with the same denominator within one whole e.g. <math>\frac{6}{7} - \frac{1}{7} = \frac{5}{7}</math></li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li><b>GD</b> Record <math>\frac{1}{10}</math> as 0.1, <math>\frac{3}{10}</math> as 0.3 etc</li> <li><b>GD</b> Solve fraction problems</li> </ul>	<p>mass (kg/g); volume/capacity (l/ml)</p> <ul style="list-style-type: none"> <li>Measure the perimeter of simple 2-D shapes</li> <li>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li><b>GD</b> 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><b>GD</b> Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li><b>GD</b> Compare durations of events e.g. to calculate the time taken by particular events or tasks</li> </ul>	<p>shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <ul style="list-style-type: none"> <li>Recognise angles as a property of shape or a description of a turn</li> <li>Identify right angles and identify whether other angles are greater or less than a right angle</li> <li>Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn</li> <li><b>GD</b> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables</li> <li><b>GD</b> Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables</li> </ul>
<b>Science</b>	<b>We are botanists!</b> Context: The NFU would like you to investigate the best conditions for a	<b>We are geologists!</b> Context: The Natural History Museum would like you to become geologists and	<b>We are lighting technicians!</b> Context: As a lighting technician, investigate	<b>We are personal trainers!</b> Context: As a personal trainer, investigate the importance of nutrition	<b>We are toy designers!</b> Context: A toy company wants you to investigate forces and produce a magnetic game.	<b>Consolidation</b>

<p>variety of plants to grow as botanists.</p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore and describe 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>	<p>investigate rocks, fossils and soils.</p> <p><b><u>Rocks</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	<p>how behaves and shadows are formed.</p> <p><b><u>Light</u></b></p> <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 eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows change</li> </ul>	<p>and its contribution to healthy muscles and bones.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>Set up simple practical comparative enquiries</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Report on findings from enquiries, including oral and written explanations of results and conclusions</li> <li>Use results to draw simple conclusions</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support his/her findings</li> <li><b>GD</b> Set up simple practical enquiries, comparative and fair tests</li> <li><b>GD</b> Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information</li> <li><b>GD</b> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li><b>GD</b> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>					

<p><b>RE</b></p>	<p><b><u>How did the world begin?</u></b></p> <ul style="list-style-type: none"> <li>• Know that the world contains unique, beautiful and natural things</li> <li>• Know what people of different faiths believe about how the world began</li> <li>• Know what people of different faiths believe about their responsibility for the world</li> <li>• Know how people in different faiths give thanks for the world</li> <li>• <b>GD</b> Make links between my values and what is important to me and the way I think and behave</li> <li>• <b>GD</b> Ask questions about things that puzzle me</li> </ul>	<p><b><u>Christianity 5: The Bible</u></b></p> <ul style="list-style-type: none"> <li>• Know why the Bible is special</li> <li>• Know how Christians use the Bible in their lives</li> <li>• Find out what the 10 commandments are and how they relate to modern life</li> <li>• Identify the deeper meaning of the story 'The Lost Sheep'</li> <li>• <b>GD</b> Make links between people's beliefs and how they live and behave</li> <li>• <b>GD</b> Make links between my values and what is important to me and the way I think and behave</li> </ul>	<p><b><u>Judaism 1: Shabbat- A day of rest</u></b></p> <ul style="list-style-type: none"> <li>• Know why Shabbat is important to Jews</li> <li>• Know why Jews observe a day of rest</li> <li>• Know why Jews attend the Synagogue</li> <li>• <b>GD</b> Describe what a believer might learn from a religious story or festival</li> </ul>	<p><b><u>Judaism 2: Festivals of the Jewish Year</u></b></p> <ul style="list-style-type: none"> <li>• Know some of the ways festivals teach about the past</li> <li>• Know why it is important to keep traditions and customs alive</li> <li>• Know what these festivals teach about the Jews' relationship with God</li> <li>• <b>GD</b> Describe what a believer might learn from a religious story or festival</li> </ul>	<p><b><u>Buddhism 1: The Buddha</u></b></p> <ul style="list-style-type: none"> <li>• Know what a Buddha is</li> <li>• Know the Buddha taught how people should live</li> <li>• <b>GD</b> Compare my ideas and beliefs with those of other people</li> </ul>	<p><b><u>Buddhism 2: Living as a Buddha</u></b></p> <ul style="list-style-type: none"> <li>• Know the importance of a temple or Buddhist centre</li> <li>• Know why Buddhists have images of the Buddha</li> <li>• <b>GD</b> Make links between my values and what is important to me and the way I think and behave</li> <li>• <b>GD</b> Ask questions about things that puzzle me</li> </ul>
<p><b>PSHE</b></p> <p><b><u>Being My Best</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Show respect and empathy in discussions</li> <li>• <b>GD</b> Work cooperatively and share responsibilities</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Talk about emotions using a wide range of vocabulary.</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Understand what makes a family stable and safe (e.g. spending time, support).</li> <li>• Understand that it's normal to feel lonely sometimes and that help is available.</li> <li>• Learn how to stay safe in everyday situations, including responding to strangers.</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Understand the risks of not being active, including how it affects the body.</li> </ul>		<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• Learn how to stay safe around water and the importance of the water safety code.</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Name external genitalia using accurate terms.</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Discuss setting personal boundaries and respecting others' boundaries.</li> </ul>
<p><b>Computing</b></p>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• Identify and explain inputs and outputs</li> <li>• Recognise how sharing information can change the way we work</li> <li>• Explore how devices are connected</li> </ul>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>• Write and debug simple programs that accomplish a goal</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Work with variables and a form of input and output</li> </ul>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>• Write and debug simple programs that accomplish a goal</li> <li>• Use sequence, selection and repetition in programs</li> </ul>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>• Write and debug simple programs that accomplish a goal</li> <li>• Use sequence, selection and repetition in programs</li> </ul>	<p><b><u>LIFE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• Edit the layout of text and images on a page</li> <li>• Choose the most appropriate page settings</li> <li>• Add content to a desktop publishing projects</li> </ul>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• Edit the layout of text and images on a page</li> <li>• Choose the most appropriate settings</li> <li>• Consider the benefits of desktop publishing and using different layouts</li> </ul>

	<p>digitally and physically</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use logical reasoning to explain how some simple algorithms work</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Begin to use text-based programming</li> </ul>	<ul style="list-style-type: none"> <li>• Work with variables and a form of input and output</li> <li>• Begin to use logical reasoning to explain how some simple algorithms work</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Begin to use text-based programming</li> <li>• <b>GD</b> Begin to transfer skills from block coding to text-based coding</li> </ul>	<ul style="list-style-type: none"> <li>• Work with variables and a form of input and output</li> <li>• Begin to use logical reasoning to explain how some simple algorithms work</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Begin to use text-based programming</li> <li>• <b>GD</b> Detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the benefits of desktop publishing and using different layouts</li> </ul>	
<p><b>PE</b></p> <p>Intensive swimming courses</p>	<p><b>INDOOR: Gymnastics</b></p> <p><b>OUTDOOR: Cricket</b></p>	<p><b>INDOOR: Health-related exercise</b></p> <p><b>OUTDOOR: Football</b></p>	<p><b>INDOOR: Invictus</b></p> <p><b>OUTDOOR: Forest School</b></p>	<p><b>INDOOR: Dance</b></p> <p><b>OUTDOOR: Basketball</b></p>	<p><b>INDOOR: Multi-skills</b></p> <p><b>OUTDOOR: Tennis</b></p>	<p><b>OUTDOOR: Athletics</b></p> <p><b>OUTDOOR: Orienteering</b></p>
<p><b>Music</b></p>	<p><b>Ballads</b></p>	<p><b>Traditional instruments and improvisation</b></p>	<p><b>Pentatonic melodies and composition</b></p>	<p><b>Developing singing technique</b></p>	<p><b>Creating compositions in response to an animation</b></p>	<p><b>Jazz</b></p>
<p><b>French</b></p>	<p><b>French greetings</b></p> <p><b>French adjectives of colour, size and shape</b></p>	<p><b>French playground games, numbers and age</b></p>	<p><b>French classroom</b></p> <p><b>A circle of life</b></p>			