

Year 3

		Autumn		Spring		Summer	
English	Read	A range of texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)	A range of texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A range of texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A range of texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A range of texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)	A range of texts will be used to support and extend the children's wider curriculum knowledge. Children will: • show an understanding of the meaning of vocabulary in context (2a) • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b) • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c) • identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)
	Write	Based on the	Adventure Story – Ice Palace (linked to	One Plastic Bag – non-chronological report	A pebble in my pocket: A history of our Earth -	Firework Maker's Daughter – Philip	Fiction – Roald Dahl:

		Book, Diary of a Killer Cat: sentence level, character description, diary entry Based on the Book, Cinderella of the Nile: descriptive writing using imagery – character/setting	Guided Reading unit) – setting description & alternative ending Grimm’s Tales (Philip Pullman) Cinderella – alternative ending	about plastic pollution, setting description & instructions.	Meredith Hooper and Chris Coady Explanation text – how rocks (sedimentary) are made See CLPE planning Poetry - Jelly boots, Smelly boots - Michael Rosen - Practise and perform	Pullman: Informal letter, setting description, write a missing chapter	Charlie and the Chocolate Factory - character description - Augustus Gloop Setting description – chocolate room Persuasive advert – healthy snack
	Spell	NC Spelling Appendix Y3	NC Spelling Appendix Y3	NC Spelling Appendix Y3	NC Spelling Appendix Y3	NC Spelling Appendix Y3	NC Spelling Appendix Y3
	Maths	Place Value Step 1 Represent numbers to 100 Step 2 Partition numbers to 100 Step 3 Number line to 100 Step 4 Hundreds Step 5 Represent numbers to 1,000 Step 6 Partition numbers to 1,000 Step 7 Flexible partitioning of numbers to 1,000 Step 8 Hundreds, tens and ones Step 9 Find 1, 10 or 100 more or less Step 10 Number line to 1,000 Step 11 Estimate on a number line to 1,000 Step 12 Compare numbers to 1,000 Step 13 Order numbers to 1,000 Step 14 Count in 50s Addition and Subtraction Step 1 Apply number bonds within 10 Step 2 Add and subtract 1s Step 3 Add and subtract 10s Step 4 Add and subtract 100s Step 5 Spot the pattern Step 6 Add 1s across a 10 Step 7 Add 10s across a 100 Step 8 Subtract 1s across a 10 Step 9 Subtract 10s across a 100 Step 10 Make connections	Addition and Subtraction Step 11 Add two numbers (no exchange) Step 12 Subtract two numbers (no exchange) Step 13 Add two numbers (across a 10) Step 14 Add two numbers (across a 100) Step 15 Subtract two numbers (across a 10) Step 16 Subtract two numbers (across a 100) Step 17 Add 2-digit and 3-digit numbers Step 18 Subtract a 2-digit number from a 3-digit number Step 19 Complements to 100 Step 20 Estimate answers Step 21 Inverse operations Step 22 Make decisions Multiplication and Division (A) Step 1 Multiplication – equal groups Step 2 Use arrays Step 3 Multiples of 2 Step 4 Multiples of 5 and 10 Step 5 Sharing and grouping Step 6 Multiply by 3 Step 7 Divide by 3 Step 8 The 3 times-table Step 9 Multiply by 4 Step 10 Divide by 4 Step 11 The 4 times-table Step 12 Multiply by 8 Step 13 Divide by 8 Step 14 The 8 times-table Step 15 The 2, 4 and 8 times-tables	Multiplication and Division (B) Step 1 Multiples of 10 Step 2 Related calculations Step 3 Reasoning about multiplication Step 4 Multiply a 2-digit number by a 1-digit number – no exchange Step 5 Multiply a 2-digit number by a 1-digit number – with exchange Step 6 Link multiplication and division Step 7 Divide a 2-digit number by a 1-digit number – no exchange Step 8 Divide a 2-digit number by a 1-digit number – flexible partitioning Step 9 Divide a 2-digit number by a 1-digit number – with remainders Step 10 Scaling Step 11 How many ways? Measurement (Length and Perimeter) Step 1 Measure in metres and centimetres Step 2 Measure in millimetres Step 3 Measure in centimetres and millimetres Step 4 Metres, centimetres and millimetres Step 5 Equivalent lengths (metres and centimetres) Step 6 Equivalent lengths (centimetres and millimetres) Step 7 Compare lengths Step 8 Add lengths Step 9 Subtract lengths Step 10 What is perimeter? Step 11 Measure perimeter Step 12 Calculate perimeter	Fractions (A) Step 1 Understand the denominators of unit fractions Step 2 Compare and order unit fractions Step 3 Understand the numerators of non-unit fractions Step 4 Understand the whole Step 5 Compare and order non-unit fractions Step 6 Fractions and scales Step 7 Fractions on a number line Step 8 Count in fractions on a number line Step 9 Equivalent fractions on a number line Step 10 Equivalent fractions as bar models Measurement (Mass and Capacity) Step 1 Use scales Step 2 Measure mass in grams Step 3 Measure mass in kilograms and grams Step 4 Equivalent masses (kilograms and grams) Step 5 Compare mass Step 6 Add and subtract mass Step 7 Measure capacity and volume in millilitres Step 8 Measure capacity and volume in litres and millilitres Step 9 Equivalent capacities and volumes (litres and millilitres) Step 10 Compare capacity and volume Step 11 Add and subtract capacity and volume.	Fractions (B) Step 1 Add fractions Step 2 Subtract fractions Step 3 Partition the whole Step 4 Unit fractions of a set of objects Step 5 Non-unit fractions of a set of objects Step 6 Reasoning with fractions of an amount Measurement (Money) Step 1 Pounds and pence Step 2 Convert pounds and pence Step 3 Add money Step 4 Subtract money Step 5 Find change Time Step 1 Roman numerals to 12 Step 2 Tell the time to 5 minutes Step 3 Tell the time to the minute Step 4 Read time on a digital clock Step 5 Use am and pm Step 6 Years, months and days Step 7 Days and hours Step 8 Hours and minutes – use start and end times Step 9 Hours and minutes - use durations Step 10 Minutes and seconds Step 11 Units of time Step 12 Solve problems with time	Geometry (Shape) Step 1 Turns and angles Step 2 Right angles Step 3 Compare angles Step 4 Measure and draw accurately Step 5 Horizontal and vertical Step 6 Parallel and perpendicular Step 7 Recognise and describe 2-D shapes Step 8 Draw polygons Step 9 Recognise and describe 3-D shapes Step 10 Make 3-D shapes Statistics Step 1 Interpret pictograms Step 2 Draw pictograms Step 3 Interpret bar charts Step 4 Draw bar charts Step 5 Collect and represent data Step 6 Two-way tables

Science	Animals including humans We will: 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 Identify that humans and some animals have skeletons and muscles for support, protection and movement. Growth Health Variation Observe Investigate	Rocks We will: 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. Cause and effect Identify Classify Investigate	Fossils We will: Describe in simple terms how fossils are formed when things that have lived are trapped within rock Cause and effect Identify Classify Investigate Soils We will: Recognise that soils are made from rocks and organic matter. Cause and effect Identify Classify Investigate	Light We will: 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 sizes of shadows change. Observe Investigate Predict	Plants We will: Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Growth Cause and effect Variation Observe Identify Classify	Forces and magnets We will: Compare how 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. Energy Cause and effect
	Our local area: Handsworth Our Locality	Living in the freezer The World		Looking at Europe The World The children will begin to learn more about		

	The children learnt about their local area in Year One. They will build on this learning and, alongside their developing skills in mapwork and fieldwork, they will study their local area in more depth. They will consider land use, the quality of their local area, and consider how they could improve it. Place knowledge and locational knowledge Pupils develop a sense of place and know about where they live. Pupils can locate Handsworth and understand its location within the city of Sheffield. Geographical Skills and Field Work Pupils investigate the land use in Handsworth through field work and by using maps, atlases and globes. Pupils consider the quality of the environment in Handsworth. Pupils will use compass directions and grid references to draw maps. draw maps. Understanding Pupils understand that human actions and processes can significantly impact towns. Pupils recognise the importance for sustainability in their local area. Key objectives • To draw sketch maps and work out distances and directions.	The children will build upon their learning about the polar regions from key stage 1 and the foundation stage but will now take their understanding further. Exploring the seasonal changes in the polar regions and the impact on wildlife. They will use thermometers, and interpret data. Place knowledge and locational knowledge Pupils identify and locate the polar regions using maps/globes. Pupils identify which countries lie in the arctic circle. Pupils can compare a contrasting place in the world. Geographical Skills and Field Work Pupils use thermometers and record temperature. Pupils use interpret data. Understanding Pupils understand how the seasons affect the polar regions. Pupils know about the wildlife that live in the polar regions. Key objectives • To recognise what creates a cold place both locally and globally. • To recognise where cold places might be located. • To learn how to use thermometers and record temperatures. • To identify the location of the polar regions. • To describe why these regions are so cold. • To identify the countries which lie within the Arctic Circle.	Europe and begin to understand the cultural differences between some countries. They will see how different countries have unique identities, and understand that the different environments can attract visitors for holidays. Place knowledge and locational knowledge Pupils locate countries of the European Union. Pupils identify the main physical and human features of Europe. Pupils learn about a specific place in the European Union. Pupils know that countries in Europe all have their own identity. Geographical Skills and Field Work Pupils use secondary sources for research. Pupils make comparisons between two places in Europe. Understanding Pupils begin to know that Europe is constantly changing. Key objectives • To develop an awareness of the main physical and human features of Europe. • To identify countries of the European Union (EU). • To understand how to work out exchange rates. • To identify how different types of environment provide potential areas for holidays. • To learn about a specific place in the European Union. • To make comparisons between two places in Europe.
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	• To understand that towns are dynamic and in constant change. • To identify types of buildings and activities found in towns. • To record and colour-code buildings on a map. • To understand how to observe and identify issues in a local area. • To investigate the buildings in the town. • To carry out a survey. • To collate data collected in the field. • To draw conclusions from fieldwork information. • To identify traffic issues.	• To recognise that the amount of ice changes with the seasons, understanding that in summer there is constant daylight and in winter constant darkness. • To learn about a contrasting place in a distant part of the world. • To know about different types of wildlife found in the Arctic. • To recognise the impact of seasonal change on a place and its wildlife. • To identify what a specific place is like. • To recognise and make connections between different places around the world • To recognise that places have their own character • To understand how people adapt to living in difficult places. Key concepts Sustainability Place Space Scale Environment Interconnections Physical processes Human processes	• To know that countries in Europe all have their own individual identities. • To recognise that Europe is constantly changing. Key concepts Place Space Scale Environments Physical and human processes
History	Stone Age to Iron Age Children will learn about the aspects of life from the Stone age to the Iron age. They will learn about the similarities and differences between these ages and how the developments of materials improved the lives of these people. CONCEPTS Chronology Use of evidence Continuity and Change Similarity and differences Sequence	Local history – mining and steel industry Children will find out about how industry has developed in Sheffield over the past 200 years. They will learn what life was like for those involved in the coal and steel industry and compare it to those in these industries today. They will learn why these developments were significant and how they improved people's lives. CONCEPTS Chronology	Romans Children will find out about different Roman invasions and why their third attempt was successful. They will find out about the Roman armies and life on Hadrian's wall. They will study Boudicca and evaluate the evidence we have about her. They will find out about the influence that Romans had on the Celtic people and how their lives were affected by the arrival of the Romans. CONCEPTS

	KNOWLEDGE The Stone Age included the Palaeolithic, Mesolithic and Neolithic times. Stone Age hunter gatherers developed skills over time which led to a change in housing, farming and settlements. Knowledge of Stonehenge and the link to the Stone Age. SKILLS Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events. Find out about everyday lives of people in time studied. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Use relevant historical vocabulary. Use a range of sources to find out about a period. Observe small details – artefacts, pictures. UNDERSTANDING To understand the changes in Britain from the Stone Age to the Iron Age. VOCABULARY Archaeologists, Artefact, Neolithic, B.C., Chronology, Tribal, Hunter, Shelter, Civilization, Settlement, Prey	Use of evidence Continuity and Change Significance of people Sequence KNOWLEDGE Know about the history of industry in Sheffield and how this has changed. Know about Benjamin Huntsman and why he is significant. Know what life was like for people working in the steel industry at different points in time SKILLS Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Compare with our life today Use relevant historical vocabulary Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the library and internet for research Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the library and internet for research UNDERSTANDING Identify reasons for and results of people's actions Understand the significance of developments in industry	Chronology Use of evidence Cause and consequence Significant events Interpretations of History Empire Culture KNOWLEDGE The Romans attempted to invade twice before they were successful on their third attempt Know when, where and how the Romans invaded Britain Know the features of Roman armour Know the story of Boudicca Know about the lives of Celtic people SKILLS Offer a reasonable explanation for some events Identify key features and events of time studied (army) Choose relevant material to present a picture of one aspect of life in time past Place events from period studied on time line. Begin to evaluate the usefulness of different sources answer questions by bringing together knowledge from several sources Ask a variety of questions and suggest ways to find answers Use terms related to the period and begin to date events UNDERSTANDING Understand more complex terms eg. BC/AD How life changed for people living in Britain when the Romans arrived How we know about life in Roman Britain and especially on Hadrian's Wall
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		VOCABULARY Artefact, Century, Change, Chronology, Continuity, Decade, Discovery, International, Local, Metal-working, Museum, Nation, Past, Present, Primary evidence, Secondary evidence, Yesterday	Why some tribes did not welcome the Romans and why some did. Why do we know so little about this period of history – which sources can we use? Why the Roman Army was so successful in building up the Roman Empire Why they wanted to control the minerals and exports from this country VOCABULARY Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga
Art	<u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance. Disciplines: Drawing, Sketchbooks Key Concepts: • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we	<u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. Disciplines: Painting, Sewing, Drawing, Sketchbooks Key Concepts: • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.	<u>Making Animated Drawings</u> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets. Disciplines: Drawing, Animation, Sketchbooks Key Concepts: • That artists can make animations by creating drawings which move in a sequence. • That we can use all our mark making skills and imagination to make our drawings visually engaging. • That we can use our moving drawings to share narratives.

	can use the qualities of the material (charcoal) to capture the drama.	• That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. • That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.	
DT	Structures Make a box for presents - Christmas NC: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate, disassembly, evaluate • Investigate structures and how they are made stable. • Look at different examples of tribal houses and discuss their similarities/differences. Focus Practical tasks Explore a range of materials and make decisions based on the requirements of the end product. • Explore the properties of different materials and think about which ones are suitable for each section of their roof/stable structure. • Think about strength, stability, malleability and other features in this exploration lesson. • Explore how materials can be made stronger and stiffer.	Food Healthy and varied diet (including cooking and nutrition requirements for KS2) To design and make a European food dish (Pizza) NC: Understand and apply the principles of a healthy and varied diet. Investigate, disassembly, evaluate • Children investigate a range of food products e.g. the content of their lunchboxes , a selection of foods provided for them • Link to the principles of a varied and healthy diet using the eat well plate e.g. What ingredients have been used? Which food groups do they belong to? • What substances are used in the products e.g. nutrients, water and fibre? Focus Practical tasks • Cutting and slicing different food stuff • Tasting different food stuff	TEXTILES: 2-D shape to 3-D product Make a pencil case NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures Investigate, disassembly, evaluate • Variety of fabric pencil cases. • Investigate panels/nets used to create different shapes. • Improve on existing designs, giving reasons for choices. • Identify some of the great designers in different areas of study to generate ideas from their designs • Focussed practical tasks • Investigate a variety of different fabric pencil cases, looking at the nets and panels that go together to create different shapes. • Why do we use pencil cases?

	• Think of and describe ways of strengthening paper and card, then experiment with strengthening and joining paper and card in order to further develop their ideas. • Investigate if different materials are better to catch the wind and rain than others? Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, and shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of existing shell Structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <u>Concepts</u> Design Make Evaluate	• Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eat well Plate. • Measure and weigh ingredients appropriately. Follow a recipe. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc.) • Children will measure, mark out and assemble components with more accuracy. Designing • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, and shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. Evaluating • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.	• Try out a variety of different stitching techniques. • Investigate the pros and cons of different fabrics for different purposes before selecting fabric for their project • investigate and select an appropriate fastening device/technique for their project • Different fastening methods • Measure and mark out to the nearest mm. Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <u>Concepts</u> Design Make Evaluate
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			Test and evaluate their own products against design criteria and the intended user and purpose. Concepts Design Make Evaluate			
PSHE	M1) How do I manage my feelings? Os1) Online strangers (P1) Consent KS2 Giving and seeking permission British Values Introduction	Fa1) Do Families always stay the same? Fa2) Are all families like mine? Os2) Sharing Online(P2) Racism <u>Lesson 1: Talking about race and racism</u> British Values Rule of Law	Fr1) What makes a good friend? Fr2) Are all friends the same? Os3) Friendship Online (S1) Consent KS2 Personal boundaries British Values Democracy	C1) How do we make the world fair? C2) Where do you feel like you belong? Os4) Personal Information (C2) Racism <u>Lesson 2: Defining anti-racism</u> British Values Individual Liberty	P1) How do I keep my body healthy? P2) How do I get a healthy diet? Os) Screen Time L1* Os) Sleep L2* H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) Consent KS2 Appropriate and inappropriate touch British Values Respect and Tolerance	Os4) Personal Information (C2) Os) Deciding what is appropriate L3 * Os) Suspicious Messages C4 * First Aid – Bites and stings British Values Summary / Evaluation
PE	Fundamentals Show balance, coordination and	Dance Children create dances in	Ball Skills Pupils will develop their	Dodgeball Children will improve on	Basketball Children will be encouraged	Athletics Children will develop basic running,

	technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. Tennis Children will be introduced to the basic skills required in tennis. Children will learn the importance of the ready position. They will develop	relation to an idea including historical and scientific stimuli. Children work individually, with a partner and in small groups, sharing their ideas. Children develop their use of counting and rhythm. Children learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. OAA Children develop problem solving skills through a range of challenges. Children work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Children learn to orientate a map, identify key symbols and follow routes	fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. Gymnastics Children focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Children develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and	key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Children are given opportunities to evaluate and improve on their own and others performances. Yoga Children learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility	to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Children will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Children will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement Cricket Children learn how to strike the ball into space so that	jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Children are also given opportunities to measure, time and record scores. Rounders Children learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, children have to think about how they use
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	throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	.	develop linking sequences smoothly with actions that flow. Children develop their confidence to perform, considering the quality and control of their actions.	and balance. The learning includes breathing and meditation taught through fun and engaging activities. Children will work independently and with others to create their own yoga flows. They will link poses together to create a flow and use key terminology when providing feedback and thinking what they need to do to improve. They will learn to transition from pose to pose in time with their breath	they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, children achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	skills, strategies and tactics to outwit the opposition. Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
Computing	Computer Systems and Networks -	Creating Media - Stop-frame Animation	Programming A – Sequence in Music	Data and Information –	Creating Media – Desktop Publishing	Programming B – Events and Actions

	Connecting Computers To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation	To explore a new programming environment I can identify that each sprite is controlled by the commands I choose To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description	Branching Databases To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To identify objects using a branching database To explain why it is helpful for a database to be well structured To compare the information shown in a pictogram with a branching database	To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge
Music	Charanga Unit - Let your Spirit Fly <u>Listen and Appraise only</u> Genre - RnB and other styles Listen and Appraise songs: - Let Your Spirit Fly by Joanna Mangona - Colonel Bogey March by Kenneth Alford - Consider Yourself from the musical 'Oliver!'	<u>Listen and Appraise activities see MTP</u> <u>Sheffield Music Hub Singing Seasonal Repertoire</u> The repertoire builds on the Pulse and Rhythm skills being developed in Autumn 1, as well as encouraging vocal confidence. When teaching the music, we will use language and visuals used to teach	Charanga Unit - Three Little Birds <u>Listen and Appraise only</u> Genre – Reggae Listen and Appraise songs: - Three Little Birds by Bob Marley - Jamming by Bob Marley - Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals	Charanga Unit - The Dragon Song <u>Listen and Appraise only</u> Genre - A little bit funky and music from around the world Listen and Appraise songs: - The Dragon Song by Joanna Mangona and Pete Readman - Birdsong - Chinese Folk Music - Vaishnava Java - A Hindu Song	Charanga Unit - Bringing Us Together <u>Listen and Appraise only</u> Genre – Disco Listen and Appraise songs: - Bringing Us Together by Joanna Mangona and Pete Readman - Good Times by Nile Rodgers - Ain't Nobody by Chaka Khan - We Are Family by Sister Sledge	Charanga Unit - Reflect, Rewind And Replay <u>Listen and Appraise only</u> Genre - Western Classical music Listen and Appraise songs: - L'Homme Armé by Robert Morton (Early Music) - Les Tricoteuses (The Knitters) from the Baroque era - The Clock: II Andante by Franz

	• Ain't No Mountain High Enough by Marvin Gaye • You're The First, The Last, My Everything by Barry White <u>Sheffield Music Hub Singing and Performance Technique</u> Exploring pulse and rhythm to provide a bedrock of music making and quality listening. Children should explore walking/moving/clapping to a steady beat and be able to confidently identify changes in speed (<i>tempo</i>) Repeat copy-cat rhythms using both notation and word-pattern chants including crochet, quavers and rests. Introduce and understand the differences between crotchets and paired quavers. Use and understand	musicianship including beat, pulse, or rests. Building on the culture of learning raps and chants, students will be taught lyrics to songs using the same methods, encouraging a strong sense of pulse and rhythm. At this point in the year we aspire to students singing songs with a confident sense of pulse, rhythms and expressive voices. These activities focus on listening with attention to detail and recall sounds with increasing aural memory	• Ram Goat Liver by Pluto Shervington • Our Day Will Come by Amy Winehouse <u>Sheffield Music Hub Singing - Pitch and Harmony</u> Focus on exploring pitch, understanding the relationship between notes as higher and lower, and exploring notes happening at the same time to create a harmony. By using; • Kodaly Method (do-do) • Rounds • Match Songs • Simple harmonies • Visualisation/Notation students will learn about the pitch capabilities of their own voice by singing collectively and at the same pitch. They will listen with attention to detail and recall sounds with increasing aural memory Students will sing a widening range of	• A Turkish Traditional Tune • Aitutaki Drum Dance from Polynesia • Zebaidir Song from Sudan <u>Sheffield Music Hub Singing – Seasonal Repertoire</u> Perform a range of songs in school assemblies Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	• Ain't No Stopping Us Now by McFadden and Whitehead • Car Wash by Rose Royce <u>Sheffield Music Hub Singing – Singing and Performance Techniques</u> We will focus on good physical preparation for singing; warming up, breath control, posture, in order to make sure they are best prepared for good singing technique. They will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to confidently perform using expression, including understanding the context and lyrics of a song, and the impact of their performance decisions on an audience. Students will be comfortable using vocabulary describing	Joseph Haydn (from the Classical era) • The Clock: II Andante by Franz Joseph Haydn (from the Classical era) • Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century) • Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz) <u>Sheffield Music Hub Singing - Seasonal Repertoire</u> We will see assured performances that are technically sound and engaging to listen to. Students should feel a shared responsibility for the quality of the outcome and a sense of pride in their accomplishments. We will also open a discussion as to where they can take their music making next. Now that this package has ended, what will they do now as a class and as individuals to
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	staff and other musical notations. While each class may differ in their fluency of reading each class should have the opportunity to see simple bars of music. Students should feel confident reading simple bars of music and may write some rhythms of their own. By using; • Raps • Rhymes • Chants • Body percussion • Tongue twisters students will start to feel the weight and stress on words to indicate bars, beat groupings, and begin to understand pulse keeping to aid musical precision and speed. Students will apply word chants to rhythms, understanding how to link each syllable to one musical note. They will use their voices expressively and creatively by singing songs and speaking chants and		unison songs of varying styles and structures with a pitch range of do-do, tunefully and with expression. Groups will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. We will experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Students will focus on singing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. They will experiment with, create, select		the dimensions of music and confidently make appropriate choices of dimensions of music when singing such as; • Dynamics (forte/piano/ crescendo/diminen do) • Tempo • Structure (verse/chorus /part 1/part 2) • Articulation • Expression Students will take ownership of their sound and apply their understanding of music making to their voices. <i>What makes a good performance?</i> Students will observe phrasing, accurate pitching and appropriate style. Students will develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect	continue their musical development?
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	rhymes.		and combine sounds using the inter-related dimensions of music.		fellow performers and acknowledge applause They will compare different performance styles and examine what decisions performers have made to best affect their audience. Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	
RE	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M, J, NR)
MFL	Phonetics lesson 1 (C) & I'm Learning Spanish (E)	Seasons (E)	Musical Instruments (E)	Fruits or Vegetables (E)	Ice-Creams (E)	Ancient Britain (E)