

Curriculum Overview Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> (see White Rose Maths Hub for more details)	Number - Place Value Number - addition and Subtraction	Number - Multiplication & Division Measurement (length)	Number - Multiplication and Division Measurement (Time)	Number - Fractions	Number - Fractions Geometry - Properties of Shape	Measurement (Length, Mass, volume, Shapes) Statistics
<b>English</b>	Narrative: The Green Ship - Adventure Story - Link with settings/paragraphs (5 Weeks)  Shape Poems and Calligrams (2 Weeks)	Non Fiction: Instructions (4 Weeks) Iron Man Link  Poems which play with language/performance (3 Weeks)	Non Fiction: Non-Chronological Reports: (5 Weeks)  CC with Geography topic: Florida	Narrative: Gorilla - Dialogue (3-4 Weeks)  Into the Forest Link Hansel and Gretel	Non-Fiction: Discussion writing: (6 Weeks)  CC with Geography Question: Megacities	Narrative: Mystery - Openings (3-4 Weeks) (Secret Garden)  Myths and Legends - Link with Roman history (2-3 Weeks)
<b>Reading</b>	Listening to and discussing a wide range of <b>fiction, poetry</b> , plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination.  Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Listening to and discussing a wide range of <b>fiction, poetry</b> , plays, <b>non-fiction</b> and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Discussing words and phrases that capture the reader's interest and imagination.  Identifying how language, structure, and	Using dictionaries to check the meaning of words that they have read. Listening to and discussing a wide range of <b>fiction, poetry</b> , plays, <b>non-fiction</b> and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.  Identifying how language, structure, and presentation contribute to meaning.	Increasing their familiarity with a wide range of books, including <b> fairy stories, myths and legends</b> , and retelling some of these orally. Listening to and discussing a wide range of <b>fiction, poetry</b> , plays, <b>non-fiction</b> and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these.	Listening to and discussing a wide range of <b>fiction, poetry</b> , plays, <b>non-fiction</b> and reference books or textbooks. Identifying themes and conventions in a wide range of books.  Identifying how language, structure, and presentation contribute to meaning.	Listening to and discussing a wide range of <b>fiction, poetry</b> , plays, non-fiction and reference books or textbooks. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry].  Predicting what might happen from details stated and implied.

	Asking questions to improve their understanding of a text.	presentation contribute to meaning.				
<b>Grammar, Punctuation and Spelling</b>	<p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• 3 - ed</li> <li>• Verb person</li> <li>• Emotion word, comma</li> <li>• The more, the more</li> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Singular/Plural</li> <li>• Tense (Past, Present, Future)</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Capital Letters and Full Stops</li> <li>• Question and exclamation marks</li> <li>• Apostrophes to mark contracted forms in spelling</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Common exception words</li> <li>• Prefixes: un, pre, dis, mis, re</li> <li>• Suffixes: s, es, ed, ing, er</li> <li>• GPC words with ei, eigh, ey, aigh</li> </ul> <p>Proof reading</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• Noun, which/who/where</li> <li>• De:de</li> <li>• Personification of weather (revisit and review)</li> <li>• Statement, question, exclamation, command</li> <li>• Suffix</li> <li>• Adjective/ noun/ noun phrases/ verb/ adverb</li> <li>• Alliteration</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Commas after fronted adverbials</li> <li>• Colon before list</li> <li>• Commas in lists</li> <li>• Apostrophes to mark singular possession</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Short vowel sound i, y, o, u, ui, e</li> <li>• Short vowel sound u, o, ou, oe, oo</li> <li>• Homophones: break/brake great/grate eight/ate weight/wait son/sun</li> <li>• Apostrophes: Can't, didn't</li> </ul> <p>Proof reading</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• Double ly ending</li> <li>• Adverbials</li> <li>• Connective</li> <li>• Generalisers</li> <li>• Word Family</li> <li>• Conjunction</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Ellipses</li> <li>• Inverted commas for direct speech</li> <li>• Speech bubbles</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Suffixes: ness, ful, less, ly</li> <li>• Prefixes: sub, tele, super, auto</li> <li>• 'Sh' sound spelt 'ch' - sh, s, ss, t, ci, ce</li> </ul> <p>Proof reading</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• SHORT</li> <li>• ing, ed</li> <li>• Adverb</li> <li>• Preposition</li> <li>• Direct Speech</li> <li>• Inverted Commas</li> <li>• Prefix</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Inverted commas for direct speech</li> <li>• Colon before list</li> <li>• Exclamation marks</li> <li>• Apostrophes to mark contracted forms in spelling</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• 'K' sound spelt 'ch' - e.g. scheme, chorus, chemist, echo, character</li> <li>• Homophones: here/hear knot/not meat/meet missed/mist</li> <li>• Apostrophes: hasn't couldn't</li> </ul> <p>Proof reading</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• Ad, same ad</li> <li>• Many questions</li> <li>• Consonant/ vowel</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Determiner</li> <li>• Synonyms</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Ellipses</li> <li>• Commas to mark clauses and to mark off fronted adverbials</li> <li>• Question marks</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Revisit strategies for spelling at the point of writing</li> <li>• Suffixes: ly, straight onto root word, e.g. sadly, unusually</li> <li>• 'ou' sound, e.g. young, touch</li> </ul> <p>Proof reading</p>	<p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• 2 Pairs</li> <li>• Mastery</li> <li>• Relative clause</li> <li>• Relative pronoun</li> <li>• Imperative</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Commas to mark clauses and to mark off fronted adverbials</li> <li>• Apostrophes to mark singular possession</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• 'y' sound in the middle of the word, e.g. gym, myth</li> <li>• Homophones: heel/heal/he'll plain/plane berry/bury groan/grown rain/rein/reign heard/herd through/threw</li> <li>• Apostrophe: it's, I'll</li> </ul> <p>Proof reading</p>
	<b>Science</b>	<p>What do rocks tell us about the way the Earth was formed?</p>	<p>How far can you throw your shadow?</p> <p>Investigation questions:</p>	<p>Are you attractive enough?</p> <p>Investigation questions:</p>	<p>How did that blossom become an apple tree?</p> <p>Investigation questions:</p>	<p>How can Usain bolt move so quickly?</p> <p>Investigation questions:</p>

	<p>Investigation questions:          What is sand?          What is soil?          How are fossils formed?</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>Why do shadows change?          Why do cat's eyes glow at night?</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 their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<p>How mighty are magnets?          Why do magnets attract and repel?          What does friction do?</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, &amp; 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>Is it safe to eat?          What are flowers for?          Why are trees tall?</p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>What are our joints for?          How do worms move?</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>scientific skills and enquiry</p>
<p><b>Geography</b></p>	<p><u>Why do some earthquakes cause more damage than others?</u></p> <p>Physical geography including <b>climate zones</b>,</p>		<p><u>Beyond the Magic Kingdom: What is the sunshine state really like?</u></p> <p>Enable pupils to gain an understanding of the physical and human</p>		<p><u>Why do so many people in the world live in megacities?</u></p> <p>The geographical terms <b>settlement</b> and <b>urbanisation</b> will be looked at. A focus on</p>	

	<p>biomes, vegetation belts  <b>volcanoes, earthquakes</b>          Use maps, atlases and globes and digital mapping to locate countries including <b>California</b> in North America and describe features studied          Use 8 points of compass, 4 and 6 grid references, symbols and keys          Use fieldwork to observe, measure, record and present human/physical features in local area.</p>		<p>geographical features of a region in <b>North America</b> with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It focuses on aspects of <b>leisure</b> and <b>tourism</b> in some parts. Through all of the enquiries the centrality of exploring people-environment interaction is maintained as pupils gain an understanding of the significance of <b>climate</b>, natural hazards, and the conservation of the environment and living things in the lives of residents.</p>		<p>human geography will provide an understanding of what <b>megacities</b> are and how they are significant. Some of the <b>economic</b> and <b>social</b> reasons why the population of cities have increased will be explored. They will also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities. Through their enquiries pupils are able to apply, in relevant contexts, a wide range of geographical skills.</p>	
<p><b>History</b></p>		<p><b>Stone Age- How did the lives of ancient Britons change during the Stone Age?</b></p> <p><b>Describe</b> the ways of life which are typically associated with the Stone Age period of history and <b>identify</b> and give <b>reasons</b> for those which are likely to be accurate and those that are anachronisms - simply could not have occurred then;</p> <p><b>Recognise</b> that the Stone Age in Britain is a period of prehistory which began when the</p>		<p><b>Bronze Age- What is the secret of the standing stones?</b></p> <p><b>Describe</b> the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;</p> <p><b>Identify</b> and <b>describe</b> the likely use of a range of Bronze Age artefacts and <b>explain</b> why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age;</p>		<p><b>Romans-How did the arrival of the Romans change Britain?</b></p> <p><b>Identify</b> and <b>describe</b> the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;</p> <p><b>Understand through explanation</b> the motives for Emperor Claudius to invade and occupy Britain in AD 43;</p> <p><b>Interpret</b> primary sources of historical</p>

first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;

**Describe** and **suggest reasons** for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and **compare and contrast** this with how most people use beaches today;

**Describe** and **explain** how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;

**Describe** the likely features of Stone Age summer and winter camps in Britain and **offer reasons** and **explain** why they were required;

**Recognise, describe** and **compare and contrast** the difference between historical facts (what we know for certain) and historical supposition (assumptions we make

**Identify, describe** and offer **reasons** for the likely use of artefacts discovered in the grave of the Amesbury Archer; **Explain** why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain;

**Identify, describe** and **explain** the purpose of monuments, both historically and modern day;

**Identify, describe** and **compare and contrast** typical Bronze Age stone monuments and **suggest reasons** for their design and layout;

**Explain through synthesising a number of reasons** the possible purpose of the stone monuments at Merrivale;

Demonstrate understanding through **explaining** the significance of a monument either in the local area and/or a monument of global importance (see also possible homework activities);

evidence to **describe** the physical appearance of Boudica and make a **judgment** about the **causes and effects** of her harsh treatment by the Romans;

**Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision;

**Understand through explanation** the difference between historical evidence and legends and folklore;

**Distinguish** between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood;

**Explain** what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;

**Identify** and **describe** the main design features of Hadrian's Wall and **explain** why it proved necessary for Emperor

		<p>about the actions of people and events without certain knowledge or evidence);</p> <p><b>Identify, describe, compare and contrast</b> and <b>explain</b> some of the important ways in which life for ancient Britons changed during the Stone Age.</p>		<p>Suggest and <b>describe</b> possible additional wooden and cloth features to the stone monuments at Merrivale and <b>justify</b> their selection;</p> <p><b>Empathise</b> through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age; Based on knowledge with some additional research, <b>identify, describe, explain</b> and <b>justify</b> the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.</p>		<p>Hadrian to order its construction in AD 122;</p> <p><b>Identify and describe</b> the key features of the layout of typical Roman towns in Britain and <b>explain</b> why historians know so much about how they were designed and built;</p> <p><b>Describe</b> what a gladiator was and what occurred at gladiatorial games;</p> <p><b>Explain</b> who ianistae were and why they owned and trained gladiators in private schools;</p> <p><b>Understand through explanation</b> why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;</p> <p><b>Explain</b> why some Romans held different perspectives about gladiatorial games and how they <b>justified their viewpoints</b>.</p>
DT		<p><u>How to make moving books and cards - introducing Levers and Linkages</u></p>	<p><u>Where does our food come from?</u> Understand and apply the principles of a healthy and varied diet</p>		<p><u>What did the Romans do for entertainment?</u> Use research and develop design criteria to inform the design of innovative, functional,</p>	

		<p>Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>	<p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients.</p>			<p>appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, Select from and use a wider range of tools and equipment to perform practical tasks accurately 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 Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products (Roman Chariots)</p>
<b>Art</b>	<p><b><u>Drawing</u></b>  <b>Focus Artist: Van Gogh</b>  <ul style="list-style-type: none"> <li>Investigate the</li> </ul> </p>		<p><b><u>Textiles (Link with Mayans)</u></b></p>		<p><b><u>Collage</u></b>  <b>Focus Artist: Paul Klee, Victor Vasarely and</b></p>	

<p><b>Yr 3 Focus Artist: Van Gogh</b></p>	<p>different kinds of marks that can be made using pencils. Look at marks made by Van Gogh.</p> <ul style="list-style-type: none"> <li>• Explore shading techniques and learn how to hatch, cross hatch, use side of pencil and different pressures to produce a range of shades.</li> <li>• Experiment with using different grades of pencils to draw different forms and shapes.</li> <li>• Begin to use a sketchbook to record media explorations as well as planning and collecting source material for future work.</li> <li>• Place a view finder onto a pattern (e.g. Islamic patterns) and develop an interesting part further, focusing on lines and shapes.</li> <li>• Use IT to repeat images &amp; experiment with colour.</li> </ul>		<p><b>Focus Artist: Henry Moore</b></p> <ul style="list-style-type: none"> <li>• Show an awareness of and name a range of different fabrics.</li> <li>• Study fabrics from other countries.</li> <li>• Collect and research patterns from other cultures.</li> <li>• Use a sketchbook to develop and plan ideas.</li> <li>• Learn the technique of God's eye weaving.</li> <li>• (Ojos de dios - Mexican or Native American) 2 sticks in a cross shape and wrap wool around the stick and onto the next stick, go around. Then change colour.</li> <li>• Combine 2 techniques to create a combined effect. E.g. dip dye fabric and then print on top.</li> <li>• Learn 2 or 3 different stitches - cross stitch, running stitch.</li> </ul>		<p><b>Henri Matisse</b></p> <ul style="list-style-type: none"> <li>• Look at the work of Paul Klee and his use of complimentary colours. Use 'Highways and Byways to explore using strips of primary and complimentary colours creating pathways in all directions across a surface.</li> <li>• Look also at Victor Vasarely and use black and white strips. Consider width of spaces in between.</li> <li>• Use IT to explore lines and spaces between lines.</li> <li>• - Look at Henri Matisse 'Jazz'. Explore negative and positive images, using black and white. Cut shapes from one colour and lay on another to produce 2 images.</li> </ul>	
<p><b>Music</b></p>	<p><b><u>FOCUS - COMPOSITION</u></b></p> <p><b><u>Environment</u></b> Exploring songs and poetry about places. Creating accompaniments and sound pictures to</p>	<p><b><u>FOCUS - EXPLORING SOUNDS</u></b></p> <p><b><u>Sounds</u></b> Exploring how sounds are produced and classified. Exploring timbre and structure through</p>	<p><b><u>FOCUS - EXPLORING PITCH</u></b></p> <p><b><u>China</u></b> Exploring the pentatonic scale and ways of notating pitch.</p>	<p><b><u>FOCUS - EXPLORING PITCH</u></b></p> <p><b><u>In the Past</u></b> Exploring the origins of pitch notations.</p>	<p><b><u>FOCUS - STRUCTURE</u></b></p> <p><b><u>Human Body</u></b> Creating skeleton dances and songs, Using percussion instruments to improvise, create word rhythms and</p>	<p><b><u>FOCUS - STRUCTURE</u></b></p> <p><b><u>Ancient Worlds</u></b> Exploring ancient Greece with music inspired by Orpheus, Echo and Theseus.</p>



	<p>reflect sounds in the local environment</p> <p><b><u>FOCUS - EXPLORING BEAT</u></b></p> <p><b><u>Building</u></b> Exploring and creating rhythms. Sing and compose music to build into a performance</p>	<p>musical conversations in music from around the world.</p> <p><b><u>FOCUS - PERFORMANCE</u></b></p> <p><b><u>Poetry</u></b> Exploring through 3 contrasting poems how they are developed. Using voices, body percussion, instruments and movement to create their own expressive performance.</p>	<p>Listening to traditional Chinese music. Sing, read and compose music, ending in a musical celebration of the Chinese New Year.</p> <p><b><u>FOCUS - EXPLORING BEAT</u></b></p> <p><b><u>Time</u></b> Developing their understanding of beat, metre and rhythm. Combine melodic and rhythmic patterns. Use staff notation as part of final performance.</p>	<p>Make hand signals and compose three-note melodies. Learn basic dance steps and prepare a performance.</p> <p><b><u>FOCUS - COMPOSITION</u></b></p> <p><b><u>Communication</u></b> Making music inspired by technology and computing. Explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps</p>	<p>build a final skeleton song.</p> <p><b><u>FOCUS - PITCH</u></b></p> <p><b><u>Singing French</u></b> Enhancing language learning through songs. Using French greetings, vocabulary and numbers as they play lively singing games.</p>	<p>Children perform a song cycle and a round. Children compose their own ostinato.</p> <p><b><u>Food and Drink</u></b> A feast of chants, songs and performances. Composing word rhythms, singing a round and creating musical recipes.</p>
PE	<p><b>3JP - Swimming and water safety</b> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively.</p> <p><b>3H - (Netball)</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p><b>3JP - Swimming and water safety</b> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively.</p> <p><b>3H - (Netball- 3 weeks)</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p><b>Outdoor Team Challenges - 4 Weeks</b> Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Tennis - 2 Weeks</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><b>Tennis - 6 Weeks</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><b>Rounders - 6 Weeks</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where</p>	<p><b>3H - Swimming and water safety</b> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively</p> <p><b>3JP - (Netball)</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p><b>3H - Swimming and water safety</b> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively</p> <p><b>3JP - (Netball)</b> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>

	principles suitable for attacking and defending <b>3D and 3H Gymnastics</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	principles suitable for attacking and defending <b>3D and 3H Dance</b> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	principles suitable for attacking and defending <b>3D and 3H Athletics</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	principles suitable for attacking and defending <b>3D and 3H Athletics</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<b>French</b>	<ul style="list-style-type: none"> <li>Listen attentively to spoken lang. &amp; show understanding by joining in &amp; responding</li> <li>Engage in conversation; ask &amp; answer Q</li> <li>Appreciate stories, songs, poems &amp; rhymes in the language.</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> </ul>	<ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>broaden their vocabulary and develop their ability to understand new words</li> <li>understand basic grammar, how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>	<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences</li> <li>describe people, places, things and actions orally and in writing</li> <li>broaden vocabulary and develop ability to understand new words</li> </ul>	<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>understand basic grammar, how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>	<ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary &amp; develop their ability to understand new words</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>

Grey filled boxes indicate that a subject is not being taught explicating during that half term

Please note that the specific skills being focused upon by the year group in each subject will be mapped out with greater detail in MTP planning.