

# Cop Lane C of E Primary School – Year 3 overview 2025-2026

|                           | Autumn Term Curriculum Focus<br>Romans  |   | Spring Term Curriculum Focus<br>Exploring the World of Bees   |   | Summer Term Curriculum Focus<br>Vikings   |  |
|---------------------------|---|---|---|---|---|--|
|                           | 8 weeks   | 7 weeks   | 6 weeks   | 5 weeks   | 5 weeks 3 days  | 6 weeks 2 days   |
| Key dates                 | Black History month October 2025<br>Ada Lovelace Day – Computing link 14 <sup>th</sup> October 2025<br>National Poetry Day 2 <sup>nd</sup> October 2025 ‘Play’ theme<br>Non-Fiction November<br>World Nursery Rhyme Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025<br>Anti-Bullying Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025<br>Christmas concert with PGHS – end December 2025 |   | Young Voices<br>Safer Internet Day 10 <sup>th</sup> February 2026 ‘Exploring respect and relationships online’ theme<br>Children’s mental health awareness week 2 <sup>nd</sup> – 8 <sup>th</sup> February 2026<br>World Book Day Thursday 5 <sup>th</sup> March 2026<br>Science Week 6 <sup>th</sup> – 15 <sup>th</sup> March 2026 ‘Curiosity: What’s Your Question?’<br>Journée de la langue française – French Language Day 20 <sup>th</sup> March 2026<br>World Art Day Wednesday April 15 <sup>th</sup> 2026 |   | Earth Day – 22 <sup>nd</sup> April 2026<br>Sing Up Day TBC<br>Music celebration – end July 2026 |  |
| Key Texts                 | <br>   |  | <br>  | <br> |             |  |
| Class novel/daily reading | TBC   |   | TBC   |   | TBC   | TBC  |

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| <p><b>English</b></p> | <p><b>Paddington LPDS bridging unit.</b><br/>Year 2 and Year 3 reading and writing skills are interwoven throughout both narrative and non-fiction units in this publication, all themed around one of our favourite bears from children's literature – Paddington! The first unit explores Michael Bond's classic text, alongside the use of more recent film material. Regular short and long writing opportunities are embedded throughout the sequence as the children work towards an extended narrative of their own Paddington adventure. This is followed by a non-fiction unit, in which children will explore a range of nonfiction sources, websites and clips, before writing their own tourist guide to either London or your local area.</p> <p><b>Character description:</b> Paddington (LPDS Bridging unit)</p> <p><b>Novel as a theme:</b> Paddington (LPDS Bridging unit)</p> <p><b>Information Leaflet</b> Local Area (LPDS Bringing unit)</p> <p><b>Fables/Myths</b> – The Hare and the Tortoise</p> <p>Identify <b>clauses</b> in sentences. Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if because, although</i>.</p> <p>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b>. Use the determiner <i>a or an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</p> <p>Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</p> <p><b>Drafting and writing</b></p> | <p><b>Recount</b> – Escape from Pompeii/Roman Diary</p> <p><b>Non-Chronological Reports</b> – Non-Fiction Texts linked to the Romans</p> <p><b>Poems with a structure</b> e.g. <b>shape, calligrams, rhyming couplets</b> – linking to Winter</p> <p>Explore and identify main <b>clauses</b> in complex sentences.</p> <p><b>Drafting and writing</b><br/>Create and develop settings for narrative.<br/>Create and develop characters for narrative.<br/>Improvise, create and write dialogue.<br/>Create and develop plots based on a model.<br/>Use further <b>prefixes</b> <i>dis_, mis_, re_,</i> and <b>suffixes</b> <i>_ly, _ous,</i> and understand how to add them.<br/>Add suffixes beginning with vowel letters to words of more than one syllable.<br/>Spell homophones and near homophones.<br/>Spell words containing the /ʊ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i><br/>Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</p> | <p><b>Discussion For/Against</b> – Protecting Bees</p> <p><b>Instructional Text:</b> How to make a bee hotel.</p> <p><b>Persuasive Letters</b> – Persuading bee company to come and set up bee farm/persuading Mr Ashmore</p> <p>Explore and identify main and <b>subordinate clauses</b> in complex sentences.<br/>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>while, since, until, before, after, so</i>.<br/>Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>.<br/>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i>.<br/>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually</i>.</p> <p><b>Drafting and writing</b><br/>Create and develop settings for narrative.<br/>Create and develop characters for narrative.<br/>Improvise, create and write dialogue.<br/>Create and develop plots based on a model.<br/>Group related material into paragraphs.<br/>Spell words with endings sounding like /ʊ/ e.g. <i>treasure, enclosure, pleasure</i>.<br/>Spell words with endings sounding like or /tʃ/, e.g. <i>creature, furniture, adventure</i>.<br/>Spell words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></p> | <p><b>Fairy Tales/Folk Tales</b><br/>Jack and the Beanstalk</p> <p><b>Classic poetry for performance</b> – Jabberwocky</p> <p>Explore and identify main and <b>subordinate clauses</b> in complex sentences.<br/>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>while, since, until, before, after, so</i>.<br/>Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>.<br/>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i>.<br/>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually</i>.</p> <p><b>Drafting and writing</b><br/>Create and develop settings for narrative.<br/>Create and develop characters for narrative.<br/>Improvise, create and write dialogue.<br/>Create and develop plots based on a model.<br/>Group related material into paragraphs.<br/>Spell words with endings sounding like /ʊ/ e.g. <i>treasure, enclosure, pleasure</i>.<br/>Spell words with endings sounding like or /tʃ/, e.g. <i>creature, furniture, adventure</i>.<br/>Spell words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></p> | <p><b>Novel as a theme – Adventure</b><br/><b>Arthur and the Golden Rope</b> – Todd Stanton</p> <p><b>Poems on a Theme</b><br/>Vikings – by Paul Perro</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).<br/>Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p><b>Drafting and writing</b><br/>Create and develop settings for narrative.<br/>Create and develop characters for narrative.<br/>Improvise, create and write dialogue.<br/>Create and develop plots based on a model.<br/>Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></p> | <p><b>Playscripts</b> – ‘The Saga of Erik the Viking’ – Terry Jones and Michael Foreman<br/>‘The Last Viking’ – Terry Deary</p> <p><b>Recount: Biography</b> – link to famous Sports People.</p> <p><b>Explanation Text</b> – How to train a dragon, instructional text</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).<br/>Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p><b>Drafting and writing</b><br/>Create and develop settings for narrative.<br/>Create and develop characters for narrative.<br/>Improvise, create and write dialogue.<br/>Create and develop plots based on a model.<br/>Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></p> |
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|                                |  |  |  |   |  |  |
|--------------------------------|--|--|--|---|--|--|
|                                | <p>Create and develop settings for narrative.</p> <p>Create and develop characters for narrative.</p> <p>Improvise, create and write dialogue.</p> <p>Create and develop plots based on a model.</p> <p>Use headings and sub headings to organise information.</p> <p>Use further <b>prefixes</b> <i>dis_</i>, <i>mis_</i>, <i>re_</i>, and <b>suffixes</b> <i>_ly</i>, <i>_ous</i>, and understand how to add them.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Spell homophones and near homophones.</p> <p>Spell words containing the /ʊ/ sound spelt <i>ou</i>, e.g. <i>young</i>, <i>touch</i>, <i>double</i></p>   |  | <p>Spell words with endings sounding like or /tʃ/, e.g. <i>creature</i>, <i>furniture</i>, <i>adventure</i>.</p> <p>Spell words with the /eɪ/ sound spelt <i>ei</i>, <i>ei</i>gh, or <i>ey</i>, e.g. <i>vein</i>, <i>weigh</i>, <i>eight</i>, <i>neighbour</i>, <i>they</i>, <i>obey</i></p> <p>Identify and spell irregular past tense verbs, e.g. <i>send</i> /sent, <i>hear</i> / heard, <i>think</i>/ <i>thought</i></p> | <p>Identify and spell irregular past tense verbs, e.g. <i>send</i> /sent, <i>hear</i> / heard, <i>think</i>/ <i>thought</i></p> |  |  |
| English ongoing writing skills | <p>Identify <b>clauses</b> in sentences.</p> <p>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when</i>, <i>if</i> <i>because</i>, <i>although</i>, <i>while</i>, <i>since</i>, <i>until</i>, <i>before</i>, <i>after</i>, <i>so</i>.</p> <p>Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>.</p> <p>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above</i>, <i>below</i>, <i>beneath</i>, <i>within</i>, <i>outside</i>, <i>beyond</i>.</p> <p>Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly</i>, <i>silently</i>, <i>soon</i>, <i>next</i>, <i>eventually</i>.</p> <p>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b>.</p> <p>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</p> <p>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock</i>, <i>an open box</i>.</p> <p>Explore and collect <b>word families</b> e.g. <i>medical</i>, <i>medicine</i>, <i>medicinal</i>, <i>medic</i>, <i>paramedic</i>, <i>medically</i> to extend vocabulary.</p> <p>Explore and collect nouns with <b>prefixes</b> <i>super</i>, <i>anti</i>, <i>auto</i>.</p> <p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot</i>, <i>story maps</i>, <i>flow charts</i>, <i>boxing up</i>.</p> <p>Generate and select from vocabulary banks e.g. <i>noun phrases</i>, <i>powerful verbs</i>, <i>technical language</i>, <i>synonyms for said</i> appropriate to text type.</p> <p>Use different sentence structures (see VGP).</p> <p><b>Evaluating and Editing</b></p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p> <p><b>Performing</b></p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)</p> <p>Form and use the four basic handwriting joins.</p> <p>Write legibly.</p> |  |  |   |  |  |



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ongoing  
English

FACILITATE PHONICS AS APPROPRIATE – SUPERSONIC PHONIC FRIENDS  
AS APPROPRIATE

## Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Grammar

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English
- Appendix 2
- **indicate grammatical and other features by:**
    - using commas after fronted adverbials
    - indicating possession by using the possessive apostrophe with plural nouns
    - using and punctuating direct speech
  - **use and understand the grammatical terminology in English**
- Appendix 2 accurately and appropriately when discussing their writing and reading**

|          |
|----------|
| Spelling |
|----------|









Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

\*Supersonic Spelling Stars NEW September 2024








Y3 spellings  
– Supersonic  
Spelling  
Stars

As Y1/Y2 and Autumn term







| /i/ sound<br>using /y/  | /u/ sound<br>using /ou/   | CEW<br>Split digraph  | /k/ sound<br>using /ch/   | /sh/ sound<br>using /ch/  | CEW<br>Easy   | /k/ sound<br>using /que/  | /g/ sound<br>using /gue/<br>spelling  |
|---|---|---|---|---|---|---|---|
| crystal   | country   | arrive  | anchor  | brochure  | calendar  | antique   | analogue  |
| cygnet  | couple  | believe   | architect   | chalet  | consider  | boutique  | catalogue   |
| cylinder  | courage   | complete  | character   | chandelier  | continue  | cheque  | colleague   |
| Egypt   | cousin  | describe  | chemist   | charades  | experiment  | discotheque   | dialogue  |
| gymnastics  | double  | exercise  | chorus  | chef  | group   | mosque  | fatigue   |
| Olympics  | nourish   | extreme   | Christmas   | Chicago   | important   | opaque  | league  |
| physics   | southern  | guide   | mechanic  | chute   | interest  | physique  | meringue  |
| pyramid   | touch   | separate  | orchestra   | machine   | material  | picturesque   | monologue   |
| symmetry  | trouble   | suppose   | orchid  | moustache   | natural   | technique   | synagogue   |
| syrup   | young   | surprise  | school  | parachute   | perhaps   | unique  | tongue  |
|  |  |  |  |  |  |  |  |

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## Spring term

| CEW /s/ sound using /c/   | /s/ sound using /sc/ spelling   | /ae/ sound using /ey/ spelling  | CEW Doubles  | /ae/ sound using /ei/ spelling  | /ae/ sound using /eigh/ spelling  | CEW /ee/ sound using /e/ spelling   |
|---|---|---|--|---|---|---|
| bicycle   | adolescent  | conveyor  | address  | abseil  | eight   | because   |
| centre  | ascend  | disobey   | appear   | beige   | eighteen  | behind  |
| century   | crescent  | grey  | different  | rein  | eighty  | believe   |
| certain   | descend   | hey   | difficult  | reindeer  | freight   | decide  |
| circle  | discipline  | obey  | disappear  | reins   | neigh   | describe  |
| decide  | fascinate   | prey  | grammar  | sheikh  | neighbour   | even  |
| experience  | muscle  | survey  | opposite   | vein  | sleigh  | recent  |
| medicine  | scent   | surveyor  | possible   | veins   | weigh   | remember  |
| notice  | science   | they  | possess  | unveil  | weight  | remind  |
| sentence  | scientist   | whey  | suppose  | veil  | weightless  | sequin  |
|  |  |  |  |  |  |  |

## Summer term

| Words ending in suffix /ly/   | CEW /ee/ sound using /y/ spelling   | Words ending in suffix /tion/   | Words ending in suffix /cian/  | CEW /ae/ sound using various spellings  | Words ending in suffix /sion/   |
|---|---|---|--|---|---|
| carefully   | actually  | action  | academician  | break   | collision   |
| cheerfully  | city  | affection   | beautician   | eighth  | comprehension   |
| enormously  | early   | celebration   | dietician  | eight   | confusion   |
| kindly  | February  | education   | electrician  | famous  | division  |
| proudly   | history   | emotion   | magician   | favourite   | erosion   |
| quickly   | icy   | infection   | mathematician  | great   | explosion   |
| sadly   | library   | invention   | musician   | potatoes  | invasion  |
| slowly  | naughty   | meditation  | optician   | reign   | revision  |
| strongly  | ordinary  | station   | politician   | straight  | television  |
| warmly  | probably  | vacation  | technician   | weight  | tension   |
|  |  |  |  |  |  |

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.

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|                         |   |   |  |  |   |
|-------------------------|---|---|--|--|---|
| English reading         | Listen to and discuss a range of fiction, non-fiction, shape poetry.<br>Read a range of non-fiction texts, e.g. <i>information</i> .<br>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i> .<br>Sequence and discuss the main events in stories.<br>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i> .   |   | Listen to and discuss a range of fiction, e.g. <i>fables, fairy tales, classic poetry</i> .<br>Read a range of non-fiction texts, e.g. <i>discussion and persuasion</i> .<br>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i> .<br>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i> .<br>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i> . |  | Listen to and discuss a range of poetry, plays and explanations.<br>Read a range of non-fiction texts, e.g. <i>explanation and biography</i> .<br>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.  |
| English reading ongoing | Read books at an age appropriate interest level.<br>Use knowledge of root words to understand meanings of words.<br>Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i> .<br>Use suffixes to understand meanings e.g. <i>-ly, -ous</i> .<br>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).<br>Regularly listen to whole novels read aloud by the teacher.<br>Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i> .<br>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i> .<br>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.<br>Explain the meaning of unfamiliar words by using the context.<br>Use dictionaries to check meanings of words they have read.<br>Use intonation, tone and volume when reading aloud.<br>Take note of punctuation when reading aloud.<br>Discuss their understanding of the text.<br>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i> .<br>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.<br>Make predictions based on details stated.<br>Justify responses to the text using the PE prompt (Point + Evidence).<br>Discuss the purpose of paragraphs.<br>Identify a key idea in a paragraph.<br>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc</i> .<br>Prepare for research by identifying what is already known about the subject and key questions to structure the task.<br>Quickly appraise a text to evaluate usefulness.<br>Navigate texts in print and on screen.<br>Record information from a range of non-fiction texts.<br>Participate in discussion about what is read to them and books they have read independently.<br>Develop and agree on rules for effective discussion.<br>Take turns and listen to what others say.<br>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i> . |   |  |  |   |
| English Spoken Language | Listening and Attention   | Understanding   | Speaking   | Vocabulary   | Participating, Presenting and Performing  |
|                         | Listen and retain key points from a range of situations, e.g. <i>information relayed via a visitor, key events in a narrative plot, key details of a film clip through close listening or viewing</i> .<br>Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations,</i>   | Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration.<br>Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.<br>Respond to questions posed by an adult or peer, orally, related to <i>who, what,</i> | Use Standard English verb inflections when speaking, e.g.<br><i>-I was</i><br><i>-we were</i><br><i>-they are</i><br>-Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to  | Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.<br>Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. | Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps</i> .<br>Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps</i> .<br>Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk</i> |



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|             | <p>following instructions in cross-curricular contexts etc.</p> <p>Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i></p> <p>Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.</i></p>   | <p>where, when, why and how, and ask further relevant questions to extend understanding and knowledge.</p> <p>Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.</p> <p>Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates.</i></p> <p>Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i></p> <p>Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.</p>   | <p>extend ideas in narrative and non-fiction, using speaking frames to support, e.g.</p> <p>-<i>When the Romans arrived in Britain, they...</i></p> <p>-<i>Since 43AD, ...</i></p> <p>-<i>If the character...</i></p> <p>Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g.</p> <p>-<i>Before long, ...</i></p> <p>-<i>Soon after, ...</i></p> <p>-<i>As the sun was setting over the hills, ...</i></p> <p>-<i>Across the rooftops, ...</i></p>   | <p>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i></p> | <p><i>like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i></p> <p>Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i></p> <p>Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i></p> <p>Use non-verbal gestures whilst presenting and performing to gain the audience's interest.</p> |
| Mathematics | <p><b>WHITE ROSE</b></p> <p><b>Number: Place Value</b></p> <p>Step 1 Represent numbers to 100</p> <p>Step 2 Partition numbers to 100</p> <p>Step 3 Number line to 100</p> <p>Step 4 Hundreds</p> <p>Step 5 Represent numbers to 1,000</p> <p>Step 6 Partition numbers to 1,000</p> <p>Step 7 Flexible partitioning of numbers to 1,000</p> <p>Step 8 Hundreds, tens and ones</p> <p>Step 9 Find 1, 10 or 100 more or less</p> <p>Step 10 Number line to 1,000</p> <p>Step 11 Estimate on a number line to 1,000</p> <p>Step 12 Compare numbers to 1,000</p> <p>Step 13 Order numbers to 1,000</p> <p>Step 14 Count in 50s</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones).</p> <p>Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Read and write numbers up to 1,000 in numerals and words.</p> <p>Compare and order numbers up to 1,000.</p> | <p><b>WHITE ROSE</b></p> <p><b>Number: Multiplication and Division B</b></p> <p>Step 1 Multiples of 10</p> <p>Step 2 Related calculations</p> <p>Step 3 Reasoning about multiplication</p> <p>Step 4 Multiply a 2-digit number by a 1-digit number – no exchange</p> <p>Step 5 Multiply a 2-digit number by a 1-digit number – with exchange</p> <p>Step 6 Link multiplication and division</p> <p>Step 7 Divide a 2-digit number by a 1-digit number – no exchange</p> <p>Step 8 Divide a 2-digit number by a 1-digit number – flexible partitioning</p> <p>Step 9 Divide a 2-digit number by a 1-digit number – with remainders</p> <p>Step 10 Scaling</p> <p>Step 11 How many ways?</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2).</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.</p> <p>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.</p> | <p><b>WHITE ROSE</b></p> <p><b>Number: Fractions B</b></p> <p>Step 1 Add fractions</p> <p>Step 2 Subtract fractions</p> <p>Step 3 Partition the whole</p> <p>Step 4 Unit fractions of a set of objects</p> <p>Step 5 Non-unit fractions of a set of objects</p> <p>Step 6 Reasoning with fractions of an amount</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p><b>Measurement: Money</b></p> <p>Step 1 Pounds and pence</p> <p>Step 2 Convert pounds and pence</p> <p>Step 3 Add money</p> <p>Step 4 Subtract money</p> <p>Step 5 Find change</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>Measurement: Time</b></p> <p>Step 1 Roman numerals to 12</p> <p>Step 2 Tell the time to 5 minutes</p> <p>Step 3 Tell the time to the minute</p> |  |   |

# Cop Lane C of E Primary School – Year 3 overview 2025-2026

## Number: 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
- 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

### NATIONAL CURRICULUM LINKS:

Add and subtract numbers mentally, including: a 3-digit number and ones, a 3-digit number and tens, a 3-digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

## Number: 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

## 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

### NATIONAL CURRICULUM LINKS:

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2-D shapes.

## Number: 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

### NATIONAL CURRICULUM LINKS:

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Compare and order unit fractions, and fractions with the same denominators.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Recognise and show, using diagrams, equivalent fractions with small denominators.

## 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 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

### NATIONAL CURRICULUM LINKS:

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

Estimate 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, am/pm, morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events.

## 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

### NATIONAL CURRICULUM LINKS:

Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

Measure the perimeter of simple 2-D shapes.

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

## Statistics



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|  |   |   |  |
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|  | <p>Step 12 Multiply by 8<br/>Step 13 Divide by 8<br/>Step 14 The 8 times-table<br/>Step 15 The 2, 4 and 8 times-tables</p> <p><b>NATIONAL CURRICULUM LINKS:</b><br/>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2).</p> <p>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2).<br/>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2).</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>   | <p>Step 6 Add and subtract mass<br/>Step 7 Measure capacity and volume in millilitres<br/>Step 8 Measure capacity and volume in litres and millilitres<br/>Step 9 Equivalent capacities and volumes (litres and millilitres)<br/>Step 10 Compare capacity and volume<br/>Step 11 Add and subtract capacity and volume</p> <p><b>NATIONAL CURRICULUM LINKS:</b><br/>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>  | <p>Step 1 Interpret pictograms<br/>Step 2 Draw pictograms<br/>Step 3 Interpret bar charts<br/>Step 4 Draw bar charts<br/>Step 5 Collect and represent data<br/>Step 6 Two-way tables</p> <p><b>NATIONAL CURRICULUM LINKS:</b><br/>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>   |
| <p><b>Science</b></p> <p>See PLAN matrices</p> | <p><b>Forces *Outdoor Learning*</b> - compare how things move on different surfaces.<br/>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.<br/>Observe how magnets attract or repel each other and attract some materials and not others.<br/>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.<br/>Describe magnets as having two poles.<br/>Predict whether two magnets will attract or repel each other, depending on which poles are facing.<br/><b>Scientist – Michael Faraday</b></p> <p><b>Rocks *Outdoor Learning*</b> – compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br/>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br/>Recognise that soils are made from rocks and organic matter.<br/><b>The pebble in my pocket – reading focus</b><br/><b>Scientist – Mary Anning</b></p> | <p><b>Humans/Health/Nutrition</b> - 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.<br/>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Scientist – Local nurse/doctor/paramedic in our community</b></p> <p><b>Plants *Outdoor Learning*</b> – identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br/>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.<br/>Investigate the way in which water is transported within plants.<br/>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br/><b>Scientist – Marianne North</b></p> | <p><b>Light</b> - 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.<br/>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br/>Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br/>Find patterns in the way that the size of shadows change.</p> <p><b>Scientist – Humphrey Davey</b></p> |

# Cop Lane C of E Primary School – Year 3 overview 2025-2026

| History                         | <u>Romans</u><br><br><b>Why did Boudicca rebel against the Romans, and was she a hero or a villain?</b><br><br><u>Substantive Concept – Leadership</u><br><br><u>Disciplinary Concept – Historical Enquiry and Interpretation</u>   | <u>British History</u><br><br><b>How did people like Queen Elizabeth I and Florence Nightingale change Britain?</b><br><br><u>Substantive Concept – Leadership</u><br><br><u>Disciplinary Concept – Cause and Consequence</u>  | <u>Vikings</u><br><br><b>Are all Viking's vicious?</b><br><br><u>Substantive Concept – Inventions</u><br><br><u>Disciplinary Concept – Historical Sources</u>  |
|---------------------------------|---|--|--|
| History Key learning and skills | <u>Events People and Changes</u> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <u>Enquiry, Interpretation and Using Sources</u> <ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</li> <li>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</li> </ul> <u>Chronology</u> <ul style="list-style-type: none"> <li>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.</li> <li>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>Communicate historical findings through a range of methods including the use of ICT, maps and timelines.</li> <li>♣Produce own accounts that make some connections and describe some contrasts.</li> </ul> | <u>Events People and Changes</u> <ul style="list-style-type: none"> <li>A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (The Great Plague)</li> </ul> <u>Enquiry, Interpretation and Using Sources</u> <ul style="list-style-type: none"> <li>Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'</li> <li>Identify historically significant people and events in different situations.</li> </ul> <u>Chronology</u> <ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>Discuss some of the connections between local, regional, national and international history.</li> <li>Talk and write about historical events and changes by selecting and organising historical information and dates.</li> <li>Discuss historical issues and changes.</li> </ul> | <u>Events People and Changes</u> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <u>Enquiry, Interpretation and Using Sources</u> <ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</li> <li>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</li> <li>Recognise that different versions of past events may exist.</li> </ul> <u>Chronology</u> <ul style="list-style-type: none"> <li>Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</li> <li>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc</li> </ul> |
| History Key vocabulary          | Empire, Invasion, Conquer, Legion, Centurion, Britons, Iceni, Boudicca, Emperor Nero, Tacitus, Cassius Dio, chronology, timeline, evidence  | Monarch, reign, queen, rule, Nurse, hospital, reform, disease, Timeline, century, past, Significant, impact, influence, legacy, Compare, contrast, change, continuity, Source, evidence, fact, opinion   | Viking, Norse, longship, raid, invade, monastery, Lindisfarne, settlement, Danelaw, saga, chieftain, rune, helmet, shield, era, source, evidence, interpretation, impact, consequence, invasion, settler   |
| Local history                   | Roman Villages and Towns in the North West  |  |  |

# Cop Lane C of E Primary School – Year 3 overview 2025-2026

| Enquiry Question                  | <b>Volcanoes</b><br><br><u>How do volcanoes shape the land and life in Hawaii?</u>   | <b>Conservation of Bees</b><br><br><u>Why are bees important to our environment and how can we help protect them?</u>   | <b>Local Link – Penwortham</b><br><br><u>How do the physical and human features of Lancashire and Penwortham shape the lives of their communities?</u>   |
|-----------------------------------|--|---|--|
| Geography                         | <b>Locational Knowledge</b><br><br>Locate the world's countries using maps to focus on North America.<br><br><u>Place Knowledge</u><br><br>A region within North America<br><br><u>Human and Physical Geography</u><br><br>Describe and understand key aspects of physical geography including mountains and volcanoes<br><br>Describe and understand key aspects of Human geography including settlement and land, natural activity, energy and minerals.   | <b>Human and Physical Geography</b><br><br>Describe and understand key aspects of physical geography including climates zones, vegetation belts<br><br>Describe and understand key aspects of Human geography including settlement and land, energy and food.   | <b>Locational Knowledge</b><br><br>Name and locate counties and cities in the United Kingdom<br><br><u>Place Knowledge</u><br><br>A region of the United Kingdom<br><br><u>Human and Physical Geography</u><br><br>Describe and understand key aspects of physical geography including climates zones.<br><br>Describe and understand key aspects of Human geography including settlement and land, trade and economic activity.   |
| Geography Key learning and skills | <u>Mapping</u> <ul style="list-style-type: none"> <li>Use a wider range of maps, atlases and globes to locate countries and features studied</li> <li>Use the index and contents page of atlases.</li> <li>Recognise that contours show height and slope.</li> <li>Use 4 figure coordinates to locate features on a map</li> </ul> <u>Fieldwork</u> <ul style="list-style-type: none"> <li>Use the 8 points of a compass</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>Identify and describe geographical features and patterns</li> <li>Use geographical language relating to the physical and human processes.</li> </ul> <u>Use of ICT /Technology</u> <ul style="list-style-type: none"> <li>Use the zoom facility on digital maps to locate places at different scales.</li> <li>View a range of satellite images</li> </ul> | <u>Fieldwork</u> <ul style="list-style-type: none"> <li>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> </ul> <u>Enquiry and Investigation</u> <ul style="list-style-type: none"> <li>Ask more searching questions including how and why as well as where and what when investigating places and processes.</li> <li>Make comparisons with their own lives and their own situation</li> <li>Show increasing empathy and describe similarities as well as differences.</li> </ul> <u>Communication</u> <ul style="list-style-type: none"> <li>Identify and describe geographical processes and patterns</li> <li>Use geographical language relating to the physical and human processes.</li> <li>Express opinions and personal views about what they like and don't like about specific geographical features and situations</li> </ul> | <u>Mapping</u> <ul style="list-style-type: none"> <li>Use a wider range of maps, atlases and globes to locate countries and features studied</li> <li>Make and use simple route maps.</li> <li>Use the index and contents page of atlases.</li> <li>Label maps with titles to show their purpose</li> <li>Create maps of small areas with features in the correct place.</li> <li>Recognise some standard OS symbols</li> <li>Link some features on maps to photos and aerial views.</li> </ul> <u>Fieldwork</u> <ul style="list-style-type: none"> <li>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <u>Enquiry and Investigation</u> <ul style="list-style-type: none"> <li>Ask more searching questions including how and why as well as where and what when investigating places and processes.</li> <li>Make comparisons with their own lives and their own situation</li> </ul> |

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|---|---|--|---|--|---|---|
|   |   |  |   | <b>Communication</b> <ul style="list-style-type: none"><li>Identify and describe geographical features and patterns</li><li>Use geographical language relating to the physical and human processes.</li><li>Communicate geographical information through a range if methods including sketch maps, plans, graphs, and presentations.</li></ul> <b>Use of ICT /Technology</b> <ul style="list-style-type: none"><li>Add a range of text and annotations to digital maps to explain features and places.</li><li>Add photos to digital maps</li><li>Draw and follow routes on digital maps.</li><li>Use presentation or multimedia software to record and explain geographical features and processes.</li></ul> |   |   |
| <b>Geography</b><br><b>Key</b><br><b>vocabulary</b> | UK, Europe, regions, climate, landforms, soil, countries, counties, cities, compass points, North, South, East, West, North East, North West, South East, South West, Ribchester, Romans, physical features, human features, similarities, differences, rivers, mountains, capitals, landmarks, mountainous areas, urban areas, Equator, climate, settlements, land use, Fairtrade, economics, trade, transportation, importation, Vikings, natural resources, distribution, energy, food, minerals, water.   |  |   |  |   |   |
| <b>Computing</b>                                    | <u><a href="#">Year 3 -Computing systems and networks – Connecting computers ipads</a></u><br>-To explain how digital devices function<br>-To identify input and output devices<br>-To recognise how digital devices can change the way we work<br>-To explain how a computer network can be used to share information<br>-To explore how digital devices can be connected<br>-To recognise the physical components of a network<br><b><u>Self – Image and Identity</u></b><br><br><u><a href="#">I can explain what is meant by the term 'identity'</a></u><br><br><u><a href="#">I can explain ways in which someone might change their identity depending on what they are doing</a></u> | <u><a href="#">Year 3 – Creating Media – Stop Frame Animation I motion app ipads</a></u><br>-To explain that animation is a sequence of drawings or photographs<br>-To relate animated movement with a sequence of images<br>-To plan an animation<br>-To identify the need to work consistently and carefully<br>-To review and improve an animation<br>-To evaluate the impact of adding other media to an animation<br><br><b><u>Online Relationships</u></b><br><br><u><a href="#">I can explain what it means to 'know someone' online and why this might be different from knowing someone offline</a></u> | <u><a href="#">Year 3 -Programming A - Sequencing sound (Scratch to follow on from scratch JR)</a></u><br>-To explore a new programming environment<br>-To identify that commands have an outcome<br>-To explain that a program has a start<br>-To recognise that a sequence of commands can have an order<br>-To change the appearance of my project<br>-To create a project from a task description<br><br><b><u>Online Bullying</u></b><br><br><u><a href="#">I can describe appropriate ways to behave towards other people online and why this is important.</a></u> | <u><a href="#">Year 3 - Data and Information – Branching databases (2data - website)</a></u><br>-To create questions with yes/no answers<br>-To identify the attributes needed to collect data about an object<br>-To create a branching database<br>-To explain why it is helpful for a database to be well structured<br>-To plan the structure of a branching database<br>-To independently create an identification tool<br><br><b><u>Managing Online Information</u></b><br><br><u><a href="#">I can demonstrate how to use key phrases in search engines</a></u>   | <u><a href="#">Year 3 -Creating Media- Desktop Publishing (adobe spark or publisher)</a></u><br>-To recognise how text and images convey information<br>-To recognise that text and layout can be edited<br>-To choose appropriate page settings<br>-To add content to a desktop publishing publication<br>-To consider how different layouts can suit different purposes<br>-To consider the benefits of desktop publishing<br><br><b><u>Privacy and Security</u></b><br><br><u><a href="#">I can describe simple strategies for creating and keeping passwords private</a></u><br><br><u><a href="#">I can give reasons why someone should only share information</a></u> | <u><a href="#">Programming B - Events and actions in programs Scratch</a></u><br>-To explain how a sprite moves in an existing project<br>-To create a program to move a sprite in four directions<br>-To adapt a program to a new context<br>-To develop my program by adding features<br>-To identify and fix bugs in a program<br>-To design and create a maze-based challenge<br><br><b><u>Copyright and Ownership</u></b><br><br><u><a href="#">I can explain why copying someone else's work from the internet without permission isn't</a></u> |



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|   | online (e.g. gaming; using an avatar; social media) and why   | I can explain how someone's feelings can be hurt by what is said or written online | I can give examples of how bullying behaviour could appear online and how someone can get support  | to gather accurate information online<br><br>I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online | with people they choose to and can trust   | fair and can explain what problems this might cause |
| ongoing Computing   | Using technology: <ul style="list-style-type: none"> <li>develop their independence and confidence in using these devices.</li> <li>aim to reach <b>20WPM</b> by the end of Year 4.</li> <li>make sensible <b>choices</b> about the technology they use to <b>enhance and help</b> them with their work, and to justify their choices</li> <li>make sharp, alert, secure, kind and brave online choices to help us to be internet legends.</li> </ul> <b>Big Brown Bear - using learn to type to develop speed and accuracy PurpleMash 2Type</b>  |  |  |  |  |   |
| RE<br>Questful RE<br><small>*subject to change due to trialling new units</small> | 3.6 Harvest (5 hours)<br>3.2 Christmas God with us (5 hours)  |  | 3.3 Jesus the man who changed lives (6 hours)<br>3.4 Exploring the sadness of joy and Easter (5 hours)   |  | 3.5 Which rules should we follow? Does everybody follow the same rules? (6 hours + 6 hours – 12 hours)   |   |
| Art and Design  | <b>Printing</b> – The children look into the history of Roman Mosaics and discuss the colours and patterns used to then design and create our own Roman mosaic using a relief printing method.<br><br><b>Painting</b> – fauvism – The children look at the style of fauvism. Linking into landscapes linked to their English unit. They look at the style of painting to then design and create their own landscape using painting styles.  |  | <b>Digital Media</b> - Focus on Arcimboldo, a traditional painter linking in with the fruits and vegetables topic. The children study his artwork and discuss the use of colour and how this can be recreated using digital media. They create a portrait inspired by his paintings using tools on an app called Pictoboldo.   |  | <b>Textiles</b> – The children explore the textile techniques used by the Vikings during the Viking age, specifically <b>weaving</b> . They create their own piece of woven artwork using different colour and textiles wool, fabric, feathers.  |   |
| Art and Design Key learning and skills  | <p style="text-align: center;"><b>Printing</b></p> <ul style="list-style-type: none"> <li>To create printing blocks using a relief or impressed method.</li> <li>To create repeating patterns.</li> <li>To print with two colour overlays.</li> </ul> <p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To apply a simple use of pattern and texture in drawing</li> </ul> <p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>To work on a range of scales e.g. thin brush on small picture etc.</li> <li>To create different effects and textures with paint according to what they need for the task.</li> <li>To use more specific colour language.</li> </ul> <p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To draw for a sustained period of time at an appropriate level</li> <li>To make marks and lines with a wide range of drawing implements</li> </ul> |  | <p style="text-align: center;"><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>To record and collect visual information using digital cameras and video recorders.</li> <li>To present recorded visual images using software.</li> <li>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</li> <li>To change the type of brush to an appropriate style.</li> <li>To create a shape by making selections to cut, duplicate and repeat.</li> <li>To experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</li> </ul> <p style="text-align: center;"><b>Drawing</b></p> <p>To use journals to collect and record visual information from different sources</p> |  | <p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To use a variety of techniques e.g. weaving and wefting to create different textural effects.</li> <li>To match the tool to the material.</li> <li>To develop skills in stitching, cutting and joining.</li> </ul> <p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To create textures with a wide range of drawing implements</li> <li>To experiment with ways in which surface detail can be added to drawings.</li> </ul> |   |

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| <b>Art and Design Key vocabulary</b>                         | imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil, pounce, negative image, positive image   | tools, resize, order, group, colour, balance, lock, import, crop, tone.  | natural, synthetic, bunching resist, thread, wool, weave, stitch, tease, weft.   |
| <b>Art and Design Ongoing Y3/ Y4 key learning and skills</b> | <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them,</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in a journal.</li> </ul> |  |  |
| <b>DT</b>  | <b>Structures</b> – The children look into creating a Roman Chariot for the purpose of testing the durability of a Roman Road, which is a cross curricular link to Science and History. They research the product and how it is created on a larger scale, using this to then create their own smaller version.   | <b>Food technology</b> – Based on their cross curricular themes of healthy eating bees, the children will combine their knowledge to create a healthy, honey vegetable skewer.   | <b>Mechanical and Electrical Systems</b> – The children look into the design of a Viking longship and how these worked long ago. They use a computer aided design programme to support their design in creating a product which will have mechanical systems, and push their creation further by linking it up to an electrical system to 'light the way' on their ships.  |
| <b>DT Skills</b>   | <p><b>Structures</b></p> <ul style="list-style-type: none"> <li>To develop vocabulary related to the project.</li> <li>To create shell or frame structures.</li> <li>To strengthen frames with diagonal struts.</li> <li>To make structures more stable by giving them a wide base.</li> <li>To measure and mark square section, strip and dowel accurately to 1cm</li> </ul>   | <p><b>Food</b></p> <ul style="list-style-type: none"> <li>To follow instructions/recipes.</li> <li>To make healthy eating choices – use the Eatwell Plate</li> <li>To join and combine a range of ingredients.</li> <li>To explore seasonality of vegetables and fruit.</li> <li>To find out which fruit and vegetables are grown in countries/continents studied in Geography.</li> </ul> | <p><b>Mechanical and Electrical Systems and ICT (Computer Aided Design)</b></p> <ul style="list-style-type: none"> <li>To develop vocabulary related to the project.</li> <li>To use mechanical systems such as gears, pulleys, levers and linkages.</li> <li>To incorporate a circuit into a model/product.</li> <li>To use electrical systems such as switches bulbs and buzzers.</li> <li>To use ICT to program and control products.</li> <li>To use lolly sticks/card to make levers and linkages.</li> <li>To use linkages to make movement larger or more varied</li> <li>To use CAD where appropriate</li> </ul> |
| <b>DT Key Vocabulary</b>                                     | shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, laminating, font, lettering, text, graphics, decision  | name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  | mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating  |
| <b>DT Ongoing Y3/Y4 Key</b>                                  | <p><b>Design</b></p> <ul style="list-style-type: none"> <li>To develop more than one design or adaptation of an initial design.</li> <li>To plan a sequence of actions to make a product.</li> <li>To record the plan by drawing using annotated sketches.</li> </ul>   |  |  |

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| <p><b>learning and skills</b></p>  | <ul style="list-style-type: none"> <li>To begin to use cross-sectional and exploded diagrams.</li> <li>To use prototypes to develop and share ideas.</li> <li>To think ahead about the order of their work and decide upon tools and materials/ingredients.</li> <li>To propose realistic suggestions as to how they can achieve their design ideas.</li> <li>To consider aesthetic qualities of materials/ingredients chosen.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To prepare pattern pieces as templates for their design.</li> <li>To select from a range of tools for cutting shaping joining and finishing.</li> <li>To use tools with accuracy.</li> <li>To select from techniques for different parts of the process.</li> <li>To select from materials according to their functional properties.</li> <li>To plan the stages of the making process.</li> <li>To use appropriate finishing techniques.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate similar products to the one to be made to give starting points for a design.</li> <li>To draw/sketch products to help analyse and understand how products are made.</li> <li>To research needs of user.</li> <li>To identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li> <li>To decide which design idea to develop.</li> <li>To consider and explain how the finished product could be improved.</li> <li>To discuss how well the finished product meets the design criteria of the user.</li> <li>To investigate key individuals in Design and Technology.</li> </ul> |  |  |  |  |  |
| <p><b>Music</b></p> <p><b>Adapted Charanga</b></p> <p>Recorders and tuned/untuned percussion</p> | <p><u>Charanga MMC Unit</u><br/><b>Writing Music Down</b><br/>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a stave.</p> <p>Home Is Where The Heart Is<br/>Let's Work It Out Together<br/>Please Be Kind</p>   | <p><u>Charanga MMC unit</u><br/><b>Playing in a Band</b><br/>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> | <p><u>Charanga MMC unit</u><br/><b>Compose Using Your Imagination</b><br/>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p>You're Imagination<br/>You're A Shining Star<br/>Music Makes The World Go Round</p> | <p><u>Charanga MMC unit</u><br/><b>More Musical Styles</b><br/>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p>Friendship Song<br/>Family<br/>Come On Over</p> | <p><u>Charanga MMC unit</u><br/><b>Enjoying Improvisation</b><br/>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p>He's Got The Whole World In His Hands<br/>Why Does Music Make A Difference?<br/>Panda Extravaganza</p> | <p><u>Charanga MMC unit</u><br/><b>Opening Night</b><br/>Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p>Michael Rowed The Boat Ashore<br/>The Dragon Song<br/>Follow Me</p> |

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|                                |  | Love What We Do<br>When The Saints Go Marching<br>In<br>My Bonnie Lies Over The Ocean   |  |  |   |  |
|                                | <b>NC</b>  |   | <b>Progression of skills</b>   |  |   |  |
|                                | <b>Singing</b><br>Using their voices and with increasing accuracy, fluency, control and expression.  |   | Sing simple chants and rhymes from memory, in unison with a limited but developing pitch range.<br>Sing with an awareness of pulse and control of rhythm.<br>Recognise simple phrases.<br>Sing songs and create different vocal effects.<br>Internalise sounds by singing parts of a song 'in my head.'  |  |   |  |
|                                | <b>Playing Instruments</b><br>Playing musical instruments with increasing accuracy, fluency, control and expression.   |   | Play and perform simple musical patterns on tuned and un-tuned instruments with an awareness of a steady pulse.<br>Hold a recorder with my left hand at the top.<br>Blow gently and use my tongue to separate the notes.<br>Play B,A,G,C,E<br>Know how the notes on the recorder relate to the notes on the stave.   |  |   |  |
|                                | <b>Creating Music</b><br>Improvise and compose music for a range of purposes using the interrelated dimensions of music.<br>Use and understand staff and other notations.  |   | Create sounds that describe moods and emotions.<br>Compose music independently, with a friend or within a group and make improvements to my work.<br>Change the pitch, tempo and dynamics of my patterns.<br>Know the difference between ostinato (a continually repeated phrase) beat (pulse) and rhythm (long and short sounds)  |  |   |  |
|                                | <b>Listening to Music</b><br>Listen with attention to detail and recall sounds with increasing aural memory.   |   | Listen to and associate short and simple pieces of music to different situations.<br>List to music with a greater attention to detail to a variety of musical styles   |  |   |  |
| PE My Personal Best            | Self-motivation  | Respect   | Trust  | Co-Operation   | Resilience  | Encouragement  |
| PE Whole school festivals      | <b>Handball Festival</b><br>17.10.25   | <b>Dance Festival</b><br>21.11.25   | <b>Inclusion Festival</b><br>06.02.26  | <b>Wellbeing Festival</b><br>20.03.26  | <b>Tennis Festival</b><br>15.05.26  | <b>Tri-Golf Festival</b><br>10.07.26   |
| <b>PE</b><br><br>See GetSet4PE | <b>Fundamentals</b><br>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their | <b>Gymnastics</b><br>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.<br><br><b>National Curriculum link:</b><br>Develop flexibility, strength, technique, control and balance. | <b>Dance</b><br>In this unit pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils 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.<br><br><b>National Curriculum link:</b> | <b>Athletics</b><br>In this unit pupils will develop basic running, 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, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to | <b>Netball</b><br>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as | <b>Cricket</b><br>In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that |



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| <p>own and with others, taking turns and sharing ideas.</p> <p><b><u>National Curriculum link:</u></b><br/>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b><u>Physical skills:</u></b><br/>Balance, run, dodge, hop, jump, skip.</p> <p><b><u>Social skills:</u></b><br/>Respect, collaboration, support and encourage others.</p> <p><b><u>Emotional skills:</u></b><br/>Determination, perseverance, honesty.</p> <p><b><u>Thinking skills:</u></b><br/>Select and apply, observation, provide feedback, comprehension.</p> <hr/> <p><b><u>Yoga</u></b><br/>In this unit pupils learn to discover how yoga can help them to develop balance, strength and flexibility. Pupils learn and explore yoga poses that will challenge each of these and work independently and with others to create their own yoga flows with consideration to how the poses are sequenced.</p> <p><b><u>National Curriculum link:</u></b><br/>Develop flexibility, strength, technique, control and balance.</p> <p><b><u>Physical skills:</u></b><br/>Balance, flexibility, strength, co-ordination.</p> <p><b><u>Social skills:</u></b><br/>Collaboration, share ideas, work safely, support others.</p> <p><b><u>Emotional skills:</u></b></p> | <p><b><u>Physical skills:</u></b><br/>Point and patch balances, jumps, straight roll, barrel roll, forward roll.</p> <p><b><u>Social skills:</u></b><br/>Work safely, collaboration, supportive.</p> <p><b><u>Emotional skills:</u></b><br/>Perseverance, confidence, independence.</p> <p><b><u>Thinking skills:</u></b><br/>Observe and provide feedback, creativity, select and apply skills.</p> <hr/> <p><b><u>Ball Skills</u></b><br/>In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well-known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p><b><u>National Curriculum link:</u></b><br/>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic</p> | <p>Perform dances using a range of movement patterns.</p> <p><b><u>Physical skills:</u></b><br/>Actions, dynamics, space, relationships.</p> <p><b><u>Social skills:</u></b><br/>Share ideas, respect, collaboration, inclusion, leadership, work safely.</p> <p><b><u>Emotional skills:</u></b><br/>Confidence, acceptance, sensitivity, perseverance.</p> <p><b><u>Thinking skills:</u></b><br/>Select and apply actions, creativity, observe and provide feedback.</p> <hr/> <p><b><u>Dodgeball</u></b><br/>In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><b><u>National Curriculum link:</u></b><br/>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b><br/>Throw, catch, dodge, jump.</p> | <p>measure, time and record scores.</p> <p><b><u>National Curriculum link:</u></b><br/>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p><b><u>Physical skills:</u></b><br/>Sprint, jump for distance, push throw, pull throw.</p> <p><b><u>Social skills:</u></b><br/>Collaborate, work safely.</p> <p><b><u>Emotional skills:</u></b><br/>Perseverance, determination.</p> <p><b><u>Thinking skills:</u></b><br/>Observe and provide feedback, comprehension, explore technique.</p> <hr/> <p><b><u>Tag Rugby</u></b><br/>In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> | <p>evaluating their own and others' performances.</p> <p><b><u>National Curriculum link:</u></b><br/>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b><br/>Throw, catch, change direction, change speed, shoot.</p> <p><b><u>Social skills:</u></b><br/>Communication, collaboration, support others.</p> <p><b><u>Emotional skills:</u></b><br/>Honesty and fair play, persevere, confidence.</p> <p><b><u>Thinking skills:</u></b><br/>Comprehension, decision making, recognition, identify, observe and provide feedback, select and apply.</p> <hr/> <p><b><u>Swimming</u></b><br/>In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b><u>National Curriculum link:</u></b></p> | <p>they can run between wickets to score runs. Pupils 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.</p> <p><b><u>National Curriculum link:</u></b><br/>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b><br/>Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier.</p> <p><b><u>Social skills:</u></b><br/>Collaboration and communication, respect.</p> <p><b><u>Emotional skills:</u></b><br/>Perseverance, honesty, determination.</p> <p><b><u>Thinking skills:</u></b><br/>Observing and providing feedback, applying strategies.</p> <hr/> <p><b><u>Swimming</u></b></p> |
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|  | <p>Honesty, confidence, awareness of others, perseverance.</p> <p><b><u>Thinking skills:</u></b><br/>Comprehension, select and apply, identify areas of strength and areas for development, reflection.</p> | <p>principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b><br/>Track, throw, catch, dribble, kick.</p> <p><b><u>Social skills:</u></b><br/>Communication, work safely, collaboration.</p> <p><b><u>Emotional skills:</u></b><br/>Perseverance, personal challenge, calmness, fairness.</p> <p><b><u>Thinking skills:</u></b><br/>Provide feedback, tactics, comprehension, reflection, make decisions.</p> <p><b>South Ribble Coach – Nutrition Mission Session</b></p> | <p><b><u>Social skills:</u></b><br/>Respect, communication, collaboration.</p> <p><b><u>Emotional skills:</u></b><br/>Honesty, perseverance.</p> <p><b><u>Thinking skills:</u></b><br/>Comprehension, make decisions, select and apply skills.</p> <p><b>South Ribble Coach – Joy of Moving Intervention</b></p> | <p><b><u>National Curriculum link:</u></b><br/>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b><u>Physical skills:</u></b><br/>Throw, catch, run, change direction, change speed.</p> <p><b><u>Social skills:</u></b><br/>Support others, inclusion, communication, collaboration, respect.</p> <p><b><u>Emotional skills:</u></b><br/>Determination, honesty, independence, perseverance.</p> <p><b><u>Thinking skills:</u></b><br/>Decision making, comprehension, select and apply, reflection, identify strengths and areas for development.</p> | <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p><b><u>Physical skills:</u></b><br/>Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b><u>Social skills:</u></b><br/>Communication, support and encourage others, keep myself and others safe, collaboration.</p> <p><b><u>Emotional skills:</u></b><br/>Confidence, honesty, determination, independence, perseverance.</p> <p><b><u>Thinking skills:</u></b><br/>Comprehension, observe and provide feedback, tactics, select and apply skill.</p> | <p>In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b><u>National Curriculum link:</u></b><br/>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p><b><u>Physical skills:</u></b><br/>Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b><u>Social skills:</u></b><br/>Communication, support and encourage others, keep myself and others safe, collaboration.</p> <p><b><u>Emotional skills:</u></b><br/>Confidence, honesty, determination, independence, perseverance.</p> |
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|                                  |  |  |  |   |  | <b>Thinking skills:</b><br>Comprehension, observe and provide feedback, tactics, select and apply skill.<br><br><b>South Ribble Coach – Dance From The Heart Session</b>  |
| FL<br>Adapted<br>Language Angels | Phonics 1<br>I am learning French  | Phonics 1<br>Animals<br>Noël   | Phonics 1<br>Instruments   | Phonics 1<br>I can  | Phonics 1<br>Ice cream   | Phonics 1<br>Fruit  |
|                                  | Skills progression.  | <b>Listening</b><br>Listen attentively, understand and follow instructions and everyday classroom words. Recognise and respond to sound patterns and words. Listen and respond to simple stories and songs. Follow a short familiar text listening and reading at the same time.                   | <b>Speaking</b><br>Say familiar words and phrases. Perform simple communicative tasks using single words and phrases. Recognise questions and negatives and politeness conventions. Using phonetical sounds, imitate pronunciation and intonation so that others can understand. | <b>Reading</b><br>Respond to written language from a range of sources. Appreciate stories and songs in the language. Recognise some familiar words in written form. Follow a short familiar text listening and reading at the same time.  | <b>Writing</b><br>Experiment with the writing of simple words, sentences, phrases and the date.  | <b>Grammar</b><br>Recognise nouns. Recognise gender. Recognise singular and plural forms. Use personal pronouns I, they.  |
| PSHE<br>See 1 Decision           | <b>Relationships</b><br>How can we be a good friend?<br><ul style="list-style-type: none"> <li>Friendship</li> <li>Making positive friendships</li> <li>Managing loneliness</li> <li>Dealing with arguments</li> </ul>   | <b>Relationships</b><br>What are families like?<br><ul style="list-style-type: none"> <li>Families</li> <li>Family life</li> <li>Caring for each other</li> </ul>  | <b>Health and wellbeing</b><br>What keeps us safe?<br><ul style="list-style-type: none"> <li>Keeping safe</li> <li>recognising risk</li> <li>rules</li> </ul> (Think PREVENT)  | <b>Health and wellbeing</b><br>Why should we eat well and look after our teeth?<br><ul style="list-style-type: none"> <li>Being healthy</li> <li>Eating well</li> <li>Dental care</li> </ul>  | <b>Health and wellbeing</b><br>Why should we keep active and sleep well?<br><ul style="list-style-type: none"> <li>Being healthy</li> <li>Keeping active</li> <li>Taking rest</li> </ul>   | <b>Living in the wider world</b><br>What makes a community?<br><ul style="list-style-type: none"> <li>Community</li> <li>Belonging to groups</li> <li>Similarities and differences</li> <li>Respect for others</li> </ul> |
| My Happy Mind                    | <b>MEET YOUR BRAIN</b><br><br>How to focus your mind to help you train your brain. About Team H-A-P and their roles in more detail. How our emotions impact Team H-A-P and how to support our brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. | <b>CELEBRATE</b><br><br>Scientists discovered that we all have 24 Character Strengths but in different amounts. We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. The five main categories | <b>APPRECIATE</b><br><br>That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more we show gratitude, the easier it is - we can use Neuroplasticity. How to develop an Attitude of       | <b>RELATE</b><br><br>That our strengths can be really helpful in friendships by helping us to accept other people's differences and how this is a good thing. That when we face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. We will | <b>ENGAGE</b><br><br>How our feelings affect our ability to do well in an activity and learn that we have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help us not give up on something. That we have to |   |

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|  | <p>How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. About Neurons and Neural Pathways and the role they play in learning. How to look after our brains to help them to be at their best.</p> <p><i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen</i></p> | <p>of Character Strengths are:<br/>1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and our World.</p> <p>Half of our character is set by genetics and the other half from our experiences. Our character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot strengths in others and how they can be used. That strengths can help us to approach difficult situations. When we use our Character Strengths, we can be our best selves because we are feeling happy, safe, and calm, and this makes Team H-A-P happy.</p> <p><i>Vocab: Character Strengths, Genetics, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, Unique, Special, Strengths Spotting, Neuroplasticity, Team H-A-P</i></p> | <p>Gratitude What happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in our brain when we give gratitude and this helps Team H-A-P work together. Dopamine can especially help the Amygdala stay calm and even the thought of gratitude can release Dopamine. How when we appreciate ourselves and feel good about our strengths, we will use them even more. We can use Character Strengths to appreciate others too.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing, Dopamine, Attitude of Gratitude, Neuroplasticity</i></p> | <p>learn how the skill 'Stop, Understand and Consider' can help us with friendships. Everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. That the more we practise seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. That we normally choose our friends because of their character. That we all see things from different perspectives; friends can help us solve problems by approaching them differently. How Active Listening can help our friendships and what happens if we don't Actively Listen with our friendships. That when we listen to friends, they will know that we care for them</p> <p><i>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences</i></p> | <p>'Believe to Achieve'. How to set our own Big Dream Goals.</p> <p><i>Vocab: Engage, Activity, Goal, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits, Perseverance, Resilience, Big Dream Goals</i></p> |  |
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