



Whitley Abbey Primary School

Hand in hand we learn

Year 3 Curriculum

| Curriculum Drivers | | | |
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| Possibilities and Citizenship | Reading and Vocabulary | Health and Wellbeing | Celebrating Diversity |
| Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life. Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence. | Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life. | Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom. | Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment. We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination. |

Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and 'The Whitley Abbey Character Values' (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into 'themes' we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of 'depth of knowledge' surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our 'Everyone D.O.E.S Promise' provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

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| History | Deliberate Practice (Skills) | <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time develop the appropriate use of historical terms. address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. | | |
| | Knowledge Assessment questions: | <p><u>Stone age – Iron age</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children recognise that the period before written history/ records is the pre-historic period? Can children say / explain what the term hunter-gatherer means? Do children know that the past can be divided into different periods? Can children say that the stone age is the name given to the earliest period of human culture when stone tools were first used? Can children say / explain that the bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons? Can children say/ explain that the iron age is the time period when iron became the preferred choice of metal for making tools? Can children describe what life was like in these time periods? (food, shelter, tools etc) Can children recognise that Britain changed from the stone age through to the iron age? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? | <p><u>Lady Godiva – Local History</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do children know some of the theories of how Coventry got its name? Can children explain how the Anglo Saxons influenced place names? (preparation for Year 4 in-depth studies) Can children tell the story of Lady Godiva/ Earl Leofric and how she helped Coventry? Can children tell the story in chronological order? Can children identify a variety of sources of information? Can children recognise the coat of arms and motto of Coventry? Do children know the phrase ‘sent to Coventry’, its meaning and origin? Do children understand what tax is? Can children name some of the Key figures during this time period? Do children recognise that Coventry continues to change and where/ how they live now may be different in years to come/ how it was different in the past? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? | <p><u>Ancient Egypt</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children say / explain who/ what a Pharaoh is and name a famous one? Can children say some key aspects of life / vocabulary associated with Egyptian way of life such as hieroglyphics, mummification, believe in afterlife and embalming? Can children say / explain some ways Egyptian civilisation influenced the world? Can children identify this period on a timeline? Can children use a range of sources to find out about the past? Can children explain the social class structure during ancient Egyptian times? Do children recognise that Egypt is in Africa and that the contributions of ancient Egypt to the world is essentially contributions made by Africans to the world? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? |
| | Vocabulary | iron age, stone age, bronze age, archaeology, archaeologist, tribes, tribal, hunter-gatherer, nomad, oral history, Stonehenge, artefact, monument, settlements, evidence, excavation, research, thatch, Skara Brae, forage, chronological order. | Lady Godiva, Peeping Tom, Earl of Mercia, Leofric, ancient, tax, oppressive tax, tyrant, statue, nude/ naked, Cathedral lanes shopping centre, Godiva festival, legend, monastery, Convent, Danish king Canute, source of history. | Ancient, religion, civilisation, Mummification, mummy, pharaoh, embalm, tomb, embalmer, papyrus, curse, underworld, Tutankhamun, valley of the kings, sphinx, hieroglyphics, inscription, linen, Giza, pyramid, afterlife, amulet, scribes, river Nile, Rosetta stone, ritual, rites, preserve, ointment, eternal life, Egyptian, monuments, social class. |

Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century chronological order.

| | Term | Autumn | Spring | Summer |
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| Geography | Deliberate Practice (Skills) | <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) use fieldwork to observe, measure record and present the human and physical features in the local area use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies | | |
| | Knowledge Assessment questions: | <u>Assessment Questions</u> <u>Climate Zones -</u> <ul style="list-style-type: none"> Can children find a country using a map? Can children identify the 8 points of a compass? Can children follow compass directions? Can children recognise some symbols on a map? Can children use a key to find unfamiliar symbols? Can children locate features on a map using 4 figure grid references? Can children say what lines of latitude and longitude are? Can children define weather and climate? Can children locate the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian on a world map/atlas? Can children define Tropics? Can children name the 5 main climate zones and locate them on a map? Can children explain weather patterns in each of the 5 main climate zones? | <u>Assessment Questions</u> <u>Our Continent</u> <ul style="list-style-type: none"> Can children explain the difference between a map, atlas and globe? Can children name at least eight European countries and locate them on a map? Can children find Greece on a globe or in an atlas? Can children identify the 8 points of a compass? Can children follow compass directions? Can children identify what part of Europe Greece is in? Can children explain five or more differences between living in the UK and a Mediterranean country? Can children identify the main physical features in Greece? Can children identify the main human features in Greece? Can children locate some features on a map using 4 figure grid references? Can children explain what makes Greece so popular to tourists? Can children interpret data to draw conclusions about a country? | <u>Assessment Questions</u> <u>Tremors</u> <ul style="list-style-type: none"> Can children use an atlas/digital map to locate volcanoes and earthquake areas? Can children identify the 8 points of a compass? Can children follow compass directions? Can children explain how the Earth is structured? Can children explain what tectonic plates are? Can children explain what causes an earthquake? Can children identify the features of a volcano? Can children name some famous volcanoes and earthquakes and locate them on a map using 4 figure grid references? Can children explain the effects of a volcanic eruption? Can children explain the effects of an earthquake? Can children talk about how people prepare for an earthquake? Can children explain what it is like living near a volcano? |
| | Vocabulary | axis, precipitation (<i>KS1 snow, rain</i>), temperature, weather, weather station, climate, climate zones, Lines of Latitude and longitude, Equator, Northern and Southern hemispheres, season, temperature, temperate, tropical, arid, polar, Mediterranean, map index, North and South poles | European Countries inc. Greece, landmass, Eurasia, boarder, region, climate, population, inhabitants, tourists, tourism, economy, Mediterranean, vegetation. | Earthquake, volcano, erupt, dormant, collision, magnitude, meteoric, intensity, tsunami., aftershock, ash cloud, core, crater, crust, disaster, dormant, fault line, geothermal, lava, magma, mantle, plate, Richter Scale, ridge, slope, tectonic, tremor, tsunami, vent, epicentre plate boundary |
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| Sci | Deliberate Practice | <ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries and comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, | | |

Deliberate Practise Vocabulary:

Map, digital/computer mapping, physical and human features, North, South, East and West Plan, atlas, globe, place, compass, North, South, East and West,North East, South East, North West, South West, Key, symbol, Grid reference.

Deliberate Practise Vocabulary:

Observe, measure, record, chart, graph,

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| | <div>(Skills)</div> <div><div>using a range of equipment, including thermometers and data loggers</div><div><div><div>gather, record, classify and present data in a variety of ways to help in answering questions</div><div>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</div><div>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</div><div>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</div><div>identify differences, similarities or changes related to simple scientific ideas and processes</div><div>use straightforward scientific evidence to answer questions or to support their findings.</div></div></div></div> <div>Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.</div> | | | | | |
| Knowledge Assessment questions: | <div>Animals Including Humans – Marie Curie</div> <div>Assessment Questions</div> <div><div>Do children know that humans get nutrition from what they eat?</div><div>Can children identify and group a variety of foods?</div><div>Can children recognise foods for growth and foods for energy?</div><div>Do children know that humans need to eat to grow and move?</div><div>Do children understand what is meant by the term 'balanced diet'?</div><div>Can children identify and describe which food groups we should eat most of and which food groups we should eat least of?</div><div>Do children know that different animals have different diets?</div><div>Can children use secondary sources to find out about the diets of different animals?</div><div>Can children recognise whether an animal is a herbivore, carnivore or omnivore?</div><div>Do children know that animals with a skeleton are called vertebrates?</div><div>Can children identify different bones in the human skeleton?</div><div>Can children compare bones in animal and human skeletons?</div></div> | <div>Forces and magnets</div> <div>Assessment Questions</div> <div><div>Can children explain what a force is?</div><div>Do children know that some forces need contact between two objects?</div><div>Can children identify pushes and pulls and explain the forces in action?</div><div>Do children know that forces can be measured in Newtons using a forcemeter?</div><div>Can children set up and carry out an investigation to explore how objects move on different surfaces?</div><div>Do children know that there are forces between magnets and that don't need contact between two objects?</div><div>Can children tell you that magnets have two poles?</div><div>Can children record observations of magnets?</div><div>Can children make generalisations about what happens when magnets are put together?</div></div> | <div>Light</div> <div>Assessment Questions</div> <div><div>Can children recognize that light is needed to see?</div><div>Can children name some natural sources of light?</div><div>Can children name other sources of light?</div><div>Can children understand that light is reflected from surfaces?</div><div>Can children recognize that sunlight can be dangerous?</div><div>Can children identify how shadows are formed?</div><div>Can children find patterns in the way shadows change?</div><div>Do children know that dark is the absence of light?</div><div>Can children define the difference between night and day</div><div>Do children know the difference between objects that are transparent, translucent, and opaque?</div><div>Can children explore shadows using torches and express their findings?</div><div>Know who is (Thomas Eddison)?</div></div> | <div>Rocks Mary Anning</div> <div>Assessment Questions</div> <div><div>Can children recognize the three types of rock and how they are formed?</div><div>Can children describe how soil is made from rocks?</div><div>Can children describe how fossils are formed?</div><div>Can children suggest ways of grouping rocks according to their characteristics?</div><div>Can children justify their choices and explain their decisions?</div><div>Do children know what the terms 'erosion' and 'permeable' mean?</div><div>Can children plan and carry out an experiment to compare rocks based on certain characteristics?</div><div>Can children evaluate their results and draw conclusions?</div><div>Can children use a variety of sources to find out information about rocks and their uses?</div></div> | <div>Plants</div> <div>Assessment Questions</div> <div><div>Can children identify and describe the different parts of flowering plants, including roots, stem / trunk, leaves and flowers?</div><div>Can children recognize that plants need air, light, water, nutrients and room to grow?</div><div>Can children understand how water is transported in plants?</div><div>Can children understand the role of flowers in the life cycle of a plant, including pollination, seed formation and seed dispersal?</div><div>Can children describe how seeds may be dispersed?</div><div>Can children describe how plants may be pollinated?</div></div> | |

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| | | <ul style="list-style-type: none"> Do children know the difference between vertebrates and invertebrates? Do children know that internal skeletons support and protect the body? Do children know how the bodies of invertebrates support and protect them? Do children know that muscles help us move? Do children know that muscles work in pairs to move different parts of the body? Do children know that some animals have strong muscles for particular purposes? | <ul style="list-style-type: none"> Can children make and test predictions about whether materials are magnetic or not? Can children make careful observations? Can children group objects on the basis of whether or not they are magnetic? Can children name some uses for magnets? Can children use a variety of sources to find out about the different uses of magnets? Can children present the information they have found in an appropriate way? | | | |
| | Vocabulary | skeleton, skull, bones, muscles, movement, support, protection, nutrition, diet, balanced diet, function, bone, vertebrates, invertebrates, herbivore, carnivore, omnivore. | force, contact, surface, magnetic, attract, repel, poles, newton, forcemeter, pull, push, attract | light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque | Fossil , Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent, metamorphic, sedimentary, igneous, permeable, erosion, absorbent, crumble layer, sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) change, squeeze, pressure | Flower, stem, roots, branch, trunk, Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower |

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| Art | Deliberate Practice (Skills) | <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | <div>Deliberate Practise Vocabulary:</div> <div>Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques.</div> |
| | Knowledge Assessment questions: | <p><u>Quentin Blake’s Drawings as Inspiration Characters Inspired by Dahl and Blake</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none">Can children comment on the work of other artist giving an opinion? | <p><u>Observational Drawings, sculpture and clay</u></p> <p>Giuseppe Arcimboldo- <i>portraits using fruit</i> Flowers paintings; Claude Monet- Waterlillies Vincent Van Gogh- <i>sunflowers</i></p> <p><u>Assessment Questions</u></p> | <p><u>Egyptian Art</u></p> <p>Moses Williams https://en.wikipedia.org/wiki/Moses_Williams_(artist)</p> <p>https://www.youtube.com/watch?v=AGBce-M9NpY https://romeromac.com/wp-content/uploads/2020/02/Year-3-Egyptians-Art-Overview.pdf</p> |

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| | | <ul style="list-style-type: none"> Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? Can children take inspiration from different time periods and cultures? Can children produce work in the style of another artist or designer? Can children sketch body shapes using a continuous line drawing and pen? Can children apply watercolour wash. (Inspired by the work of Quentin Blake) ? To create an image in the style of Quentin Blake based on the stone age? <p>https://www.accessart.org.uk/exaggerating-to-communicate/ (Stone age men)</p> <p>https://www.accessart.org.uk/year-3-roald-dahl-quentin-blake-homework/ (Stone age tools/ animals/ people)</p> | <ul style="list-style-type: none"> Can children use sketchbooks to record drawings of still life fruit? Can children practise sketching techniques – cross hatching, smudging etc ? https://www.cowlingandwilcox.com/blog/2020/05/28/a-guide-to-pencil-sketching-techniques/ Can children use a viewfinder to sketch a small section? Can children to draw and paint their viewfinder section mixing their own colours? Can children create a clay tile based on the viewfinder section (Final Piece) ? Can children make sketches of flowers in their sketchbooks? Can children follow a process to make a sculpture flower after initial sketches (Final piece) ? Can children comment on the work of other artist giving an opinion? Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? <p>https://www.accessart.org.uk/fruit-inspired-clay-tiles/</p> <p>https://www.accessart.org.uk/drawing-and-making-flowers/</p> | Assessment Questions <ul style="list-style-type: none"> Can children comment on the work of other artist giving an opinion? Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? Can children take inspiration from different time periods and cultures? Can children represent areas of light and dark in their pictures? Can children define 'silhouette painting'? Can children describe how silhouettes are made? Can children used mixed media to create a silhouette painting? Can children give some facts about the life of Moses Williams? Can children use a mixed media technique called paper batik? Can children select colour, tone and pattern for purpose and justify their choices? |
| | Vocabulary | Cartoon, Position, Line, Change, Improve, illustrator Viewpoint, Detail, Decoration, Two-dimensional, | Giuseppe Arcimboldo- Claude Monet- Vincent Van Gogh Cross hatching, sketch, blend, smudge , stippling, hatching. Line, Change, Improve, Viewfinder, section, enlarge Sculpture; Viewpoint, Detail, Decoration, Clay, Natural Form, relief, glazed, tile, pattern, Two-dimensional, Three-dimensional | Silhouette, light, dark, tone, batik, mixed media, inspiration, artist, combine, technique |

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| DT | Deliberate Practice (Skills) | <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. | | | <div>Deliberate Practise Vocabulary: evaluation, product, design criteria, suitable, suitability, constructive criticism, test, audience, annotated diagram, prototype, functional</div> |
| | Knowledge | Stone age tools https://www.olefield.cheshire.sch.uk/work/design-technology-in-year-3-stone-age-tools-and-weapons/32517 | Meander Sewing Patterns Assessment questions | Pneumatic Toy/ Tarts- Hero of Alexandria Assessment questions | |

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| | Assessment questions: | Assessment questions <ul style="list-style-type: none"> Can the children discuss what design criteria is? Can the children explain what constructive criticism is and why it is important in the design process? Can the children discuss the importance of feedback as part of the design process? Can the children explain what materials are most suitable to meet their design criteria? Can children use different joining techniques? Can the children test product against the design criteria? | <ul style="list-style-type: none"> Can the children explain what a template is and how one is used? Can the children show an example of applique? Can children name at least two types of stitches? Can the children show an example of a running stitch? Can the children use a simple running stitch to join two pieces of fabric together? Can the children show an example of a cross stitch? Can the children explain what a seam is? | https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/mechanical-systems-pneumatic-toys/assessment-dt-y3-mechanical-systems-pneumatic-toys/ <ul style="list-style-type: none"> Can the children explain what a mechanism is? Can the children explain what a pneumatic system is? Can the children explain what an exploded diagram is? Can the children say what motion is and how the motion has occurred? Can the children explain what a paper net is? Can the children explain what function means? <p>Can the children say how drawings and designs help designers create a finished product?</p> |
| | Vocabulary | <i>design criteria, feedback, evaluation, test, material, bind, tie, construct, knot, cut, saw, glue gun, wood, flint, stone.</i> | <i>Accurate, applique, cross-stitch, decorate, detail, fabric, patch, running stitch, seam, stencil, target audience, template</i> | Exploded diagram, function, input, lever, linkage, mechanism, motion, net, pivot, output, pneumatic system, |

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| Computing | Deliberate Practice (Skills) | <ul style="list-style-type: none">design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsuse sequence, selection, and repetition in programs; work with variables and various forms of input and outputuse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsuse search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentselect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and informationuse technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | <div>Deliberate Practise Vocabulary: E-safety rules Secure passwords Report abuse button Gaming Blogs</div> |
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| | Continuous provision | <p>Our computing curriculum aims to explicitly teach Computer Science Skills.</p> <p>Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.</p> |
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| | Knowledge Assessment questions: | National Online Safety Unit – Self Image and identity Activity 1 Assessment Questions Ray Tomlinson <ul style="list-style-type: none"> Can children explain what is meant by the term identity? Unit 3.5 <ul style="list-style-type: none"> Can children list different ways that the internet can provide a range of platforms to communicate? Can children explain and compare each communication method? Can children exchange emails? Can children open and respond to emails? | National Online Safety Unit - Self Image and identity Activity 2 Assessment Questions <ul style="list-style-type: none"> Can children explain how people can represent themselves in different ways online? Unit 3.3 <ul style="list-style-type: none"> Can children collect and enter data? Can children create a table of data? Can children create a spreadsheet of data? Can children use this data to create graphs or charts? Can children edit headers and add labels? Unit 3.4 <ul style="list-style-type: none"> Can children type with both hands? Can children use the home, top and bottom row keys when typing? | National Online Safety Unit - Self Image and identity Activity 3 Assessment Questions <ul style="list-style-type: none"> Can children explain ways in which people might change their identity online? Unit 3.1 <ul style="list-style-type: none"> Can children design their own program? Can children code their own program? Can children structure commands in their program in a systematic and logical way? Can children explain their choice of commands and what actions they initiate? Can children integrate multimedia components in their coding? Can children add timers to their program? Can children explain the difference between a timer and a repeat command? |
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| | | <ul style="list-style-type: none"> Can children select a recipient from their address book? Can children add an attachment to an email? Can children use the CC functionality? | | Can children use 'if' statements to add selection to their coding? |
| | Vocabulary | Email, platform, communication, exchange, open, respond, recipient, address book, attachment, Carbon Copy | Data, table, spreadsheet, graph, chart, axis, header, cell, keys, rows, touch type, keyboard | Design, code, program, command, actions, multimedia, sound, animation, timer, repeat, if. |
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| | Term | Autumn | Spring | Summer |
| RE | Deliberate Practice (Skills) | <ul style="list-style-type: none"> Develop tolerance and respect and show empathy and understanding for the beliefs and practices of others To be able to debate ideas, values and ideologies demonstrating respect for those that differ to their own. | | |
| | Knowledge Assessment questions: | <u>Assessment Questions</u> Autumn 1: What does it mean to be a Christian in Britain today? (part 1) Can children identify differences between a Christian family home and a non-Christian? Can you explain how Christians show their beliefs in church? How do Christians use music to worship God? Why do people use music to worship God? Autumn 2: What does it mean to be a Hindu in Britain today? (part 1) What do Hindu's believe about God? What are the similarities between the life of a Hindu child and child who is not Hindu? What are the differences? What is puja? How does puja show the beliefs of a Hindu? Can you describe two aims of Hindu life? | <u>Assessment Questions</u> Spring 1: Why is the bible so important to Christians today? What is the bible? Why do Christians and people from other religions believe their book is sacred/holy? Can you describe how the bible is divided and arranged into two testaments? Can you explain what Christians find useful about reading the bible? Can you explain how the bible teaches people about forgiveness? Spring 2: Why are festivals important to religious communities? (part 1) Easter focus How are religious and non-religious celebrations different? How are they similar? Which symbols tell us about the Easter story? Can you describe three things that make Holy Week a special time for Christians? Can you describe the last supper? How is this linked to sacrifice? | <u>Assessment Questions</u> Summer 1: What do different people believe about God? How do Christians describe God? How do Hindus describe God? How do Muslims describe God? How are these beliefs similar/different? Can you suggest why having a faith or belief in something can be hard? How does it make a difference to people's life to believe in God? Summer 2: Why do people pray? How do Christians pray? How/where do Muslims pray? Can you describe Hindu pray? What are the similarities and differences between how people in these faiths pray? What do people believe when they pray? How does praying comfort believers? |
| | Vocabulary | Autumn 1: worship, hymns, community, Bible, cross, grace, church, God. Autumn 2: Hindu, puja – ceremonial worship/ritual, diva lamp, 4 aims of life; Purusharthas- artha (wealth), kama (desire), dharma (righteousness), moksha (liberation). | Spring 1: Bible, old, new testament, sacred, forgiveness, comfort, guidance. Spring 2: Easter, Holy Week, Good Friday, Easter Sunday, last supper, sacrifice, palm branches, resurrection. | Summer 1: Christians/Christianity, Muslims/Islam faith, Hindus/Hinduism, God, Brahman, Allah. Summer 2: Comfort, guidance, reassurance, pray, prayer mat, washroom, mihrab, puja. |
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| | Term | Autumn | Spring | Summer |

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| PE | Deliberate Practice (Skills) | <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• perform dances using a range of movement patterns• take part in outdoor and adventurous activity challenges both individually and within a team• compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance ,agility, co-ordination, team, attack and defend, movement pattern, warm up, cool down, healthy, exercise, fitness, Evaluate. |
| | Knowledge Assessment questions: | Assessment Questions Dance <ul style="list-style-type: none">• Can children evaluate and improve a dance performance?• Can children name the muscles/body parts that they need to warm up and cool down for dance?• Can children respond to a stimulus to create movement patterns? Gymnastics <ul style="list-style-type: none">• Can children show a range of symmetric and asymmetric actions, shapes and balances?• Can children control actions?• Can children move from floor to apparatus safely?• Can children evaluate their performance?• Can children say what they need to do improve their performance?• Can children talk about the importance of exercise and some of the effects it has on their body? | Assessment Questions Invasion Games <ul style="list-style-type: none">• Can children show you accuracy when passing a ball?• Can children show you how to send and receive a ball using different ways? Overarm/underarm/ chest pass/ bounce pass• Can children travel whilst maintaining control of a ball?• Can children explain how to organise themselves to play an invasion game?• Can children evaluate their performance?• Can children say what they need to do improve their performance?• Can children talk about the importance of exercise and some of the effects it has on their body? | Assessment Questions Athletics <ul style="list-style-type: none">• Can children choose skills and equipment to meet challenges set?• Can children change speed or technique to meet challenges set for running, jumping and throwing?• Can children tell you what their body feels like when exercising?• Can children describe what happens to their bodies during exercise?• Can children evaluate their performance?• Can children say what they need to do improve their performance?• Can children talk about the importance of exercise and some of the effects it has on their body? |
| | Vocabulary | Dance timing, stimulus, translating, freely, improvise. Gymnastics <ul style="list-style-type: none">• mirroring, matching, symmetric, asymmetric, shapes, , extension, body tension, control, apparatus, levels. Tucked jump, Star jump, Straight jump, Half turn jump from a bench, ,Pike jump, Cat leap. balances (counter balance) arch, back support, Front support, shoulder stand, bridge | passing, receiving, techniques, communication, travelling, control, possession, scoring, target, off-target, tactics, support, patterns of play. Chest pass, bounce pass, overarm, underarm | techniques, speed, effort, challenges, distance, temperature, athletic, aerobic, fitness, force, power, speed, direction. Chest pass, bounce pass, overarm, underarm |
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| | Term | Autumn | Spring | Summer |
| Music | Deliberate Practice (Skills) | <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | Deliberate Practise Vocabulary: Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo. |

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| | | develop an understanding of the history of music. | | |
| | Knowledge Assessment questions: | Unit 1 – <i>Let Your Spirit Fly</i> - To learn about RnB <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children Identify the structure of the piece? Can children name the instruments in the piece? Can children find the pulse? Are children aware of changes in tempo | Unit 2 – Glockenspiel Stage 1 - Explore and develop the playing of the glockenspiel <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children play the instrument carefully to get the correct sound? Can children play and read the notes CDE and F? Can children play and read the notes CDE and F with improvisation? Can children compose a simple piece using the notes CDE and F? | Unit 4 – <i>The Dragon Song</i> - To know that folk tunes celebrate our differences and cultures <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children show understanding of the difference between pulse and rhythm? Can children identify the themes? Can children identify the instruments and voices? Can children explain how the words tell a story? |
| | Vocabulary | Unit 1 - Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, compose, perform, dynamics, tempo, hook, melody | Unit 2 - Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody | Unit 4 - Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook. melody |
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| French | Deliberate Practice (Skills) | <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material , including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing <div> Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like , I do not like, my name is, Numbers, months, days, colours, body parts, I like, I do not like, well done, excellent. </div> | | |
| | Knowledge Assessment questions: | Rising Stars Stage 1 - Moi/Jeux et chansons <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children use some greetings in French? Can children ask some simple questions in French: 'What is your name?' 'How old are you?' 'How are you?' Can children say what their name is, how they are and how they feel? Can children name some members of their family in French? Can children count to ten (later 20) in French and know the number names? Can children understand someone saying in French which activity they prefer? Can children say in French what they prefer? Can children ask someone in French what they prefer? Can children say 'There are...' and 'I have...' in French? | Rising Stars Stage 1 - Portraits <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children understand, name and write colours in French ? Can children say the names of parts of the body in French ? Do children know that nouns in French are split into two groups – masculine and feminine, and that this determines the word for 'the' in French? Can children identify a noun and an adjective in French? Can children compare the position of an adjective in English and French? Can children put adjectives after the noun in French ? Can children describe facial features in the first person (j'ai, je suis) and third person (il/elle a, il/elle est)? Can children recognise and say the 'eu' sound in French words? | Rising star stage 1 - Les quatre amis <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children understand the names of some animals in French Can children identify animals from words read and heard in French? Can children listen to and join in with a story in French? Can children sort words according to gender (masculine and feminine) and sound (eu/ou)? Can children recognise some movement-related verbs in French and show understanding by doing an action ? Can children answer the question C'est de quelle couleur ? Can children decide when to use il or elle for the pronoun 'it', depending on the gender of the noun? Can children write sentences in French about how animals move ? |

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| | | <ul style="list-style-type: none"> Can children copy the pronunciation of some French words? Can children join in with French songs and play simple games? | | |
| | Vocabulary | <p>Bonjour ! Hello! Salut ! Hi!/Bye! Ça va ? How are you? Ça va bien/mal. I'm fine/not very well. Et toi ? And you? Au revoir ! Goodbye! Monsieur/Madame Mr/Mrs, Sir/Miss (to teacher) oui, non yes, no Je m'appelle ... My name is ... Comment tu t'appelles ? What's your name? voici ... here is ... 1–10: un, deux, trois, quatre, 1–10: one, two, three, four, cinq, six, sept, huit, neuf, five, six, seven, eight, nine, dix ten J'ai ... I have ... Quel âge as-tu ? How old are you? J'ai sept/huit ans. I'm seven/eight years old. mon père my father ma mère my mother mon frère my brother ma sœur my sister</p> | <p>rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable) brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has ... le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair. Il/Elle est grand(e)/petit(e). He/She is big/sma</p> | <p>le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No, the rabbit doesn't pas, etc. gallop, etc. vite quickly lentement slowly Il sautille. He/It hops. Elle trotte. She/It scurries. la pomme</p> |



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| PSHE | Deliberate Practice (Skills) | <div><ul style="list-style-type: none">understand the importance of positive and healthy relationshipsunderstand the importance of respecting others and of self respect.understand the Whitley Values and British Values and how we should use these in our lives.understand what consent is, how to give and refuse consentunderstand the importance of physical health and mental wellbeing andunderstand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.understand how to keep themselves safe and what to do if they feel unsafe.understand the growth mind-set and mental health strategies they can use when they are struggling.</div> <div>Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mindset, talent, skill,</div> | | |
| | Knowledge Assessment questions: | <div>Relationships</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Do children recognise and respect that there are different types of families?Can children tell you what being part of a family provides you with?Can children explain different ways that people can care for each other?Can children explain what to do if they were worried about someone and who they could go to for help?Do children know what bullying is and why is it unacceptable?Can children identify how bullying could affect someone?Can children share what they could do if they see or experience bullying behaviour?Can children explain what is respectful behaviour?Can children name some of the ways people from different cultures show respect and courtesy? | <div>Living in the wider world</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Can children explain why rules and laws inside and outside school are important?Can children explain what might happen if rules or laws are broken?Do children know that humans have rights and how they protect people?Do children know that they have rights?Can children describe the difference between a right and a responsibility? | <div>Health and wellbeing</div> <div>Assessment Questions</div> <ul style="list-style-type: none">Can children name some good and bad choices people make about their health everyday?Can children identify what can help people make healthy choices?Can children identify what can stop them making healthy choices?Can children say are good health habits?Can children say what are bad health habits and what can help to change them?Can children describe a healthy, balanced diet?Can children name foods and drinks should you only have as a treat?Can children say what are the benefits of regular exercise on the brain and body?Can children share what things might effect their mood?Can children explain different ways in which they might share their feelings?Can children say what makes them unique?Can children identify safety hazards at home and in school? |

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| | | | | <ul style="list-style-type: none"> Do children know how home kept safe from fire? And what would alert you to fire? Why is it import to listen carefully and follow safety rules from adults? How would you keep yourself safe by the roadside, by the railway line, beside water, near fireworks? |
| | Vocabulary | <i>Relationships, Conflict ,mental health, Celebrate, Family, culture, age, gender, belief, community, diverse, Respect, Views, Group, bullying, anti-bullying, friendship, gratitude, respect, tolerance, resilience.</i> | <i>Living in the Wider World, influence, rules laws, respect, rights, responsibilities, Human Rights, Children's Rights, morals courage, resilience, honesty, reciprocity, teamwork, resourceful</i> | <i>Health and Wellbeing: healthy, unhealthy, addictive, advice, bad habits, addiction, low mood, self-esteem, routines, low-energy, happiness, energy, sleep, sugar, fat, happy hormones.</i> |