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| PSHE |
| **Health and wellbeing*** What is meant by a healthy lifestyle
* How to maintain physical, mental and emotional health and wellbeing.
* How to manage risks to physical and emotional health and wellbeing.
* Ways of keeping physically and emotionally safe.
* About managing change, such as puberty, transition and loss.
* How to respond in an emergency.
* Identify different influences on health and wellbeing.
 | **Relationships*** How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
* How to recognise and manage emotions within a range of relationships
* How to recognise risky or negative relationships including all forms of bullying and abuse
* How to respond to risky or negative relationships and ask for help
* How to respect equality and diversity in relationships.
 | **Living in the wider world*** Respect for self/others and the importance of responsible behaviours & actions.
* About rights and responsibilities as members of groups and as citizens.
* About different groups and communities.
* To respect equality and to be a productive member of a diverse community.
* About the importance of respecting and protecting the environment.
* About where money comes from, keeping it safe and managing it effectively.
* A basic understanding of enterprise.
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| English (Y3) | Art & Design (LKS2) | Computing (LKS2) | P.E. (LKS2) |
| **Reading*** Use knowledge to read ‘exception’ words
* Read range of fiction & non-fiction
* Use dictionaries to check meaning
* Prepare poems & plays to perform
* Check own understanding of reading
* Draw inferences & make predictions
* Retrieve & record information from non-fiction books
* Discuss reading with others
 | **Writing*** Use prefixes & suffixes in spelling
* Use dictionary to confirm spellings
* Write simple dictated sentences
* Use handwriting joins appropriately
* Plan to write based on familiar forms
* Rehearse sentences orally for writing
* Use varied rich vocabulary
* Create simple settings & plot
* Assess effectiveness of own and others’ writing
 | **Grammar*** Use range of conjunctions
* Use perfect tense
* Use range of nouns & pronouns
* Use time connectives
* Introduce speech punctuation
* Know language of clauses

**Speaking & Listening*** Give structured descriptions
* Participate activity in conversation
* Consider & evaluate different viewpoints
 | * Use sketchbooks to collect, record and evaluate ideas
* Improve mastery of techniques such as drawing, painting and sculpture with varied materials
* Learn about great artists, architects & designers
 | * Design & write programs to achieve specific goals, including solving problems
* Use logical reasoning
* Understand computer networks
* Use internet safely and appropriately
* Collect and present data appropriately
 | * Use running, jumping, catching and throwing in isolation and in combination
* Play competitive games, modified as appropriate
* Develop flexibility & control in gym, dance & athletics
* Compare performances to achieve personal bests
* Swimming proficiency at 25m (KS1 or KS2)
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| Maths (Y3) | Design & Technology (LKS2) | Geography (LKS2) | R.E. |
| **Number/Calculation** * Learn 6, 7, 8 & 9x tables
* Secure place value to 100
* Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
* Written column addition & subtraction
* Solve number problems, including multiplication & simple division and missing number problems
* Use commutativity to help calculations
 | **Geometry & Measures** * Measure & calculate with metric measures
* Measure simple perimeter
* Add/subtract using money in context
* Use Roman numerals up to XII; tell time
* Calculate using simple time problems
* Draw 2-d / Make 3-d shapes
* Identify and use right angles
* Identify horizontal, vertical, perpendicular and parallel lines
 | **Fractions & Decimals*** Use & count in tenths
* Recognise, find & write fractions
* Recognise some equivalent fractions
* Add/subtract fractions up to <1
* Order fractions with common denominator

**Data*** Interpret bar charts & pictograms
 | * Use research& criteria to develop products which are fit for purpose
* Use annotated sketches and prototypes to explain ideas
* Evaluate existing products and improve own work
* Use mechanical systems in own work
* Understand seasonality; prepare & cook mainly savoury dishes
 | * Locate world’s countries, focussing on Europe & Americas focus on key physical & human features
* Study a region of the UK (not local area)
* Use 8 points of compass, symbols & keys
* Describe & understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc.
* Use fieldwork to observe, measure & record
 | * Continue to follow locally- agreed syllabus for RE
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| Great Experiences |  | Science (Y3) | History (Y3) | Music (LKS2) | Languages (LKS2) |
| * See a stage production in a theatre
* Visit an art gallery
* Work with a professional artist
* Meet a professional writer
* Learn to play an instrument
* Perform in front of an audience
* Meet an international visitor
* Hold a short conversation in another language
 | * Visit Places of Worship
* A residential visit
* Take part in a competitive sporting event
* Teach another person a skill
* Be an active citizen in the community
* Make and eat a healthy meal of their own design
* Take part in outdoor learning
 | **Biology** * Plants, incl. parts, lifecycle and requirements for life
* Animals: skeletons & nutrition

**Chemistry*** Classification of rock types
* Simple understanding of fossilisation

**Physics*** Sources of light; shadows & reflections
* Simple forces, including magnetism
 | **British History (taught chronologically)** * Stone Age to Iron Age Britain, including:

- hunter-gatherers and early farmers- Bronze age religion, technology & travel- Iron age hill forts**Broader History Study*** A local history study, e.g.

- A depth study linked to a studied period - A study over a period of time - *A post-1066 study of a relevant period in local history*  | * Use voice & instruments with increasing accuracy, control and expression
* Improvise & compose music
* Listen with attention to detail
* Appreciate wide range of live & recorded music
* Begin to develop understanding of history
 | * Listen & engage
* Ask & answer questions
* Speak in sentences using familiar vocabulary
* Develop appropriate pronunciation
* Show understanding of words & phrases
* Appreciate stories, songs, poems & rhymes
* Broaden vocabulary
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